



Teacher cognition and the status of grammar teaching in Norwegian secondary schools

A study of grammar teaching practices in the school subjects
Norwegian, English and Spanish

Sigrunn Askland

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TEACHER COGNITION AND THE
STATUS OF GRAMMAR TEACHING IN
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The loneliness of the long distance runner...

...is no doubt preferable to the loneliness of the Ph.D-student...

Having been an avid runner for years, I can say that there are many similarities between running a marathon and writing a Ph.D. It takes planning, dedication and stamina. However, as I, like most runners upon completing a marathon, immediately start planning for a new opportunity to exhaust myself, I can honestly say that writing a Ph.D is something I never wish to do again.

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Samandrag på norsk

I denne avhandlinga undersøker eg korleis grammatikkundervisninga går føre seg i ungdomsskulen og i vidaregåande skule i Noreg, i høvesvis norsk (L1), engelsk (L2) og spansk (L3). Avhandlinga er artikkelbasert og inneheld tre artiklar og eit utvida samandrag, den såkalla «kappa». Kappa inneheld desse delane: innleiing, teoretisk rammeverk, oversyn over relevant litteratur, metode, samandrag og diskusjon av dei tre artiklane og til slutt ein konklusjon.

Hovudforskingsspørsmålet er: *Kva er grammatikken si rolle i norsk-, engelsk-, og spanskundervisninga i norske ungdomsskular og vidaregåande skular?* Dette spørsmålet vert utforska gjennom desse underspørsmåla:

- 1) Kva uttrykkjer lærarane om grammatikken si rolle i høvesvis norsk (L1), engelsk (L2) og spansk (L3)?
- 2) Kva for tilnærmingar og metodar vert nytta i grammatikkundervisninga i høvesvis norsk, engelsk og spansk?
- 3) Kva språk brukar lærarane i grammatikkundervisninga i engelsk og spansk, morsmålet norsk, eller målspråka engelsk og spansk?

Artikkel I svarer på forskingsspørsmåla 1-3 når det gjeld spanskundervisning, **artikkel II** svarer på forskingsspørsmåla 1-2 når det gjeld norskundervisning (spørsmål 3 er ikkje aktuelt her), medan **artikkel III** svarer på spørsmål 1-3 i samband med engelskundervisning.

Det er mange grunnar til å sjå nærare på korleis grammatikkundervisninga i språkfaga går føre seg. For det første har grammatikkundervisning lenge vore eit kontroversielt tema, effekten har vore omdiskutert, og rykta vil ha det til at korkje lærarar eller elevar likar, eller ser nytteverdien av grammatikkundervisning. Vidare finst det studiar som indikerer at norske elevar er lite motiverte for å lære sidemålet sitt (særskilt når det gjeld nynorsk), og for å lære eit framandspråk i tillegg til engelsk.

Artikkel I er ein kvalitativ studie som undersøker korleis spansk lærarar vurderer grammatikkundervisninga si rolle i eit utval norske ungdomsskular og vidaregåande skular. Ti lærarar vart intervjuar og deretter observerte medan dei underviste i ordinære spansk timar. Forskingsspørsmåla var: 1) Kva uttrykkjer lærarane om grammatikken si rolle i spanskundervisninga? 2) Kva metodar vert nytta i grammatikkundervisninga i spanskfaget? 3) Kva språk nyttar lærarane når dei

underviser i grammatikk, og kva språk nyttar dei elles i undervisninga, norsk eller spansk? Data omfattar intervju og observasjonar av ti lærarar.

Funna tydar på at lærarane i denne studien tykkjer grammatikkundervisning er ein viktig del av framandspråksundervisninga, og dei ser ut til å føretrekke ei eksplisitt, deduktiv tilnærming, sjølv om dei gjev uttrykk for at det er ønskjeleg å implementere ulike tilnærmingar til grammatikk, også induktive. Lærarane uttrykte i intervju at dei brukte målspåket mykje meir enn det som viste seg å vere tilfelle i dei observerte undervisningsøktene. Når det gjeld grammatikkundervisning og val av språk, så er det norsk som dominerer i dei fleste klasseromssituasjonane. Vidare var det slik at dei fleste av lærarane som nytta ein god del spansk i timane, omsette det meste av dette til norsk rett etterpå. Det er interessant at det ikkje ser ut til å vere eit samband mellom avgrensa bruk av målspåket og målspåkskompetansen til lærarane.

Artikkel II er også ein kvalitativ studie som undersøker 1) kva lærarane seier om grammatikkundervisninga si rolle i norskfaget og 2) om det er skilnad på kva lærarane seier om grammatikkundervisninga si rolle i hovudmål og sidemål? Tjueseks lærarar vart intervju, 12 i ungdomsskulen og 14 i vidaregåande skule.

Funna avdekka at dei fleste lærarane tykte at grammatikkundervisning er viktig, men at dei ikkje nytta mykje tid på grammatikk i hovudmålet, og at tida lærarane nytta på grammatikkundervisning minka når elevane vart eldre. Når det gjeld nynorsk som sidemål, derimot, uttrykte lærarane at dei fokuserte meir på grammatikkundervisning, og då spesielt på formverket.

Vidare sa lærarane at elevane treng grammatikk-kunnskap for å lære framandspråk, for å skrive korrekt norsk og fordi det er nyttig for elevar og lærarar å ha eit felles metaspråk som kan nyttast i diskusjonar, vurderingssituasjonar og i tilbakemeldingar. Likevel hevdar lærarane at det er vanskeleg for elevane å forstå grammatisk terminologi, og at dei ser at elevane tykkjer det er vanskeleg å overføre grammatisk kunnskap til praktiske skrivesituasjonar. Lærarane seier også at mange elevar har negative haldningar til nynorsk som sidemål, fordi det er krevjande for dei å meistre formverket.

Artikkel III tar for seg grammatikkens rolle i engelskfaget i ungdomsskule og vidaregåande skule. Forskingsspørsmåla var: 1) Kva uttrykkjer lærarane om grammatikkens rolle i engelskfaget? 2) Kva tilnærmingar og metodar vert nytta i grammatikkundervisninga i engelskfaget? 3) Kva språk brukar lærarane når dei underviser i grammatikk og i andre klasseromssituasjonar, norsk eller engelsk? Dataa omfattar intervju med 19 lærarar (6 i ungdomsskulen og 13 i vidaregåande skule) og

24 observasjonar av engelskundervisning, i tillegg til undervisningsmaterieil frå timane som vart observerte, samt terminplanar.

Funna tydar på at lærarane ser på grammatikk som ein viktig del av engelskundervisninga. Kunnskap om grammatikk kan fungere som ein reiskap for å betre elevane sin språkproduksjon, for å lære elevane om språklege strukturar og for å utstyre dei med eit metaspråk som gjer lærarar og elevar i stand til å kommunisere om språk. Trass dette ser det ut til at lærarane nyttar avgrensa tid på eksplisitt grammatikkundervisning og diskusjonar om grammatikk, og at dette minkar når elevane sin språklege kompetanse aukar.

Fleirtalet av lærarane seier at mange elevar ser ut til å meine at dei meistrar grammatikken implisitt, men desse elevane gjer likevel grammatiske feil, ifølgje lærarane. Difor fokuserer lærarane på grammatiske område der elevane strevar. Lærarane seier også at dei ikkje underviser i grammatikk på ein systematisk måte, og at elevane ikkje likar grammatikk i særleg grad. Nå det gjeld bruk av målspråket er det slik at dei fleste lærarane hovudsakleg talar engelsk, men mange nyttar noko norsk for å forklare grammatikk, gje informasjon og ved ymse typar forklaringar.

Hovudbidraget i avhandlninga er auka innsikt i samanhengen mellom *teacher cognition* og grammatikkundervisning i språkundervisninga, både når dette gjeld morsmål og første og andre framandspråk. Avhandlninga gir dessutan auka innsikt i korleis målspråka engelsk og spansk vert nytta i undervisninga i ungdomsskule og vidaregåande skule. Få studiar har samanlikna korleis grammatikkundervisning går føre seg i L1, L2 og L3, og funna i denne studien tydar på at det er viktige skilnader når det gjeld korleis lærarane vektlegg grammatikkundervisning i dei tre språkfaga som er undersøkt her, og når det gjeld korleis målspråka engelsk og spansk vert nytta i undervisninga.

Denne avhandlninga inneheld nokre utfordringar når det gjeld reliabilitet og validitet, då bruk av intervju og observasjonar som metode kan føre til skeivheit i resultata. Triangulering av intervju og observasjonar, og innsamling av undervisningsplanar og spørjeskjema etter observasjonane, styrkjer validiteten.

Eg konkluderer med at det er eit behov for å implementere ei tilnærming som inneber jamleg grammatikkundervisning i faga norsk hovudmål og engelsk i ungdomsskular og vidaregåande skular. Det vil dessutan truleg vere formålstenleg å nytte ei meir kontekstualisert tilnærming i grammatikkundervisninga i nynorsk som sidemål og i spansk. Vidare legg utkast til den nye læreplanen 2020 vekt på at det er læringsfremjande for elevane dersom lærarane ser meir heilskapleg på språklæring,

vert meir medvitne om den totale språkkompetansen som elevane ber med seg, og dermed kan hjelpe elevane til å utvikle fleire og betre språklæringsstrategiar.

Forsking viser at lærarar vert påverka både av tidlegare erfaringar dei har hatt som elevar, og av lærarutdanninga dei får. Det er viktig at lærarutdanningsinstitusjonane tar omsyn til dette og syter for at lærarstudentane får tilstrekkeleg kunnskap om grammatikk (både teoretisk og fagdidaktisk), og ikkje minst at dei vert i stand til å nytte denne kunnskapen til å ta velgrunna, metodiske val når dei seinare skal undervise i grammatikk som ein del av språkundervisninga.

Summary in English

This thesis investigates how grammar instruction is carried out in Norwegian lower and upper secondary schools, in the subjects Norwegian (L1), English (L2) and Spanish (L3) respectively. It is an article-based thesis that comprises three articles and an extended abstract. The extended abstract includes an introduction, theoretical background of grammar teaching, a literature review, methodology and a summary and a discussion of the three articles and a conclusion.

My main research question is as follows: *What is the role of grammar in the teaching of the languages Norwegian, English and Spanish in Norwegian lower and upper secondary schools?* This question will be explored through the following sub-questions:

- 1) What do teachers express about the role of grammar teaching in Norwegian (L1), English as a second language (L2), and Spanish as a foreign language (L3), respectively?
- 2) What approaches and methods are used for teaching grammar in L1, L2 and L3 instruction respectively?
- 3) What is the favoured language of instruction for grammar teaching in L2 and L3 instruction, Norwegian or the target languages (TL) English and Spanish?

Article I presented below answers research questions 1-3 with regard to Spanish L3 instruction, **article II** answers research questions 1-2 with regard to Norwegian L1 instruction (research question 3 does not apply), and in **article III** research questions 1-3 are discussed in connection with English L2 instruction.

There are multiple reasons for choosing to investigate the field of grammar instruction in language education. First, grammar instruction has been a controversial

topic for a very long time, its effects have been disputed, and rumours have it that neither students nor teachers enjoy it or appreciate it much. Furthermore, studies in Norway indicate that Norwegian students are little motivated to learn their second standard of Norwegian (particularly if the second standard is *Nynorsk*¹) and a foreign language in addition to English.

Article I is a qualitative study, which investigates Spanish L3 teachers' perspectives on the role of grammar teaching in Spanish in a sample of Norwegian lower and upper secondary schools. Ten teachers were interviewed individually and subsequently observed while teaching Spanish in an ordinary classroom context. The following research questions were investigated: 1) What are the teachers' opinions about the role of grammar teaching in Spanish L3 instruction? 2) What approaches are used for teaching grammar in Spanish L3 instruction? 3) What is the favoured language of instruction for grammar teaching and other activities, Norwegian or Spanish?

My findings suggest that the teachers in the current study think that grammar instruction is an important part of foreign language instruction, and that they seem to prefer an explicit, deductive approach for teaching grammar, although they express in the interviews that it is desirable to implement different approaches to grammar teaching, including inductive approaches. As for grammar instruction and language choice, Norwegian is the predominant language. The teachers expressed in the interviews that they thought they used the TL much more than turned out to be the case, and in most classroom contexts, Norwegian is the dominant language. Most of the teachers who did speak a considerable amount of Spanish, also provided simultaneous translations into Norwegian. Interestingly, there seems to be no connection between limited use of the TL and the teacher's competence in Spanish.

Article II is also a qualitative study, which aims to investigate 1) the role that teachers of Norwegian think that grammar teaching plays and 2) whether they express different views about grammar teaching in the two different written standards of Norwegian, *Bokmål* and *Nynorsk*. 26 teachers were interviewed, 12 in lower secondary school and 14 in upper secondary school.

The findings revealed that most teachers found grammar teaching important, but that they do not spend much time on it when teaching the first standard (*hovedmål*), and in particular as students grow older, less time is spent on grammar teaching. However, as for *Nynorsk* as the second standard (*sidemål*), the teachers

¹ The two standards of written Norwegian are *Bokmål* and *Nynorsk*. *Bokmål* is used by the majority of the population.

express that considerably more time is spent on grammar teaching, focusing on forms by the use of deductive approaches.

The teachers say that the students need grammatical knowledge for learning foreign languages, to write correct Norwegian and because it is valuable for teachers and students to have a common metalanguage that can be used for discussions, assessment and feedback. Nevertheless, the teachers claim that grammatical terminology is difficult for the students to understand, and that the students experience difficulties when trying to transfer theoretical grammatical knowledge into their practical writing situations. The teachers also say that many students have negative attitudes towards *Nynorsk* as the second standard, because they find it challenging to master the morphology.

The aim of **article III** was to investigate the role of grammar teaching in English L2 instruction in lower and upper secondary school. The research questions were as follows: 1) What do teachers express about the role of grammar teaching in English L2 instruction? 2) What approaches and methods are used for teaching grammar in English L2 instruction? 3) What is the favoured language of instruction for grammar teaching and other classroom activities, Norwegian or English? The data comprise interviews with 19 teachers (6 in lower secondary school and 13 in upper secondary school), 24 classroom observations of English lessons and the teachers' term plans.

The findings suggest that teachers consider grammar an important part of English L2-instruction, and see grammar as a tool to improve the students' language production, or to teach students about the structure of languages and to provide them with a metalanguage that enables teachers and students to communicate about language. However, little time seems to be dedicated to explicit grammar teaching and discussions, in particular as students' language competence improves. The majority of the teachers say that many students seem to think that they master grammar implicitly, but these students still make grammar mistakes. Hence, the teachers focus on grammar that the students find challenging. The teachers also express that they do not teach grammar systematically, and that students do not like it much. As for the use of the target language, most teachers speak predominantly English, but some Norwegian is used for explaining grammar, providing new information and for clarification.

Based on the main findings in the three articles, the main empirical contributions of this thesis are increased knowledge about the relationship between teacher cognition and grammar teaching in L1, L2 and L3 language instruction, and increased knowledge about how the target languages English L2 and Spanish L3 are

used in Norwegian lower and upper secondary schools. Few studies have systematically compared grammar teaching in the L1, the L2 and the L3, and the findings suggest that there are important differences with regard to the role that teachers ascribe to grammar teaching in the three language subjects, and how the target languages are used.

There are challenges regarding the reliability and validity of the findings in this thesis as the use of interviews and observations may give rise to biases. The triangulation of interviews, observations, collection of teaching plans and post-observation questionnaires strengthens the validity of the findings.

I conclude that there is a general need to implement a more systematic (i.e. planned and deliberate) approach to grammar teaching in Norwegian secondary schools in Norwegian as the first standard and English L2. Moreover, I suggest that a more contextualised approach to grammar teaching in Norwegian as the second standard and in L3 instruction is needed. In addition, in line with the preliminary curriculum 2020, teachers are to regard language teaching from a more holistic perspective and become more aware of the total language competence of the students, which may enable them to help students develop more and improved language learning strategies.

Finally, as teachers have been shown to be influenced by their former experiences as students, as well as their education, teacher trainer institutions need to take this into account and provide their students with adequate knowledge of grammar, as well as the ability to make well founded choices with regard to methodological choices in grammar instruction.

Part I: Extended abstract

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Part II: Articles

Article I

Askland, S. (2018). “Too much grammar will kill you!” Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching. Published in *Nordic Journal of Modern Language Methodology* 6 (2), 57-84

Article II

Askland, S. (2019 in press). «Grammatikk er viktig som ein reiskap når vi treng han». Kva seier lærarar om grammatikkundervisning i norskfaget? *Norsklæreren*.

Article III

Askland, S. (2018). “They have a Eureka moment – there’s a rule!” The role of grammar teaching in English as a second language in Norway. Manuscript submitted for publication.

Part I: Extended abstract

«Elevene synes jo det er fryktelig kjedelig, så jeg prøver å ikke bruke mer tid på det enn jeg må».

«The students think it is frightfully boring, so I try not to spend more time on it than I have to».

Quote, teacher Bente.

1. Introduction

Few people deny the fact that learning one or more foreign languages is useful in a number of different contexts, such as education, employment, crosscultural communication, travelling etc. Moreover, it is uncontroversial to claim that the ability to communicate adequately in one's mother tongue is also a desirable skill and that we should strive to be able to communicate both orally and in writing in the languages we learn. However, when it comes to how the ability to master these skills should be achieved, and which role should be ascribed to grammar teaching, opinions have varied among linguists as well as among teachers, and the preferred methodology of foreign language teaching has thus changed through the years. The pendulum has swung from *the grammar-translation method* used in the 19th century (based on the teaching of Latin as a "dead" language), to *the natural approach* put forward by Krashen in the 1980s, which emphasised communication and diminished the role of grammar study and explicit correction (Krashen, & Terrell, 1983, p. 16)².

Nevertheless, even if grammar teaching as a part of language education in schools has had a controversial role since the Age of Enlightenment (Hertzberg & Jahr, 1980, p. 10), a plethora of methods and approaches to grammar teaching exists today and are still used in language education, and grammatical content is included in many textbooks for instructed language learning. However, the effects of explicit grammar teaching have been disputed in L1 acquisition as well as in foreign language acquisition, and several studies indicate that grammar is a challenging and demotivating area for students to work with (Evensen, 1986; Hertzberg, 2004; Sellevoll, 2016). At the same time, studies show that explicit grammar teaching may be effective, both in L1 contexts (Myhill, Jones, Lines, & Watson, 2012), and in L2 contexts (Norris & Ortega, 2000).

² See Simensen (2007) for an account of different approaches to foreign language teaching in the 20th century.

This project will investigate further the role of grammar teaching in L1 (Norwegian), L2 (English) and L3 (Spanish) instruction in lower and upper secondary schools (years 8-12/13) in Norway. Based on the competence aims in the National Curriculum for Knowledge Promotion (Norwegian Directorate for Education and Training, 2006a) and my own background as a language teacher, I expect that grammar instruction is included in the teaching of both the L1, the L2 and the L3 in Norwegian secondary schools. The current subject curricula, however, are not very specific with regard to grammar instruction, methodology and grammatical subject matter. Much is therefore left in the hands of the teachers, a situation which may lead to very different implementations of the competence aims, depending on factors such as the individual teachers' own grammatical knowledge and the importance that each individual teacher ascribes to grammar teaching.

In educational research, it is recognised that teachers are “active, thinking decision makers, who play a central role in shaping classroom events” (Borg, 2015, p. 1), that knowledge and beliefs influence human action, and consequently that understanding teacher cognition is central to understanding teaching (Borg, 2015, p. 1). There is currently little research on teacher cognition in an educational context in countries where English is not the native language. Furthermore, studies that compare language-teaching practices in different subjects are scarce. This project investigates and compares teacher cognition and grammar teaching across different language subjects in a Norwegian educational context, and to my knowledge, my project is the first of its kind. My project will thus contribute to increased insight about teacher cognition and grammar teaching in each individual language subject and across language subjects, and contribute to increased awareness of the benefits of cross-linguistic cooperation between language teachers. Currently, cooperation between language teachers seems to be very limited, and a study (Haukås, 2016) that explored teachers' beliefs about multilingualism found that teachers do not focus on transfer of learning strategies from the L1 and L2. Although the teachers in the study thought that collaboration across languages could enhance students' language learning, such collaboration did not seem to exist. However, in the report “Fremtidens skole” (Ludvigsen et al., 2015), it is underscored that language learning is important in the light of globalisation, and should be strengthened in the Norwegian educational context. What is more, it is recommended that language subjects should be seen and taught in relation to each other, as these subjects have a lot in common, in particular with regard to language learning and communication (Ludvigsen et al., 2015, pp. 52-

54). The latter points are also reflected in the new curriculum of 2020, as we shall see below.

1.1 Aim of the project

The aim of this project has been to investigate the relationship between language teacher cognition (i.e. what teachers think, know and believe (Borg, 2003a)) and grammar teaching in a secondary school context in Norway. More specifically, I have chosen to explore the field of teacher cognition in relation to three language subjects: Norwegian L1, English L2 and Spanish L3. This choice of topic has also necessitated the investigation of target language use in the L2 and in the L3, as any kind of language instruction involves the teachers' decision-making about which language(s) should be used. In addition to exploring teacher cognition in relation to grammar teaching in each individual language subject, I have aimed to contrast and compare grammar teaching practices and target language use in the three different language subjects.

More specifically, the project has focused on *why* and *how* grammar is taught in the three respective languages, and to what extent the target languages (TL) English and Spanish are used in the classroom as languages of instruction for teaching grammar. These questions have been investigated by interviewing teachers about the role they ascribe to grammar teaching, as well as their preferred methods for teaching grammar and their use of the TL in English and Spanish instruction. Moreover, the teachers have been observed while teaching Norwegian, English and Spanish, and teaching material and term plans have been collected. As it may be difficult to observe implicit grammar teaching, the observations of this study have focused on *explicit* grammar teaching, i.e. *explicit deductive* and *explicit inductive* grammar teaching approaches (cf. 2.4.1).

I realise that some students' L1 is not Norwegian, and that other students' L2 may not be English. However, investigating the situation for these particular students is outside the scope of this thesis and for the purpose of this study, I define Norwegian as L1, English as L2 and Spanish as L3. The L1 is then defined as the first language the majority of the students learn, English is the second and Spanish (or another foreign language) is the third language the students are introduced to in the Norwegian school system. Interesting aspects of the Norwegian educational system is that the L1 comprises the two written standards *Bokmål* and *Nynorsk* (see chapter 3) and that English has an in-between status: it is neither a second language nor a foreign language (Rindal, 2012; Rindal & Piercy, 2013).

This study will thus investigate grammar and language teaching in three different educational language contexts: an L1 context, an L2 context, and an L3 context. The current study is primarily descriptive, and based on the findings it may be possible to draw some conclusions about teacher cognition and grammar teaching, grammar teaching practices, and how the target languages English and Spanish are used in L2 and L3 instruction in Norway. Furthermore, implications for teaching will be suggested, as well as areas for further research.

1.2 Research questions

The main research question of this study is as follows: *What is the role of grammar in the teaching of the languages Norwegian, English and Spanish in Norwegian lower and upper secondary schools?*

This question has been explored through the following sub-questions:

- 1) What do teachers express about the role of grammar teaching in Norwegian L1, English L2, and Spanish L3 instruction?
- 2) What approaches and methods are used for teaching grammar in L1, L2 and L3 instruction?
- 3) What is the favoured language of instruction for grammar teaching in L2 and L3, Norwegian or the target languages English and Spanish?

To answer the research questions I conducted a qualitative study, which involved interviews and observations of teachers. The findings are presented in three articles, which each deals with one of the three languages Norwegian, English and Spanish.

The research questions for Article I, which deals with Spanish, were as follows: 1) *What are the teachers' opinions about the role of grammar teaching in Spanish as a foreign language (SFL) instruction? (What do teachers say?)* 2) *What approaches are used for teaching grammar in SFL instruction? (What do teachers do in the classroom?)* 3) *What is the favoured language of instruction for grammar teaching and other activities, Norwegian or Spanish?* Article I has been published in *Nordic Journal of Modern Language Methodology*:

Askland, S. (2018). "Too much grammar will kill you!" Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching. *Nordic Journal of Modern Language Methodology*, 6(2), 57-84.

The research questions for Article II, which deals with Norwegian, were: 1) *Grammatikkundervisninga si rolle i norskfaget – kva seier lærarane?* 2) *Er det skilnad på kva lærarane seier om grammatikkundervisninga si rolle i hovudmål og sidemål?*³

Article II has been accepted for publication by the journal *Norsklæreren*:

Askland, S. (in press). «Grammatikk er viktig som ein reiskap når vi treng han». Kva seier lærarar om grammatikkundervisning i norskfaget?⁴ *Norsklæreren*

Article III answers the following research questions: 1) *What do teachers express about the role of grammar teaching in English as a second language (ESL) instruction? (What do teachers say?)* 2) *What approaches and methods are used for teaching grammar in ESL instruction? (What do teachers do in the classroom?)* 3) *What is the favoured language of instruction for grammar teaching, Norwegian or English?* Article III has been submitted:

Askland, S. (submitted). “They have a Eureka moment – there’s a rule!” The role of grammar teaching in English as a second language in Norway.

The three articles taken together shed light on teacher cognition and grammar teaching in three different language teaching contexts: L1, L2 and L3 instruction respectively. Article II is written in Norwegian *Nynorsk* as the main target group is considered to be teachers of Norwegian. The publishers have given permission to include copies of the articles in this thesis.

1.3 The structure of the extended abstract

This thesis comprises two parts, the extended abstract (Part I) and the three articles (Part II). Part I includes the following chapters 1) introduction, 2) theoretical framework, 3) the Norwegian educational environment, 4) a literature review, 5) methodology, 6) findings, summary and discussion of the articles, and finally chapter 7), which includes a conclusion, implications for education and suggestions for future research.

Chapter 2 gives an overview of the relevant theoretical framework that is used in this thesis: the concept of teacher cognition and a model of theoretical approaches to

³ 1) The role of grammar teaching in Norwegian L1. What do the teachers say? 2) Is there a difference between what the teachers say about role of grammar in first and second standard of Norwegian?

⁴ “Grammar is important as a tool when we need it”. What do teachers say about grammar teaching in the school subject Norwegian? (My translation).

grammar instruction, based on the distinction between inductive and deductive approaches to reasoning. A clarification of some relevant terms is also included.

Chapter 3 gives an introduction to the Norwegian educational environment: the role of language instruction and grammar teaching in the current National Curriculum and information about the final language exams.

Chapter 4 is a literature review that includes four main topics, 1) teacher cognition and grammar teaching, 2) the role of textbooks and grammar teaching, 3) teacher cognition and target language use, and 4) studies of the effect of grammar teaching in instructed language acquisition. Target language use is included because it is of relevance to language acquisition which language or languages are used for grammar instruction. The fourth topic includes studies about the effect of grammar teaching in L1 acquisition, as well as in L2 acquisition, as the perceived effect is a rationale for the implementation of grammar teaching in language instruction.

Chapter 5 presents the methodology of the thesis: the research design, the participants in the study and the data. In addition, ethical considerations are discussed, as well as some considerations of reliability, validity and limitations of the study.

Chapter 6 presents the findings of the study. This includes a summary of the three articles that are included in this dissertation, and a discussion of the research contributions of this study.

Chapter 7 provides concluding remarks with implications for education and suggestions for further research.

2. Language, grammar and teacher cognition

This section contains explanations of key concepts and terms used throughout the thesis. Key concepts are *grammar* and *grammar teaching*, including *explicit* and *implicit* instruction, *deductive* and *inductive* approaches, *teacher cognition* and *communicative competence*. Key terms include L1, L2, L2, teacher vs. learner-centred approaches to teaching, and terms used to explain the Norwegian educational system.

2.1 What is language?

Grammar does not exist separately from language, and language consists of more than grammar. According to Encyclopædia Britannica (Robins & Crystal, 2019), language can be defined as

a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

The Norwegian dictionary (Svardal, 2017) defines language as

a system of signs used by humans to express sensory impressions, thoughts, feelings etc. from individual to individual; specific sign system for one group of people expressed through sound, movement, writing or image [...] Language distinguishes humans from animals (my translation).

The primary purpose of language is communication, and communicative competence is thus a central element in the development of language skills. Consequently, grammatical competence, i.e. the ability to create grammatically correct utterances, is also an important part of communicative competence (see 2.5.2).

2.2 What is grammar?

The word *grammar* is derived from the Greek word for “letter, what is written” (Caprona, 2013). Definitions of grammar vary from broad ranging to narrow views of what constitutes grammar. A Norwegian dictionary (Svardal, 2017) offers a rather broad definition of grammar: “The study of how languages are constructed. Especially morphology and syntax, but also phonology, semantics and pragmatics” (my translation). In addition, the Norwegian Dictionary includes a second definition of grammar: “grammar book, school grammar” (my translation).

The Longman dictionary of language teaching & applied linguistics (Richards & Schmidt, 2013, pp. 252-253), define grammar as follows:

A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.

Encyclopædia Britannica⁵ provides the following definition:

Grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation.

As can be observed, the definitions of grammar above resemble each other. All definitions include syntax and morphology, whereas there seems to be disagreement about whether phonology, semantics and pragmatics should be included in the concept of grammar.

In this study, the term grammar refers to the rules of a language, and includes syntax and morphology, i.e. grammar at the level of the sentence. It does not include phonology, but it may include *text grammar*⁶ (study of texts above the level of the sentence) and pragmatics (how language is used in different contexts), as these terms are implemented in the subject curricula of LK06 and thus may constitute a part of the participating teachers' understanding of the term grammar. As the interview questions have been designed to elicit the teachers' own understanding of the term grammar, text grammar and pragmatics may be included in accounts of some teachers' opinions about grammar. The primary focus of this study, however, is on syntax and morphology.

When discussing the concept of grammar, a distinction is often made between *descriptive* and *prescriptive* grammar. A descriptive grammar describes how a language is actually spoken and/ or written, whereas a prescriptive grammar states rules for what is considered the most correct usage (Richards & Schmidt, 2013). In the

⁵ <https://www.britannica.com/topic/grammar>

⁶ Also called *text linguistics* (Richards & Schmidt, 2013).

Norwegian educational L1 context, a prescriptive view of grammar relates to the written language only, as students are entitled to use their own dialects at school (Opplæringsloven, 1998). As for English L2 oral skills, no particular variety of English is recommended, but the learner should become “able to understand variations in spoken English from different parts of the world” (Norwegian Directorate for Education and Training, 2013, p. 4). (For a discussion of spoken English variants in Norway, see Simensen (2014)). There are no recommendations in the curriculum about which variant of written English should be used at school, and it is left to the publishers or authors to choose between standard British or American English. As all L3s share the same curriculum, there are no recommendations in the curriculum with regard to which Spanish oral or written varieties should be used. A consequence of the situation described above is that in Norwegian L1 instruction, the use of prescriptive grammar applies mainly to written skills and the use of descriptive grammar applies to oral skills. In the case of L2 and L3, the lack of recommendations about spoken and written variants probably influence teachers to behave similarly as the L1 teachers with regard to the use of descriptive and descriptive grammar.

2.3 Teacher cognition

Teacher cognition, also known as *teachers' beliefs* or *teacher thinking*, is a relatively complicated term to define. According to Richards and Schmidt (2013, p. 587), it [...] focuses on the thinking processes, beliefs, and decision-making used by teachers at various levels during planning, delivery and evaluation of teaching [...]. Pajares (1992) claims that it is impossible to distinguish completely between knowledge and beliefs, although knowledge is more related to facts and beliefs are more related to personal judgement and assessment. Pajares (1992) also proposed the idea of a belief system that was formed by an individual's beliefs, attitudes and values, and suggested that belief systems and knowledge are inextricably intertwined. Another definition of teacher cognition suggested by Kagan (1990, p. 421) includes “pre-or in-service teachers' self-reflections, beliefs and knowledge about teaching, students, and content”, whereas Borg (2003a) defines language teacher cognition as “the unobservable cognitive dimensions of teaching –what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom”(p. 81). For an overview of different concepts that have been used in teacher cognition research, see Borg (2015, pp. 41-45). In this study, no clear distinction between knowledge, values and beliefs is drawn, as it is accepted that

these are intertwined, and the terms ‘teacher cognition’ and ‘teachers’ beliefs’ are used interchangeably.

As for the connection between teacher cognition and grammar teaching, different factors have been shown to influence teachers’ beliefs about grammar and grammar teaching: personal experience, experience with instruction, and experience with formal knowledge (Richardson, 1996, p. 7). Borg (1999a) presented the following factors, in line with Richardson: prior personal language learning experience, teacher education, and classroom experience (p. 26). Several other studies have suggested that prior language learning experiences often influence teachers’ beliefs about grammar teaching (Ellis, 2006; Mattheoudakis, 2007), and that teachers’ subject knowledge and teacher education influence teachers’ beliefs (Ellis, 2006; Phipps & Borg, 2009; Shulman, 1987).

Since beliefs may be more resistant to change than knowledge, which may be proven wrong, investigating teacher cognition may be a constructive way of understanding what is going on in schools and why, and teacher cognition is therefore included as part of the framework for this thesis. Furthermore, if there is a desire to improve current educational practises or to implement changes in the educational system, it is crucial to understand why teachers act the way they do. Finally, knowledge about teacher cognition is important in teacher education as student teachers’ beliefs may be influenced by what they learn and experience during their education.

2.4 Grammar teaching

Grammar teaching or *grammar instruction* (these terms will be used interchangeably throughout the thesis) implies the teaching of grammar, for example morphology and syntax, depending on which of the definitions of grammar referred to above one wishes to adopt.

I find the following definition of grammar teaching by Rod Ellis useful as a starting point:

Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/ or process it in comprehension and/ or production so that they can internalize it (Ellis, 2006, p. 84).

This definition may seem broad compared to traditional definitions of grammar⁷, but I find it useful in a secondary school context, as it may include any kind of grammar instruction and type of corrective feedback. It may include *explicit* as well as *implicit* learning, and *deductive* as well as *inductive* approaches to teaching, which will be explained below.

2.4.1 Deductive and inductive approaches to grammar teaching

Grammar teaching in this thesis refers to *instructed grammar teaching*, i.e. grammar teaching that takes place in a classroom setting. In addition to the actual grammatical subject matter, the practical implementation of grammar teaching also involves teacher cognition and teachers' beliefs about grammar teaching. These beliefs may involve choices regarding teaching methods, material, techniques etc., which may in turn depend on factors such as the students' age or level, abilities, time, previous language learning experiences and motivation.

As for different approaches to grammar teaching, one often comes across the terms *implicit* and *explicit learning*, and *inductive* and *deductive* grammar teaching. The terms *deductive* and *explicit* are often used interchangeably, as are the terms *implicit* and *inductive*. However, the deductive-inductive dichotomy is concerned with sequencing, i.e. whether the rules are presented early in the lesson or whether the rules are discovered by the students or presented later in the lesson. The explicit-implicit dichotomy is concerned with the provision or not of rules, respectively. Consequently, the following instructional combinations may be possible:

Table 1

Instructional combinations, grammar teaching. Adapted from DeKeyser (2003) and Glaser (2014).

Rules provided?	Explicit	Implicit
Starting point?	(rules)	(no rules)
Deductive (rules first)	Explicit-deductive	n/a
Inductive (language first)	Explicit-inductive	Implicit-inductive

⁷ “Traditionally viewed as the presentation and practice of discrete grammatical structures” (Ellis, 2006, p. 84).

Traditionally, grammar teaching has been dominated by deductive approaches (influenced by the teaching of the classical languages Latin and Greek), and studies suggest that this approach is still commonly used. However, the last decades have also produced a number of studies that suggest positive results for other approaches to grammar teaching. (Studies of the *effects* of different approaches to grammar teaching will be described in the literature review section below).

First, as outlined in the figure above, the deductive approach starts with the presentation of a rule, followed by examples in which the rules are applied, whereas the inductive approach starts with examples from which the students infer rules. Below are examples of how deductive and inductive approaches may be implemented in language instruction.

a) Deductive approach

Deductive approaches are often associated with PPP (Presentation Practice Production), a three stage procedure which involves a) the presentation and introduction of new grammatical items (e.g. the present simple), b) the practice stage, where the items are practiced individually or in pairs or groups, and c) the production stage, where the students use the items with little control from the teacher, e.g. by writing a short text, conducting a role play, interview etc. The PPP procedure has been criticised for being teacher-centred, not promoting communicative competence and not taking the nature of second language acquisition into account (Tomlinson, 2011). However, the approach may be advantageous for analytical and motivated learners. (See Thornbury (1999) and Harmer (2015) for discussions and practical examples of deductive approaches and PPP).

b) Inductive approach

Inductive approaches are often regarded as more learner-centred than deductive approaches, as learners are encouraged to use their own learning experiences, curiosity, creativity etc. to discover the grammatical rules themselves. By using language corpora, for example, it is possible to pick a particular grammar item (e.g. the use of *some* vs. *any*); present different examples in which the grammar item is included, and let the students infer the rule themselves. The fact that students are cognitively engaged in discovering the rules, is seen to promote memorability, motivation and learner autonomy (Thornbury, 1999, p. 54). Furthermore, students get extra target language practice if the problem solving is done collaboratively.

2.4.2 Input processing and processing instruction

The input processing model (IP) was proposed by VanPatten and Cadierno (1993) and describes how learners make grammatical mistakes because they process input for meaning before form. Process instruction (PI) is a type of focus on form instruction based on the IP model, which helps learners obtain intake from input by engaging them in structured input activities. Major characteristics of PI are: (1) explicit information about the target structure, (2) explicit information about processing strategies and (3) structured input activities. The inclusion of explicit information about processing strategies and structured input activities makes PI different from traditional approaches to grammar instruction. In the second phase, students are informed about the types of mistakes they are likely to make and shown examples, and in the third phase there are structured input activities that are manipulated to “push learners away from less-than-optimal processing strategies” (VanPatten & Uludag, 2011, p. 45). VanPatten and Uludag (2011) conclude that PI is not limited to improved performance on interpretation tasks, but also improves students’ performance on production tasks.

2.4.3 Task-based grammar teaching

Task-based language teaching (TBLT) has its origin in communicative language teaching, and is seen as learner-centred and meaning-oriented. It is argued that TBLT is suitable for integrating grammar instruction, and a step by step procedure is suggested (Niemeier, 2017, pp. 78-80). The task cycle of TBLT consists of the pre-task phase, the task and the review phase. In the pre-task phase, the teacher introduces the communication topic (using the target grammatical item) and gives instruction for the upcoming task. In the task phase, the students work in groups and the teacher observes the students and keeps in the background. In the review (or report) phase, the students prepare their reports, and make sure that the sentences they are to present are correct. The teacher helps the students who have questions. For detailed lesson plans on different grammatical items, see Niemeier (2017).

Process instruction seems to be based on a deductive approach, whereas task-based grammar teaching seems to involve more inductive approaches.

2.5 Clarification of terms

This section contains key terms that are used throughout the thesis. Section 2.5.4 is devoted to terms that are used in the Norwegian educational environment.

2.5.1 L1, L2, L3, foreign language

Different definitions of the terms first language, second language, third language and foreign language exist. The first language is the first language (or languages) a child learns and is also referred to as native language and mother tongue. A second language may be defined as a language that is acquired in a natural setting by a learner who has another native language (e.g. a native Spanish speaker who learns English in the US). A foreign language may be defined as a language acquired in a classroom setting in a country in which the native language is different from the foreign language being taught (e.g. Norwegians who learn Spanish in Norway). The term L1 may be used as equivalent to the terms native language or mother tongue. However, it is also possible that the first language a person has learned, ceases to be this person's native language and is replaced by another language (e.g. in the case of early adoption). The term L2 may be used to denote the second language a person learns, but it may also refer to all languages a person learns after the L1 (for a discussion of how to define L1, L2, L3, see Hammarberg (2010)).

It is a fact that some Norwegian students' L1 is not Norwegian, and consequently English is not their L2 and neither is Spanish their L3. However, for the majority of Norwegian students, the terms L1 Norwegian, L2 English, L3 Spanish refer to the chronological order in which the three languages are acquired. Consequently, I have chosen to use the terms L1, L2 and L3 to refer to Norwegian, English and Spanish respectively.

2.5.2 Communicative competence

The term *communicative competence* was coined by Dell Hymes (1966) as a reaction to Noam Chomsky's distinction between linguistic *competence* and *performance* (Chomsky, 1965, p. 4). Communicative competence, according to Hymes (1972, pp. 14-15), entails knowledge about whether something is not only formally possible in a language, but also whether it is feasible or appropriate:

We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features

and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct.

Canale & Swain (1980) following Hymes, developed a widely used model of communicative competence that includes the following competences: *grammatical* (ability to create grammatically correct utterances), *sociolinguistic* (ability to produce sociolinguistically appropriate utterances), *discourse* (ability to produce coherent and cohesive utterances), and *strategic* (ability to solve communication problems as they arise).

The Common European Framework of Reference for Languages (CEFR)(2019) builds on the work of Canale & Swain (1980). Communicative competence within the CEFR includes three basic components: language competence, sociolinguistic competence and pragmatic competence. The CEFR was intended to provide a basis for describing communicative competence, and has inspired the development of curricula and textbooks in many European countries (Bérešová, 2011). It describes six levels of achievement (basic user A1-A2, independent user B1-B2, proficient user C1-C2) which describes what a learner should be able to do in reading, listening, speaking and writing. Communicative competence is regarded as a continuum, in which students may be on different levels depending on the type of competence that is assessed.

The influence of the CEFR on the Norwegian curriculum LK06 is evident in the curriculum's emphasis on a practical approach to language learning, and in the CEFR's focus on the advantages of multilingualism, which is reflected in the new curriculum of 2020.

2.5.3 Teacher vs. learner-centred teaching approaches

Teacher-centred (or *teacher-fronted*, *teacher-directed*) instruction, involves a type of instruction that is closely controlled by the teacher and where whole-class instruction is the preferred method (cf. PPP above). *Learner-centred* approaches may take into account factors such as the learner's prior knowledge, the learner's needs, goals and wishes, the learner's preferences with regard to learning styles and the learner's views of teaching (cf. task-based language teaching). Course design and teaching often become negotiated processes, since students' needs and resources vary with each group (Richards and Schmidt pp. 326-7, 586). However, a PPP method, for example, may also take learners' wishes into account, if the students express that they prefer this method for the explanation of certain grammatical rules. Furthermore, students' needs

may be catered for when the teacher prepares a PPP lesson in which students' most common errors is the topic of instruction.

Effective grammar teaching needs to include teacher-centred as well as learner-centred approaches and take into account a number of factors, including those mentioned above. Such a variation in approaches to grammar teaching will ensure that more learners are taught in accordance with their needs and preferences at least sometimes during their compulsory language education. Furthermore, introducing different approaches may raise awareness among students and teachers as to what approaches work best for each individual student and thus enable them to make grammar instruction a useful tool for developing their language skills.

2.5.4 The Norwegian educational system

Below is an explanation of the Norwegian educational system. The compulsory education system consists of *primary* and *lower secondary school*, but most Norwegians also attend *upper secondary school* and choose between *general studies* and *vocational studies*.

Primary school: years 1-7 (ages 6-12)

Lower secondary school: years 8-10 (ages 13-16)

Upper secondary school: years 11-13/ levels 1-3 (ages 16-19)

Education programme for Specialization in General Studies (general studies): years 11-13

Vocational education programme (vocational studies): years 11-12

The university and college admissions certification for vocational students (*Påbygging til generell studiekompetanse (påbygg)*): year 13

As for teacher education in Norway, most teachers hold the degrees *adjunkt*, *adjunkt med opprykk*, *lektor* or *lektor med opprykk*.

Adjunkt: teacher with four years of education at university level (240 ECTS).

Adjunkt med opprykk: teacher with five years of education at university level (300 ECTS).

Lektor: The teacher has *hovedfag*, which implies six-seven years of education at university level. Replaced by master's degree in 2007. *Opprykk* indicates that the teacher has an additional year of education at university level.

The definitions regarding the Norwegian educational system are consistent with the use in the Norwegian/ English dictionary used by the Norwegian Directorate for Education and Training (2019).

2.5.5 Summary

The theoretical framework used in this thesis is constituted by the concept of teacher cognition, in addition to the terms explicit and implicit grammar teaching, and deductive and inductive approaches to grammar teaching. The four latter terms were chosen as they are commonly referred in relation to grammar teaching, and thus could be expected to be a part of practising teachers' instructional repertoire. Furthermore, the terms L1, L2 and L3 have been used to refer to Norwegian, English and Spanish respectively. Another key term in language education is the concept of communicative competence, which has influenced the Norwegian language curricula.

3. The Norwegian educational environment

This section contains a description of the educational system in Norway with regard to language instruction in L1, L2 and L3, an introduction to the role of grammar teaching in the current National Curriculum LK06 (Norwegian Directorate for Education and Training, 2006a) and in the preliminary curriculum 2020 (known as *Fagfornyelsen*) (Norwegian Directorate for Education and Training, 2019a).

3.1 Language education in Norway

Language learning is an important part of the educational system in Norway in years 1-13. The students are exposed to two written standards of L1 Norwegian, *Bokmål* and *Nynorsk*. Bokmål was originally based on Danish whereas Nynorsk is based on Norwegian dialects, but the two written standards are mutually intelligible and the two standards enjoy equal status in the curriculum LK06 (Norwegian Directorate for Education and Training, 2006/13). Students are to be exposed to both standards from year 2, read both standards in years 2-4 and write short texts in the second standard (in addition to writing in the L1) in years 5-7. The majority of the students in 2018-19 (88 %) write Bokmål as their first standard and Nynorsk as their second standard, which means that about 12 % write Nynorsk as their first standard⁸. Most of the Nynorsk students are found in the western part of Norway, in the counties of Sogn og Fjordane, Møre og Romsdal and Hordaland. In year 8, the students usually start receiving formal

⁸ <https://www.udir.no/tall-og-forskning/statistikk/statistikk-grunnskole/gsi-notat-grunnskole/>

instruction in their second standard and assessment in both written standards of Norwegian. Also in upper secondary school the students are assessed in both standards, receiving their final grades in year 13 (general studies). Vocational students are only assessed in their first standard.

Students start learning English L2 in year 1, but instruction is limited to less than an hour per week in years 1-4 (Norwegian Directorate for Education and Training, 2006). Obligatory English teaching is continued until the students have completed their first or second year of upper secondary school, depending on whether they have chosen the general study branch or vocational studies. Students can also choose English as one of their optional programme subjects in the second and third year of upper secondary school (general studies) or as a part of the university and college admissions certification for vocational students (*påbygg*). The competence aims for the optional programme subjects in the second and third year of upper secondary school will not be discussed in this dissertation.

An optional L3 is usually introduced in year 8 when the students enter lower secondary school, and they normally choose between French, German and Spanish. Some schools offer other languages such as Finnish, Russian and Chinese. The students are required to study the L3 for five years, three years in lower secondary school and two years in upper secondary school. This applies only to those students who have chosen general studies, as vocational students do not study an L3. Upper secondary school (general studies) students who did not choose an FL in year 8 need to study the FL for three years in upper secondary school, as they are required to complete level 2. Level 1 is equivalent to years 8-10 in lower secondary school, whereas level 2 applies to years 11-12 (or 11-13) in upper secondary school.

About 70 % of students in lower secondary school study a second foreign language (2018-19), Spanish being the most popular foreign language (33 %), followed by German (27 %) and French (11 %) (Norwegian Directorate for Education and Training, 2019). (For number of lessons in each subject, see udir.no).

3.2 The status and the situation for the school subjects L1, L2 and L3

Although the two official written standards (Nynorsk and Bokmål) enjoy equal status in the curriculum, there is no reason to deny the fact that the status the two standards enjoy in society at large is different.

TNS Gallup (2005) conducted a survey of Norwegian second standard instruction in year 10 and 11 on behalf of the Norwegian Directorate for Education and Training. Teachers, students and head teachers participated. Findings indicated that

students, whose first standard is Nynorsk, do not question second standard instruction to the same degree as students with first standard Bokmål do. As for whether or not students liked the second standard Nynorsk, the survey found significant differences in favour of students who started Nynorsk instruction in year 8 or earlier, compared to students who started later.

Skjong (2011) claims that the teacher's competence is key with regard to successful Nynorsk second standard instruction. It has been shown that many student teachers start their teacher training education with low motivation for Nynorsk and dread the fact that they have to teach the second standard (Nordhagen, 2006). A survey conducted by Kantar TNS for *Språkrådet*⁹ (Hindenes, 2017), investigating Norwegian L1 teachers and their Nynorsk instruction, revealed that 60 % of the teachers in the survey did not feel adequately qualified to teach Nynorsk. Surprisingly perhaps, 70 % claim that their Nynorsk instruction is of good quality, and 80 % report that grammar instruction is an important part of Nynorsk instruction. The teachers report that the major challenges related to Nynorsk instruction are lack of exposure outside school and lack of motivation among students.

Findings from another survey carried out by Synovate for *Språkrådet* (Pran & Johannesen, 2011), suggest that teachers with Nynorsk as the first standard are more positive towards the second standard than teachers whose first standard is Bokmål. Bokmål is the favoured written standard by the majority of the Norwegian population and the teachers, and it is highly probable that teachers' attitudes and subject competence have an impact on their students' attitudes and results.

Not surprisingly, students tend to achieve better exam results in their first than in their second standard¹⁰, and there has been an ongoing political debate in Norway for years about the necessity of L1 instruction in both standards, and about whether or not formal assessment and exams in the second standard should be abolished¹¹. It may also be noted that it is no longer obligatory for all year 13 students to sit an exam in the second standard.

With regard to English L2 skills, Norwegians seem to do rather well, ranking four on the EF English Proficiency Index (Education First, 2018), only surpassed by Sweden, the Netherlands and Singapore. As for English instruction in Norwegian schools in the last decades, it has been strongly influenced by the Council of Europe and Communicative Language Teaching (Fenner, 2018). However, although most

⁹ *Språkrådet*: The Language Council of Norway.

¹⁰ [Udir.no/statistikk](http://udir.no/statistikk)

¹¹ https://www.nrk.no/norge/hoyre-prover-a-kvitte-seg-med-sidomal-_igjen-1.13316799

Norwegians may be capable of communicating in English about everyday topics (BICS¹²), it is suggested that there may be room for improvement in areas such as formal language use (Brubæk, 2012), writing skills and grammatical accuracy (Lehmann, 1999) and reading skills and vocabulary (CALP) (Hellekjær, 2005, 2009). There is also a need for a focus on communications skills needed in occupational settings (Hellekjær, 2012, 2016), which has also been emphasised in the new curriculum of 2020.

When it comes to L3 skills, there is reason to believe that many students struggle to achieve above basic user levels (A1 & A2 cf. Common European Framework of Reference for Languages) (Council of Europe, 2018), as a great number of students receive below average grades on their national exams¹³. A study (Carrai, 2014) that investigated motivation and satisfaction with Spanish L3 education in lower secondary school in Norway, suggests that the teacher, teaching variables and satisfaction play an important role in understanding the development of students' motivation. This study also claims that there is a need to improve teaching quality both in lower secondary school and in higher education. Shortage of skilled teachers, lack of substitutes and too many students in each class lead to low motivation, and the highest number of students who quit their foreign language class is found for students of Spanish (Carrai, 2014, p. 26). Other studies of L3 instruction in Norway indicate that grammar instruction is conducted in the L1, and that there is limited use of the target language (Vold, 2018, 2018, November).

3.3 The demand for language skills in Norwegian society

As we know, the situation in Norway is such that there are two written standards, and teachers and officials are expected to master both. In reality, this is not always the case, and teachers and officials who find work in a county where *Nynorsk* is the standard, may find it difficult to communicate adequately when writing in their second standard. Nevertheless, for many people, mastering one of the written standards of Norwegian will suffice.

According to the EU, every European citizen should speak at least two languages in addition to their mother tongue¹⁴, and according to a survey¹⁵, the majority in Europe agree that it is useful to learn foreign languages as it may for

¹² Cf. the distinction between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1979).

¹³ <https://www.udir.no/tall-og-forskning/finn-forskning/tema/karakterer/eksamen2018/>

¹⁴ https://europa.eu/european-union/topics/multilingualism_en

¹⁵ http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_en.pdf

example improve job prospects, promote understanding among cultures and increase and help trade and business. Norway is not a part of the EU, but there is no reason to believe that Norwegians do not regard language skills as useful and it has been claimed that professionals who master other languages such as German and French are in demand (Hellekjær, 2007, 2010, 2016). However, a study by Vold and Doetjes (2012) that investigated employment advertisements in Norway, found that employers rarely included foreign language skills as an obligatory or desirable qualification. English, however, was in considerably greater demand. This may lead to a vicious circle: students in higher education do not choose foreign languages because these are not in demand, and employers do not ask for potential employees with such qualifications because they assume such employees are difficult to find.

The situation outlined above probably influences the motivation that Norwegian students have both when it comes to learning the second standard of Norwegian and when it comes to choosing an L3 and making an effort to acquire the language. It may be assumed that the motivation for learning the first standard of Norwegian and English will be higher than the motivation for learning the second standard of Norwegian and an L3, as there is a considerably greater demand for Norwegian first standard and English skills compared to Norwegian second standard and L3 skills.

3.4 The role of grammar teaching in the National Curriculum LK06

In the section below, I will describe the role that is ascribed to grammar in the school subjects Norwegian L1, English L2 and Spanish L3 in their respective subject curricula for lower and upper secondary school. Descriptions of the subject curricula for programme subjects (*programfag*) in upper secondary school are not included below. The National Curriculum for Knowledge Promotion (LK06) will be replaced by a new curriculum in 2020, but until then it is the current curriculum that applies to language instruction in Norwegian schools, and thus provides the foundation for my study.

3.4.1 The role of grammar in the subject curriculum for Norwegian L1

As for the purpose of the subject Norwegian, the curriculum (Norwegian Directorate for Education and Training, 2006/13) states that it is “a key subject with regard to cultural understanding, communication, enlightenment and developing an identity”, and it should “develop the pupils’ linguistic competence according to the abilities and potential of each individual pupil”. Moreover, “Bokmål and Nynorsk enjoy equal status”, and “children and young people should develop awareness of linguistic

diversity and learn to read and write both Bokmål and Nynorsk” (p. 1). Hence, in the current curriculum LK06 there seems to be no opposition between the ability to communicate in a language and at the same time developing grammatical knowledge. It is recognised that linguistic knowledge is a part of communicative competence.

In the competence aims after year 4 in primary school, it is stated that students should be able to “vary the choice of words and *syntax*¹⁶ in own writing” and “describe *word classes* and *their functions*” (p. 4). After year 7, students are to “carry out basic *sentence analysis* and demonstrate how texts are constructed using *grammatical terminology* and textual knowledge” (p. 8) and after year 10 “*master grammatical terminology* describing how the language is constructed” (p. 9).

In upper secondary school, after year 11 in the general studies programme and year 12 in the vocational studies programme, the students are to “apply linguistic knowledge and terms when discussing texts and language”, “read a representative selection of contemporary texts [...] and then reflect on their content, form and purpose”. Furthermore, they are to “assess and revise their own texts based on technical criteria”, “write creative texts in Bokmål and Nynorsk using a variety of linguistic devices”, and “describe grammatical characteristics of the Norwegian language and compare them with other languages” (p. 10).

After year 12, general studies programme, the students are “to write texts with a clear objective, good structure and cohesion, express themselves using a varied vocabulary and master linguistic rules” and “give an account of key similarities and differences between Old Norse and modern Norwegian” (p. 11).

After year 13, general studies programme, the students are to master a number of competence aims that are related to grammatical knowledge:

- discuss linguistic and multidisciplinary topics using specialist terminology and coherent arguments
- read a selection of contemporary texts in Bokmål and Nynorsk and discuss how these texts relate to the modern day both linguistically and thematically
- express themselves using a precise and varied vocabulary and master linguistic rules
- give an account of the characteristics of a selection of Norwegian vernaculars and reflect on factors that may affect the development of vernacular
- give an account of characteristics of Sami languages and culture and of the consequences of Norwegian language and assimilation policies

¹⁶ Italics are mine.

- give an account of key similarities and differences between the Nordic languages
- complete an exploratory in-depth project of their choice on a linguistic or literary topic and select communication methods appropriate to the project (Norwegian Directorate for Education and Training, 2006/13, p. 12)

It is thus clear that grammatical knowledge is included in the competence aims in the subject curriculum for Norwegian. Furthermore, there is a clear contrastive focus on grammar as students are to master the grammar of the two standards of Norwegian, know some characteristics of the Sami language and compare and contrast the Nordic languages. For the students this implies being able to use a metalanguage to describe and discuss linguistic topics, as well as being able to use grammatical knowledge as a tool in their own written and oral communication.

3.4.2 The role of grammar in the subject curriculum for English L2

In the current subject curriculum for English (Norwegian Directorate for Education and Training, 2013) it is stated that “English is a universal language” and “we need English for communication”. The curriculum also states that in order to achieve this “we need to develop a vocabulary and skills in using the systems of the English language, its phonology, orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations” (p. 1).

According to the competence aims after year 7, students are to “use basic patterns for orthography, word inflection, sentence and text construction to produce texts”. After year 10, students are to “identify significant linguistic similarities and differences between English and one’s native language and use this knowledge in one’s own language learning”, and “use central patterns for orthography, word inflection, sentence and text construction to produce texts” (Norwegian Directorate for Education and Training, 2013, p. 8).

In upper secondary school, after year 11 (programmes for general studies) and year 12 (programmes for vocational studies), students are to master the following skills: “use patterns for pronunciation, intonation, word inflection and various types of sentences in communication”, “write different types of texts with structure and coherence suited to the purpose and situation” and “use patterns for orthography, word inflection and varied sentence and text construction to produce texts” (Norwegian Directorate for Education and Training, 2013, p. 10).

As in the case of the subject curriculum for Norwegian, the competence aims for English include both knowledge about the language as a system and the ability to use this knowledge in oral and written communication (cf. chapter 2.5.2). According to Simensen (2018), knowledge of rules of grammar lost its position among the aims of the school subject after the introduction of the curriculum M74 (Norwegian Directorate for Education and Training, 1974), in which grammar teaching was described as inductive. The teacher should introduce examples and let the students infer the rules themselves (p. 27). The teaching methods in the era from 1975 to present have focused strongly on communicative competence, the so-called “content and language integrated learning” approach (CLIL), which is gaining ground in Europe (Simensen, 2007, p. 104). In Norway, a communicative approach to language teaching during regular English language lessons is common. The focus is on creating opportunities for communication, and activities such as conversations, discussions, role-plays and debates are encouraged. The prevailing view is that grammar should be taught in a meaningful context, and grammatical content constitutes an explicit part of the current subject curricula for all the three languages Norwegian L1, English L2 and foreign languages (L3).

3.4.3 The role of grammar in the subject curriculum for foreign languages (L3)

The term *foreign language* (FL) (*fremmedspråk*) is here used interchangeably with the term L3, as FL is the term used in the subject curriculum. The same subject curriculum applies to all foreign languages (French, German, Spanish etc.).

The subject curriculum for foreign languages (Norwegian Directorate for Education and Training, 2006b) states that “Language opens doors” and that “language competence makes it possible to participate in international contexts [...]”. Furthermore, “Learning a foreign language primarily means using the language – reading, listening, speaking and writing – in various contexts”, and it “builds on experience from previous language learning both in and outside school” (p. 1). The main subject area is communication, which includes “the linguistic repertoire – vocabulary, syntax and textual cohesion – and specific linguistic skills required to master various communication situations” (p. 2).

The competence aims of level 1 that are explicitly or implicitly connected to grammatical knowledge include the following aims: “examine similarities and differences between the native language and the new language and exploit this in his or her language learning”, “use basic linguistic structures and grammar to connect

text”, and “talk about the language and aspects of the geography of the language region in question” (p. 6).

With regard to level 2, it is stated in the competence aims that the student is to “exploit his or her experiences of language learning to develop his or her multilingualism” and “use words, sentence structures and text connectors in a varied and appropriate way” (Norwegian Directorate for Education and Training, 2006b, p. 7).

To conclude this section, based on the competence aims in the subject curricula, it is clear that grammar and grammar instruction are supposed to have a prevalent role in the Spanish L3 classroom, as well as in the subjects Norwegian L1 and English L2. Moreover, it is also clear that students are both to have knowledge of the grammatical metalanguage, as well as the ability to use this knowledge in order to express themselves clearly and appropriately in oral and written communication.

3.5 The final language exams

First, it is clear that the results of language instruction is not only reflected in the exam results, but also entails a number of competences that are impossible to test in the course of a short, individual written exam. Nevertheless, there is no reason to deny that exams influence the teachers’ decisions with regard to e.g. choice of content and tasks used in the classroom.

As for the final written exams in Norwegian L1, English L2 and foreign languages (the oral exams are not discussed here as they are developed locally), these are based on the competence aims in the curricula, which are based on the principle of communicative competence. The aim is that the student is able to communicate in Norwegian in both their first and second standard, and in English L2 and in the L3 of their choice, as well as gaining insight into the cultures where the L2 and L3 are spoken. The students’ main task is to show that they are able to understand and communicate in the corresponding language. There is little explicit focus on grammar in the exam tasks, even though explicit grammatical knowledge is stated in the competence aims, as mentioned previously. It may well be the case that teachers - and students - attach little emphasis to explicit grammatical knowledge, as it is normally¹⁷

¹⁷ The exam spring 2017, Norwegian L1 first standard contained explicit grammar tasks. This led to reactions among students: <https://www.aftenposten.no/meninger/sid/i/Wprka/Utdanningsdirektoratet-svarer-Eksamenskal-ikke-sjokkere>. Also in the L1 year 10 exam 2019, students were to show knowledge of language and grammar in the first and second standard.

not a part of the exam tasks. The latter point is also discussed in Simensen (2019), in which she concludes by quoting the saying “What is tested, counts”.

The scale of marks in the Norwegian educational system for years 8-13 is as follows¹⁸:

- 6 outstanding competence in the subject¹⁹
- 5 very good competence in the subject
- 4 good competence in the subject
- 3 fairly good competence in the subject
- 2 low level of competence in the subject
- 1 very low level of competence in the subject

The written exam results 2015-16²⁰ that inspired my study, can be observed in the table below (There is no written L3 exam in year 10).

Table 2

Exam results 2016

	L1 first standard	L1 second standard	L2 English	L3 Spanish
Lower secondary school	3,8	3,7	3,9	-
Upper secondary school	3,4	3,4	3,6 (general studies)	3,4 (level 2) 3,1 (level 1) 2,5 (level 1+2)

Within the group Spanish 1+2²¹, an alarming 26 % of the students failed the exam. For level 1 and level 2 the numbers were 9,5 and 9,6 respectively. Also contributing to the rather grim picture is the fact that about half of the total number of Spanish students got the grades 1 or 2. As for the two standards of Norwegian, students have tended to do better at the first standard than the second standard exam, but in 2015-16, the

¹⁸ <https://www.scholaro.com/pro/countries/Norway/Grading-System>

¹⁹ Norwegian: *svært høy* (6), *meget god* (5), *god* (4), *nokså god* (3), *lav* (2), *svært lav* (1)

²⁰ For all statistics in this section, and for results from vocational studies and *påbygg* see <https://www.udir.no/tall-og-forskning/statistikk/>

²¹ Sp I + II: Students study the L3 for three years in upper secondary school, instead of three years in lower secondary school and two years in upper secondary school.

average grade was 3,4 for both standards at the general studies branch²². However, the fact that 25 % were given the grades 1 or 2 and 36,4 % the grade 3 in the second standard, makes no room for celebration. It is interesting to observe the results for Sogn og Fjordane, where about 97 % of students in lower secondary school and 86 % of students in upper secondary school study *Nynorsk* as their first written standard. In this county, the students at general studies achieved the following average grades in Norwegian: First standard 3,6 and second standard 4,0, which are above the national average of 3,4.

Recent exam results (2018) show similar tendencies as the results from 2015-16. See the table below.

Table 3
Exam results 2018

	L1 first standard	L1 second standard	L2 English	L3 Spanish
Lower secondary school	3,6	3,4	3,7	-
Upper secondary school	3,6	3,3	3,7 (general studies)	3,3 (level 2)

As for Spanish level 2, the average grade 3,3 was below the results for French (3,6) and German (3,5). Almost 32% of the students got the results 1 or 2 on their Spanish level 2 exam, and almost 11% failed, which is significantly higher than the figures for Norwegian (1,9 % & 3,2 %) and English (3,5 %) (results for Spanish level 1 and level 1+2 are not available).

To mention Sogn og Fjordane once again, the students from this county got results in line with the national average in Norwegian first standard (3,6) and English (3,7). However, their score for the second standard (3,6) is significantly better than the national average of 3,3, and it is the only county where students receive the same average results in their second as in their first standard. For discussions of the particular situation in Sogn og Fjordane, see Bull (2018); Yttri (2018).

To sum up, Norwegian students achieve slightly better exam results in English L2 compared to in Norwegian L1, and their results in Norwegian first standard is

better than the results in the second standard. The results of Spanish L3 written exams are particularly worrying, with a substantial part of students failing the exams. Bearing these results in mind, it may be interesting to investigate how language teaching is conducted in Norway in the L1, the L2 and the L3.

4. Literature review

This dissertation contains three articles, and each of these contains a review section. The review section in this chapter is thus intended to combine and extend the review sections in the articles, and contains the four main chapters 1) language teacher cognition and grammar teaching, 2) the role of textbooks, 3) teacher cognition and target language use and 4) effects of grammar teaching. The first main chapter contains subchapters that refer to studies on a) teachers' knowledge about grammar, b) teachers' beliefs about grammar teaching and c) practices and cognition in grammar teaching. First, I present research findings from an international context, and second from a Norwegian context. The second main chapter focuses on grammar in textbooks used in a Norwegian context in a) Norwegian L1 textbooks, b) English L2 textbooks and c) L3 textbooks. The third main chapter on teacher cognition and target language use includes subchapters on a) L2 instruction in a Norwegian context and b) L3 instruction in a Norwegian context. The fourth main chapter presents studies of effects of grammar teaching in a) L1 instruction, b) L2 instruction and c) L3 instruction. In the subchapters in which findings from L1 and L2 instruction are presented, I first describe findings from an international context, then from a Norwegian context. As for findings regarding L3 studies, I focus on a Norwegian context. The structure of the literature review is illustrated in the figure below.

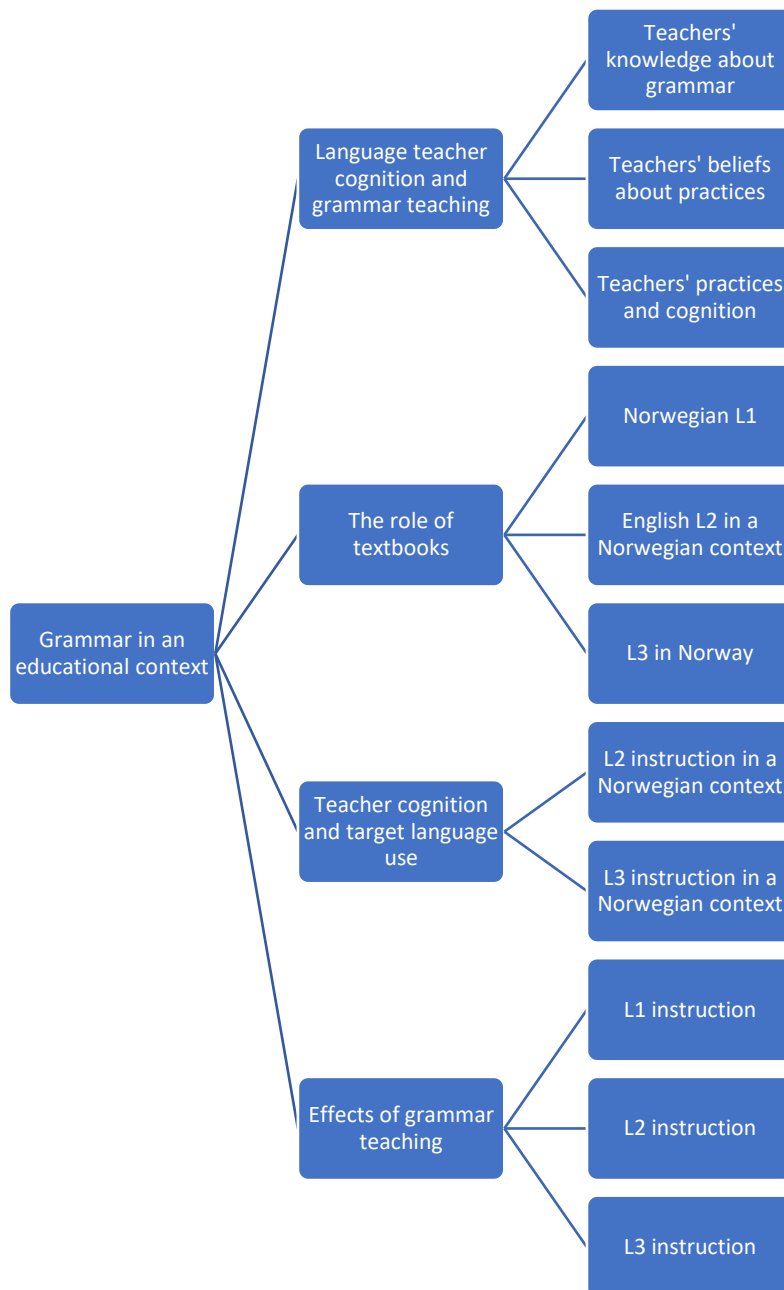


Figure 1. Overview of research fields that are included in the literature review.

The emphasis is placed on studies from the last two decades and I have mainly included studies that include the teachers' and/ or students' perspectives on grammar teaching in an educational context, and studies that offer perspectives on grammar teaching pedagogy/ didactics and methodology. Studies focusing exclusively on curriculum analyses or primary school students have been excluded, unless they have been found to be of particular relevance. As for studies of teacher cognition and grammar teaching in a Norwegian context, these are scarce. Therefore, some relevant

master's theses have been included in the literature review, although it is recognised that the quality of these may vary.

This type of review might be labelled a thematic, narrative literature review. It does not aim to be comprehensive, but to include recent and current research in the field (Grant & Booth, 2009). I have used the search engines EBSCOhost, *Google Scholar* and *Oria* and keywords used include *teacher cognition, teachers' beliefs, grammar teaching, grammar instruction, Norway, target language use, effect of grammar teaching, textbooks, L1, L2, L3, SLA* and combinations of these. In addition, the principle of *snowballing* has been used, i.e. I have included articles recommended by supervisors and colleagues, as well as articles detected in reference lists of other relevant articles or at courses and conferences.

I realise that this literature review is rather extensive. Due to the nature of my project, in which the aim has been to investigate teacher cognition in relation to different factors in three different languages and levels, I have found it necessary to include a number of research fields in the review.

4.1 Language teacher cognition and grammar teaching

The study of teacher cognition stretches back to the 1970s, when it was argued that “in order to understand teachers, researchers needed to study the psychological processes through which teachers make sense of their work” (Borg, 2015, p. 7). In this section, studies of language teacher cognition in relation to 1) grammar teaching, 2) textbooks and 3) target language use, will be included.

As for teacher cognition and grammar teaching, the cognitions of pre-service teachers (students studying to become teachers) as well as in-service teachers (practising teachers) have been studied, and both L1 and L2/ foreign language teachers have been the objects of investigation. The last decades have produced a substantial body of international language teacher cognition literature in the following three fields: a) teachers' (own) knowledge about grammar b) teachers' beliefs about grammar teaching, and c) practices and cognition in grammar teaching (Borg, 2003a), that are all relevant to this thesis and is included below.

First, international studies belonging to each of the fields 1) grammar teaching, 2) textbooks and 3) target language use are described, followed by Norwegian studies in each field. Studies conducted in Norway include work that investigate teacher cognition and L1 Norwegian, L2 English and L3 grammar teaching in an educational context in Norwegian lower and secondary schools. As for studies of the L1, both

studies of grammar teaching in the first and the second standard are included. Studies of Norwegian as a second language are outside the scope of this thesis.

4.1.1 Teachers' knowledge about grammar in an international context

Studies suggest that both pre-service and in-service teachers may possess inadequate knowledge about grammar, and consequently language teacher preparation programmes may need to dedicate more time to developing grammatical knowledge among future language teachers.

According to Bloor (1986), whose study comprised British language and linguistics students, these showed “fairly widespread ignorance” (p. 159), and in fact only verbs and nouns were successfully identified by all students. Later studies of English/ FL student teachers showed similar results, and the researchers report that there seems to be significant gaps in student-teachers' knowledge about grammar (Chandler, 1988; Williamson & Hardman, 1995; Wray, 2002).

A more recent study on the metalinguistic knowledge of English language or linguistics students in the UK (Alderson & Hudson, 2013), found a general reduction in students' knowledge of grammatical terminology since 1986. Moreover, UK-students had a much weaker grammatical knowledge than non-UK students did and studying a foreign language lead to somewhat improved metalinguistic knowledge. On a more positive note, the study reports that university-level instruction improved knowledge about language.

4.1.2 Norwegian teachers' knowledge about grammar

Since grammatical knowledge is included in the Norwegian curriculum LK06 and teachers are expected to pass it on to their students, it is crucial that teachers have grammatical knowledge. In line with the international studies referred to above, a relatively recent study (Holmen, 2014) indicates a lack of grammatical content skills among Norwegian student teachers. It was found that many students had insufficient knowledge of the word classes. Only 30 % were capable of distinguishing subjects from nouns, and few were able to identify subordinate clauses in a text. It has also been suggested by others that the grammatical content knowledge of Norwegian university students is unsatisfactory (Grovs, 2018), and it has been claimed that far too little emphasis has been placed on grammar teaching in the Norwegian educational system (Brøyn, 2014). Hence, there may be reason to believe that practising language teachers in Norway have insufficient grammatical content knowledge, which may in turn lead to inadequate grammar teaching practices.

4.1.3 Teachers' beliefs about grammar teaching in an international context

This field is particularly relevant to this thesis, as teachers' beliefs may influence their teaching practices. Studies suggest that teachers pay attention to grammar in language instruction, and that they seem to be influenced by prior language learning experiences. Maybe surprisingly, research does not seem to influence practices among teachers much, and importantly, teachers' and students' views and beliefs about grammar teaching may differ considerably. Most of the studies included here have been conducted in L2/ FL contexts.

An important finding from a UK study (Chandler, 1988), was that the teachers' own language learning experiences at school was their main source of grammatical knowledge, and it is suggested that this may lead to outdated teaching practises. A study of questionnaires from 60 ESL university teachers in New York and Puerto Rico (Ebsworth & Schweers, 1997), found that the teachers thought that grammar should be taught at least sometimes, and that their ideas about grammar teaching were generally well-developed. Teachers referred to various factors such as student wants, syllabus expectations, and in line with Chandler (1988), that their experiences as teachers and learners were a particularly powerful influence on their views on grammar teaching. The teachers rarely referred to research studies or any particular methodology.

A study of attitudes to grammar teaching and corrective feedback among foreign language teachers and US university students (Schulz, 1996) revealed that there were significant mismatches between students' and teachers' views about error correction. Most students (90 %, N=824) said that they would like to have their oral errors corrected, whereas only 42 % (N=92) of the teachers thought that students' oral errors should be corrected. Schulz (2001) replicated the study with teachers and students in Colombia, and the results were consistent with the US study. Important differences between teachers' and students' views on how languages are learnt were observed: 80 % (N=607) of the students thought the formal study of grammar was essential in order to master a language, whereas only 64 % (N=122) of the teachers agreed. Furthermore, maybe surprisingly, 76 % of the students said that they liked grammar, but only 30 % of the teachers felt the same.

In a study of grammar teaching beliefs among UK teachers of English for academic purposes (Burgess & Etherington, 2002) over 90 % (N=48) of the teachers reported that they felt that the students expected them to present grammar points explicitly. Other findings were that teachers were inclined to favour an integrated, focus-on-form approach where grammar was dealt with when required, and that

teachers' views about approaches to grammar were influenced by student variables, such as their past experiences of language learning.

A recent study compared grammar teaching beliefs between high school English teachers and students in China (Deng & Lin, 2016). The study included survey data from 35 teachers and 384 students, followed by interviews of four teachers. Interestingly, students' beliefs seemed to be more influenced by traditional approaches to grammar than did the teachers' beliefs, which seems to be in line with findings in studies above that suggest that students expect explicit (and possibly also deductive) grammar instruction.

4.1.4 Norwegian teachers' beliefs about grammar teaching in the L1

As for L1 Norwegian, research on teacher cognition and beliefs about grammar teaching is limited. However, some studies deal with L1 second standard instruction, and interestingly, seem to deal exclusively with Nynorsk. There are, to my knowledge, no studies of Bokmål as the second standard. It is generally suggested in studies of Norwegian second standard instruction, that there may be too much focus on grammar drill practice and that students lack motivation for learning the second standard.

Lower secondary school teachers' attitudes to Nynorsk as the second standard in Oslo was investigated by Slettemark (2006). It was found that about half of the teachers had negative attitudes towards Nynorsk, and claimed that the students think that Nynorsk instruction is unnecessary, difficult and boring. Much time seemed to be spent working with the grammar of Nynorsk, focusing on grammatical forms, reading texts and answering questions. About half of the schools started teaching Nynorsk as late as in year 9, which is not in line with the curriculum.

Some years later attitudes to Nynorsk among teachers and students were investigated by Einan (2009) and Karstad (2015). Both studies found that the motivation to learn Nynorsk was low among students, while the teachers were more positive. Einan (2009) suggests that much form-focused grammar teaching might have led to decreasing motivation for Nynorsk, and Karstad (2015) proposes that teachers and students know little about the advantages that come with the ability to master the two different written standards of Norwegian. Interestingly, a study by Havas and Vulchanova (2018) indicate that balanced Bokmål-Nynorsk users may have language processing advantages in both varieties and a better level of English knowledge, which suggests that "polylectal and diglossic language usage in the native language might provide a fertile ground for second language learning outcomes (Havas & Vulchanova, 2018, p. 70)

It has been suggested, in line with the studies above (Jansson, 2011), that Nynorsk second standard instruction has often been equaled with grammar instruction, and that government documents indicate that second standard instruction needs to be improved. Jansson (2011) refers to Stortingsmelding nr. 30 (2003-2004 p. 43), which says that systematic work is to be implemented in schools, in order to improve second standard instruction with regard to content, facilitation and assessment to promote motivation among students and teachers and improve second standard instruction competence. Furthermore, it is suggested that systematic research in this field is desirable. It may be concluded that little has changed with regard to L1 second standard instruction since 2004.

4.1.5 Norwegian studies on teachers' beliefs about grammar teaching in English L2

There seems to be little focus on explicit grammar teaching in English L2 instruction in Norway. Studies exploring teacher cognition and grammar teaching in lower and upper secondary school (Austad, 2009; Burner, 2005; Uthus, 2014)²³ indicate that although teachers consider grammar an important part of language acquisition, it is not emphasised in L2 teaching. Burner (2005) found significant differences in the attitudes of teachers with and without *hovedfag*, as teachers with *hovedfag* expressed more favourable attitudes towards grammar teaching, expressing that grammar is neglected in upper secondary school. Uthus (2014) found that the majority of the teachers had negative attitudes towards the teaching of explicit grammar and expected that the students had acquired the necessary grammar knowledge prior to attending upper secondary school. This was reflected in how irregularly they addressed grammar, and findings suggested that the learner context was the most influential factor with regard to why and how often grammar was taught. Both Burner (2005)(N=14) and Uthus (2014)(N=5) used interviews in their studies, but Burner's sample size is considerably bigger and may explain the different outcomes of the two studies.

In a recent study, Chvala (2018) interviewed 12 lower secondary school teachers about their understandings of the central goals of English as a school subject. In line with findings above, the study suggests that the teachers do not work systematically with linguistic competence, which they describe as “tedious, repetitive and ‘logical grunt work’” (p. 12). Discussing linguistic work inspired feelings of guilt and frustration among some of the teachers, even though the importance that the

²³ There is limited research on teacher cognition and L2 English grammar teaching in a Norwegian context. For this reason, masters' theses have been included.

teachers ascribed to linguistic work differed. Moreover, there seemed to be less importance ascribed to linguistic knowledge than to cultural knowledge about English-speaking countries (p. 15)

4.1.6 Practices and cognition in grammar teaching in an international context

With regard to teachers' cognitions and practices in grammar teaching, teachers seem to draw on a multitude of different sources, such as teachers' opinions of the value of grammar teaching (Brumfit, Mitchell, & Hooper, 1996; Mitchell, Brumfit, & Hooper, 1994), their own subject knowledge (Borg, 2001; Myhill, Jones, & Watson, 2013), their education and knowledge about the learners and the classroom environment (Johnston & Goettsch, 2000), knowledge about instructional techniques (S. Andrews, 1997) and knowledge based on prior teaching experiences (Borg, 1999b; Johnston & Goettsch, 2000).

Interestingly, teachers' beliefs are not always reflected in their classroom practices. A study of EFL teachers in Malta (Borg, 1998), suggests that the decision to conduct explicit, formal instruction, does not necessarily imply a belief that this kind of instruction promotes language learning (!), but rather that the teachers felt that the students expected explicit grammar instruction. Farrell and Lim (2005) found that factors such as lack of time led to deductive approaches as such an approach "is more straight forward" (p. 10) and thus requires less time. Moreover, powerful emotions and attitudes seem to be attached to traditional methods, as one of the teachers used a traditional approach to grammar teaching despite her stated preference for a communicative approach. The cases in which beliefs and practices corresponded mainly involved experienced teachers (Basturkmen, 2012).

Teachers' metalinguistic awareness and teachers' language awareness have been explored in several studies (S. Andrews, 1997, 1999, 2001). In one study, practising and prospective teachers of English in Hong Kong were asked to participate in a controlled role play in which they were asked to identify errors in written texts and act out an explanation that they would give learners. Andrews argued that "many of the apparent weaknesses [...] seem to relate to metalinguistic awareness *in operation* rather than to problems with the underlying declarative knowledge about language" (1997, p. 160). This implies that in addition to explicit knowledge about language, teachers also need to develop pedagogical skills if this knowledge is to enhance learning. This latter point is also underscored by Myhill et al. (2013), in a study involving 32 teachers of 12-13 year old students in 32 UK schools. The study highlights that grammatical pedagogical content knowledge is more significant than

grammatical content knowledge in supporting meaningful writing instruction (Myhill et al., 2013, p. 88). However, it is also claimed that limitations in teachers' grammatical content can generate student misconceptions, and that teachers' grammatical knowledge influences what students learn about writing (Myhill et al., 2013, p. 88).

Robertson, Macdonald, Starks, and Nicholas (2018) investigated how a set of activities related to one grammatical item (the word *like*), was used to encourage 12 Vietnamese EFL teachers participating in an in-service applied linguistic course to reflect on their beliefs about grammar teaching. They then analysed changes in how these teachers conceptualized grammar and were willing to engage with alternative approaches to grammar teaching, thus taking more control of their teaching by making informed decisions. They claim that if pedagogies are to change, teachers need to engage in deep reflective thinking.

4.1.7 Practices and cognition in grammar teaching in a Norwegian context L1, L2, L3

Studies of grammar teaching and teaching practices in Norway, indicate that practices vary significantly both across languages and between teachers within the same subject. Revdal (2017), Trygslund (2017) and Horn (2018) conducted qualitative small-scale studies of L1 Norwegian instruction in lower secondary school. The findings varied significantly, and whereas Revdal (2017) found that the teachers used deductive approaches and focused on grammar teaching in connection with students' written texts, Trygslund's (2017) findings indicated that teachers' take on grammar instruction may vary significantly, and that metalinguistic understanding was promoted in different ways. Horn (2018) found that there was very limited whole class teaching of formal written skills, due to the fact that the students' levels differed significantly and made whole class teaching challenging. The teachers thought that students learn best when they are guided during the actual writing process, which enables individual guidance and feedback.

As for English L2 and grammar teaching practices, Bentsen (2017), conducted a qualitative study in year 9 classrooms. Her findings were that the only two teachers she observed who taught grammar explicitly used very similar deductive approaches based on students' needs. However, they taught grammar out of context, rather than linking the instruction to students' texts or oral production and based their teaching on the textbook. The teachers found grammar instruction necessary, but challenging due to lack of time and vague guidelines in the subject curriculum as to what should be

included, and therefore grammar instruction was often neglected. Moreover, the teachers underscored that it is important to tailor grammar instruction to students' needs and prior knowledge, and they acknowledged the use of mainly deductive approaches, which was in line with the observations. Interestingly, it was found that the students made infrequent grammar mistakes (27 %), mostly related to verbs and determiners.

There is limited research on teacher cognition and grammar teaching in the L3 in a Norwegian context. Hansejordet (2009) interviewed three teachers of Spanish and their students aged 14-18. The teachers admitted that they used far more traditional and teacher-centered methods than they ideally would and ascribed this discrepancy to the fact that there were too many students in each class (about 30) and that many seemed to lack motivation. Furthermore, it was found that the students seemed to lack a metalanguage that enabled them to communicate about language, that learning strategies differed significantly and that students were often unable to understand the connection between grammatical knowledge and practical language use. L3 studies by Bugge & Dessingué (2009) and Llovet (2016), suggest that there is a gap between the intentions in the curriculum LK06 (a practical approach) and its implementation by the teachers in the classroom. Llovet (2016) underscores the need for developing more opportunities for in-service training for practising teachers. This is in line with what teachers of Spanish in Norway have expressed about the need for more didactic competence and formal education (Bugge & Dessingué, 2009; Hansejordet, 2009; Solfjeld, 2007).

To sum up, studies suggest that teacher students may not have sufficient grammatical knowledge. Moreover, teachers think that grammar should be taught sometimes, but they do not refer to research in the field. In Norway, there seems to be focus on grammar in L1 second standard Nynorsk. In the L2, grammar is taught unsystematically, and in the L3 grammar teaching seems to be dominated by traditional and teacher centred approaches. International studies suggest that grammatical pedagogical content knowledge is more significant than grammatical content knowledge for effective grammar teaching, and that teachers' belief systems are not always reflected in their classroom practices due to lack of time and students' expectations.

4.2 The role of textbooks in language education

Both international and Norwegian studies suggest that teachers' practices seem to be guided by textbooks (D. Brown, 2014; Solfjeld, 2007), and according to Blikstad-

Balas (2014), textbooks are actually more influential than the national curriculum with regard to teachers' planning of teaching, and their influence happens independently of subject and student level.

Summer (2011, p. 79) claims that “the textbook is a traditional instructional medium that has, despite the development of electronic media and the Internet, remained a significant and influential tool in the EFL classroom today”. The practice of relying as strongly on the textbook as suggested above, may imply that many language teachers do not adhere to the actual subject curriculum, but rather to an interpretation of the curriculum, made by the authors of the textbooks. It should be further noted that since 2000 there is no longer an official certification system of textbooks used in schools in Norway (Selander & Skjelbred, 2004), and hence it is entirely up to the authors and publishers of textbooks to include relevant material in line with the current curriculum.

4.2.1 Grammatical content in L1 Norwegian textbooks

A study that included questionnaire data from 402 teachers of Norwegian in upper secondary school, found that the teachers relied heavily on textbooks (Bueie, 2002). It is concluded that teachers' ability to assess the quality of the textbooks needs improvement. Even if schools and teachers may rely more on digital and online material today compared to in 2002, the textbook is still an important part of the teaching material today.

There is a very limited number of studies of how grammatical content knowledge is presented in L1 Norwegian textbooks in secondary school. The popular textbook *Nye Kontekst* (The New Context) for years 8-10 was analysed by Brøseth, Nygård & Busterud ((2019) in review). They found that the grammatical content knowledge was mostly correct, but meagre. Moreover, grammatical content was not integrated in the textbook, with the exception of the chapter on the second written standard of Norwegian (in their case *Nynorsk*). It is concluded that the metalanguage that is offered to students is poor and imprecise, and that it is difficult for students to use this book as their only source of grammatical content knowledge. Furthermore, there is nothing in the teacher's supplementary book on how to teach grammar. The findings may be problematic due to the strong position of the textbook mentioned previously.

The analysis of the textbooks *Intertekst* and *Grip Teksten* intended for use in upper secondary school focused on how grammatical linguistic features²⁴ were included as potential tools for writing argumentative texts (Tiller, 2016). The analysis indicates that the textbooks only to a limited degree can work as potential tools for students working with this type of texts. The textbooks include too many generalisations, explanations are not detailed enough and there are few examples of well-formed formulations that might be included in argumentative texts. Furthermore, linguistic features are often described as “words”, and thus the textbooks do not contribute to increased understanding of linguistic concepts.

4.2.2 Grammatical content in L2 English textbooks in Norway

According to Vestre (1980) and Johnsen (1989), textbooks of English have played an even greater role in determining content and methods than textbooks in other subjects. Thus, it may be assumed that the way grammatical content is presented in textbooks, greatly influences English instruction in Norwegian classrooms. There is limited research on how grammatical content is presented in L2 English textbooks in a Norwegian secondary educational context. However, the topic has been investigated in some master’s theses and main findings indicate that traditional views of grammar seem to prevail in L2 textbooks, and grammar seems to have a more prominent role in textbooks for lower secondary school than for upper secondary school. Finally, there appears to be a tendency to include more inductive and contextualised types of grammar tasks in the LK06 textbooks compared to in the textbooks of the previous curricula L97 and R94.

Textbooks for lower secondary school have been analysed by Austad (2009), who analysed four different textbooks, two from the L97 curriculum (*New People*, *New Places 1* and *Search 8*) and two from the current curriculum LK06 (*Crossroads* and *New Flight 1*), and investigated how grammar was presented in these books. Her analysis indicates that the LK06 textbooks have a stronger emphasis on grammar than the L97 textbooks, and that the LK06 textbooks promote more inductive approaches than did the L97 textbooks.

Crossroads and *New Flight*, in addition to *Searching*, year 10, were also analysed by Askeland (2013). Findings were that in *Crossroads*, all grammar tasks were provided with an explicit description of the grammar, as opposed to the other two textbooks, in which the explicit descriptions were provided in separate sections of the

²⁴ In Norwegian: *grammatiske språktrekk*

textbooks. There were few examples of discovery-based tasks in the textbooks. The tendency was that grammar tasks were intended to be written and carried out individually, rather than in pairs or groups. As for context, the tendency was that grammar tasks were not put into a discursive context, but rather worked with in isolated sentences. There were also more close-ended tasks than open-ended tasks in all textbooks. In *Crossroads* all the grammar tasks were explained in Norwegian, whereas in *Searching* and *New Flight* all task descriptions were given in English.

The textbooks *Crossroads*, *New Flight* and *Searching* were further analysed by Johansen (2015). The findings indicated that the grammar exercises seemed to be strongly influenced by traditional views of grammar, and that many of the exercises essentially focused on testing the learner's declarative knowledge rather than facilitate learning of the grammatical objective. Additional findings were that the exercises tended to demand little mental activity from the learner and the learner's motivation did not seem to be taken into account. Thus, the grammar exercises seldom reflected how grammar actually is used in real-life communication.

English L2 textbooks for upper secondary school have been analysed by Burner (2005), who analysed four textbooks intended for the foundation course, year 11: *Targets*, *Flying colours*, *Passage* and *Imagine*. He found that the amount and the quality of the grammar sections differed significantly, and the textbooks *Passage* and *Imagine* contained very few grammar exercises compared to *Targets* and *Flying colours*. Furthermore, he found that the treatment of grammar in the textbooks was unsystematic, and that additional material such as workbooks and grammar books were rarely used.

Reinholdt (2014) also analysed grammar exercises in textbooks for upper secondary school. She looked at the current curriculum, LK06, and the former, the Reform of 1994 (R94), and how the aims of the curricula were reflected in the textbooks *Gateways*, *Access to English* (LK06), and *Passage* and *On the Move* (R94). Findings were that the number of grammar tasks had decreased in the LK06 textbooks, and there was not an increased diversity in the types of tasks that were found in the LK06 textbooks. *Gateways* contained a high percentage of inductive tasks (25 %), whereas *Access to English* contained none. All textbooks contained a majority of deductive tasks. Grammar appeared to be treated less in isolation in the LK06 textbooks compared to in the R94 textbooks.

4.2.3 Grammatical content in L3 textbooks in Norway

To the best of my knowledge, there are no studies of how grammatical content is presented in Spanish L3 textbooks in Norway. Therefore, this section includes analyses of L3 German and French textbooks, as well as a study that includes analyses of L3 textbooks used in Norway and Sweden. These analyses indicate that the exercises are still dominated by traditional views of grammar and deductive approaches that rely on students' declarative knowledge. In the case of some textbooks, however, current views of grammar instruction are finding their way.

Speitz and Lindemann (2002) investigated the status of the L3s German, French and Finnish in Norway. The data included a survey (209 teachers, 1305 students in year 8) and interviews with head teachers and teachers from 31 schools. It was found that the textbook seemed to influence teachers' lesson planning more than the current curriculum, and language instruction was dominated by the material provided in the textbook (Speitz & Lindemann, 2002, p. 27).

Grammar exercises in textbooks for French and German lower secondary students in Sweden and Norway have been analysed by Haukås, Malmqvist, and Valfridsson (2016). Three Swedish textbooks (*Mahlzeit 1*, *Der Sprung 1*, *Genau 1*) and three Norwegian textbooks (*Auf Deutsch 1*, *Los geht's*, *Noch Einmal*) were selected. The findings indicate that the number of explicit grammar descriptions and exercises is extensively higher in the Norwegian textbooks than in the Swedish textbooks. However, the learners are seldom asked to observe language, talk about language or draw their own conclusions. It is concluded that "the main result is therefore that the textbooks contribute to promoting language awareness to a very limited extent" (Haukås et al., 2016, p. 13).

Grammar exercises in French L3 textbooks have been explored by Vold (2017). The following textbooks were analysed: *C'est chouette* and *Ouverture* for lower secondary school and *Enchanté* and *Contours* for upper secondary school. The aim of the study was to see whether developments in second language research have found their way into second language textbooks, and whether these contain varied and meaningful grammar exercises. Among the findings were that the lower secondary textbooks included a wider range of exercise types than did the upper secondary textbooks and that the textbooks for upper secondary school were more traditional in their approach and contained few discovery approaches to grammar. It is concluded that developments in second language research concerning grammar teaching is finally reflected in the textbooks, but that teachers must still find supplementary material to incorporate current views of meaning and usage-based grammar instruction into their

teaching. To sum up, there is reason to believe that language instruction in all language subjects, be it in the L1, L2 or L3, is strongly influenced by the content of the textbook, including the presentation of grammatical content.

4.3 Teacher cognition and target language use in L2 instruction

A section on research on target language (TL) use is included here, as it is inevitable that foreign language teachers frequently will face situations in which they will have to make decisions on which language to use, the target language, the L1 or other languages. It is uncontroversial to suggest that exposure to the target language is crucial for language acquisition (Crossley, Kyle, & Salsbury, 2016; Roderick Ellis, 2008; S. D. Krashen, 1985; Unsworth, 2008). Whether a multilingual, bilingual or a monolingual approach should be used, and for what purposes the L1 should be used, if any, have nevertheless been a source of disagreement among researchers in this field.

Among the arguments for a target language only position are e.g. that L1 use deprives students of TL input (Ellis, 1984), and that extensive target language use leads to more motivation among students and thus probably faster TL acquisition (Dewaele, Witney, Saito, & Dewaele, 2017; MacDonald, 1993; Turnbull, 2001). Allowing L1 use may lead to overuse of the L1, as studies have shown that teachers may use the L1 more than they think they do (Duff & Polio, 1990). Furthermore, if teachers overuse the L1, the students have no immediate need to further their TL understanding (MacDonald, 1993). Studies indicate that the more the teachers use the target language, the more the students try to express themselves in the language. When teachers use the target language extensively, they indicate to the students that speaking the TL is important, and teachers' TL use may encourage TL use by the students (Dailey-O'Cain & Liebscher, 2009; Stoltz, 2011).

Of important relevance to language education, is the fact that increased use of the TL by the teachers and students' language enjoyment may be connected. In a recent study (Dewaele et al., 2017), 189 high school students in the UK were asked to answer a questionnaire intended to investigate foreign language enjoyment and foreign language classroom anxiety and to what extent these concepts were linked to a range of learner and teacher/ classroom variables. Interestingly, students speaking the TL more (up to 60 % of the time) was the only type of activity connected to higher levels of foreign language enjoyment.

As mentioned, a number of arguments in favour of L1 inclusion in FL acquisition also exist, depending on the function of the native language. The L1 may for example be used for teaching certain elements of the L2, such as grammar

instruction and in certain situations, such as classroom management and providing instructions and information. According to Cook (2001), “the first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs” (p. 402), and Swain and Lapkin (2000) suggest that denying students access to the L1 deprives them of a valuable cognitive tool (cf. the concept of *translanguaging* (Vogel & Garcia, 2017)).

However, it has been argued that the teacher’s codeswitching must be deliberate, and that teachers should decide in advance when to use the L1 if it is to increase learner proficiency (Castellotti & Moore, 1997). According to Macaro (2001), a framework must be created in which the teacher is able to decide “when reference to the first language can be a valuable tool, and when it is simply used as an easy option” (Macaro, 2001, p. 545). In language classrooms, practising the foreign language is the primary goal, and the question is how teachers can promote this goal without prohibiting L1 use and “thereby sacrificing the kinds of classroom practices of first language use that serve important and cognitive purposes for bilingual language users and learners” (Dailey-O’Cain & Liebscher, 2009).

4.3.1 Target language use in L2 instruction in a Norwegian context

Target language use among primary school teachers of English has been investigated by Krulatz, Neokleous, and Henningsen (2016). The teachers’ self-reports suggested that they used the TL between 15 and 75 % of the time, which indicates that TL use may be highly individualised. Target language use also increased with students’ age. Interestingly, no correlation was found between the amount of TL used and the teachers’ expertise or experience. The authors conclude that teachers should draw on students’ multilingual competence as a valuable resource and develop L1 inclusive approaches to L2 instruction.

L1 use in English L2 instruction in lower and upper secondary schools has been examined by Hoff (2013) by conducting interviews and observations of six teachers in year 8 and in year 13. The findings indicated that there were variations in terms of quantity and purpose of the L1 use. The L1 seemed to be used inconsistently regardless of level, and L1 use seemed to be influenced by the following factors: teachers’ proficiency level, their attitude to L1 vs. L2 use, their ability to adjust their L2 in teaching, and their perception of the students’ comprehension. A consequence of the latter point is that the L1 is used more in lower secondary school than in upper secondary school, where L1 use is limited.

Target language use in lower secondary school was also investigated by Brevik & Rindal (2018 forthcoming) via 60 video recordings and students' survey responses. There was considerable variation among teachers' use of the TL, although students' responses indicated that there was little need for extensive L1 Norwegian use. Moreover, the teachers hardly used other languages than Norwegian and English. It is suggested that some teachers use the L1 more than necessary and that long stretches of L1 for metalinguistic explanations, task instructions, or non-academic functions may not be beneficial for students. On the other hand, it is also underscored that there are examples of L1 use which might contribute to language learning, e.g. scaffolding comprehension according to students' individual needs.

Another recent study of Norwegian and Polish secondary school students investigated how their L1s were used in the classroom, at home and in relation to various aspects of learning English (Scheffler, Horverak, Krzebietke, & Askland, 2017). The students estimated their teachers' L1 use, and it was found that the Norwegian teachers seemed to rely more on the L1 for task instructions than in other contexts, which may be explained by the content-oriented curriculum that demand students to deal with quite complex issues. Interestingly, the teachers are perceived by their students to use the L1 more than 40 % of the time in different contexts. The Norwegian students see their L1 as an important tool for cognitive support, but think that English should be the dominating language for practising speaking skills and free production.

4.3.2 Target language use in the L3 in a Norwegian context

Researchers disagree with regard to how much, and for what purposes, the L1 should be used in L2 and L3 instruction. A few studies have investigated L3 use (French, German, Spanish) in a Norwegian educational context.

Heimark (2013) interviewed and observed six teachers of French, and distributed a survey to 85 teachers of German, French and Spanish. The aim of the study was to investigate how foreign language teachers of French, German and Spanish in lower secondary school understood the practical approach to FL/ L3 instruction. The teachers agreed or agreed strongly, that it is necessary for students to use the target language as a part of a practical approach. They also agreed that the teachers need to use the TL extensively in the classroom, but there seemed to be acceptance for using Norwegian when discussing for example learning strategies or grammar. However, the teachers' observed behaviour indicated that they over-reported TL use, as much of the communication in the classroom was done in the L1,

including small talk. Oral production was initially prepared in writing, and typically consisted of presentations of dialogues and oral and written tasks in relation to practise and automatization of grammar and fixed expressions. There seemed to be no correlation between students' age or level and the amount of the TL that was used, hence the use of the L1 vs. the TL seemed to be largely motivated by the individual teacher's attitude to the use of the L1 in the FL classroom.

Another study of L3 target language use (Vold, 2018) is in line with Heimark (2013). 25 French L3 lessons were video recorded and survey data from 85 year 9 students in six classrooms were collected to investigate L3 French teachers' and students' target language use. Findings show that Norwegian L1 was used 74 % of the time, French L3 22 % of the time and L1 and L3 simultaneously 4 % of the time. Great differences were found between the classes with regard to TL use, from about 45 % to 7 %. L1 use ranged from 93 % to 49 %. It was found that linguistic explanations were often conducted in Norwegian, as were task instructions and helping students individually. The target language was used for greetings, oral comprehension questions and reading aloud. No pattern was observed with regard to class size, and there was not necessarily a connection between the teacher's proficiency in the TL and TL use in the classroom.

A follow-up study by Vold (2018, November) included French L3 use in year 10, in addition to the year 9 data referred to above. In year 10, the data included 20 videotaped lessons, five teachers and 85 students (same teachers and students as in the study above). Interestingly, and perhaps highly surprisingly, L3 use has decreased in year 10 (15%) compared to in year 9 (22%). The use of the L1 and the L3 simultaneously has decreased from 4% to 1%, and L1 use has increased from 74% in year 9 to 84% in year 10. (The decrease is mainly due to the fact that one school, in which the TL was used the most, pulled out of the project). Nevertheless, the TL seems to be used to the same degree in years 9 and 10, contrary to what many teachers claim, namely that they use the TL more as the students progress. Both in years 9 and 10, findings suggest that grammar instruction, task instructions and sometimes reading/ listening comprehension tasks are done in the L1, whereas greetings, reading aloud and sometimes vocabulary and reading/ listening comprehension tasks are done in the L3.

A study of how the curriculum reform has been implemented in Spanish L3 was conducted by Llovet (2018), focussing on teacher cognition and the development of oral skills. Seven year 8 teachers of Spanish were observed, in addition to being interviewed before and after the observations. The main finding was that there exists a

gap between the intention in the curriculum and the implementation that was observed, as there was limited focus on communicative oriented oral skill development in the classrooms. Moreover, it is suggested that there is a need to redesign the current language teacher training programs, provide continuous teacher training and teacher development opportunities to in-service teachers. Finally, there is a need to clarify the intention and operationalization of the language subject curriculum reform if the intention is to bring about change (see also Llovet (2016)).

To sum up, in L2 instruction the L1 seems to be used inconsistently regardless of level, there was little need for extensive L1 Norwegian use. It is also suggested that some teachers use the L1 more than necessary and that there may be reason to reconsider the use of the L1 for metalinguistic explanations, task instructions and non-academic functions. In L3 instruction, studies have found that teachers think they use the target language more in the classroom than they actually do, and the L1 seems to be used extensively for metalinguistic explanations, task instructions and small talk. There seems to be no correlation between students' age or level and the amount of the TL that is used or between the teacher's proficiency in the TL and TL use in the classroom.

4.4 Studies of the effect of grammar teaching in language instruction

This section deals with studies of the effect of grammar teaching. The first part is about grammar teaching in the L1, the second part is about grammar teaching in the L2, and both international and Norwegian studies are included in each part. In the second part both L2 English and L3 instruction (e.g. Spanish) are included.

4.4.1 Studies of the effect of grammar teaching in L1 instruction

More recent research on the effect of grammar teaching in the L1 focuses mainly on writing instruction and how grammar instruction may influence and improve students' written production, as well as raising metalinguistic awareness and promoting multilingualism as a resource.

Previous international research on the effect of grammar teaching in an L1 context has shown different results. Publications such as the Braddock-report (1963)²⁵ and Hillocks review of writing research (Hillocks, 1986) claim that grammar teaching

²⁵ The Braddock report, "Research in Written Composition" by Braddock, Lloyd-Jones, and Schoer was commissioned by the National Council of Teachers of English to answer the question of whether grammar instruction had any impact on improving student writing.

does not influence L1 writing skills in a positive way, and it is even suggested that it may have a negative effect:

In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing (Braddock, Schoer, & Lloyd-Jones, 1963).

The reviews from the British EPPI-centre for social science, support the findings of the Braddock-report and Hillock's review, except for one type of grammar instruction, namely *sentence-combining* exercises (R. Andrews, Torgerson, Beverton, Freeman, et al., 2004; R. Andrews et al., 2006; R. Andrews, Torgerson, Beverton, Locke, et al., 2004). A meta-analysis by Graham & Perin (2007), found a negative effect for explicit grammar instruction and argue that this finding challenges "some educators' enthusiasm for traditional grammar instruction as a focus of writing instruction for adolescents" (p. 21). It is important to bear in mind, however, that these studies include decontextualized formal grammar teaching.

However, in the last two or three decades, studies have shown that L1 students may in fact benefit from grammar instruction. A study of standard English instruction among African-American students showing many Black English Vernacular features in their writing, showed that a treatment including exposure, rule instruction and practice proved more effective than exposure only or exposure plus rule instruction (Fogel & Ehri, 2000). A study by Purcell-Gates *et al* (2007) of learning students to read and write genre-specific texts, showed evidence regarding the efficacy of involving students in reading and writing for real-life purposes in the classroom. More recent research by Myhill *et al* (Myhill et al., 2012) is considered significant in providing robust evidence of a positive benefit derived from the teaching of grammar linked to writing instruction. Further research by Myhill *et al* has focused on teaching grammar in context, and this approach has been proven useful for improving writing skills (Jones, Myhill, & Bailey, 2013). They also suggest that the teachers' grammatical knowledge influences what students learn about writing, and that the teachers' grammatical *pedagogical* content knowledge is more important than grammatical *content* knowledge in supporting teaching and learning about writing (Jones et al., 2013). A recent study further highlights the importance of dialogic classroom talk if students are to develop knowledge about language and be

metalinguistically aware, and be able to use this knowledge when writing (Myhill, Jones, & Wilson, 2016). To conclude, it seems as if L1 explicit grammar teaching may indeed be effective when used under optimal circumstances.

4.4.2 Studies of the effect of grammar teaching in the L1 in a Norwegian context

There are, to my knowledge, no large-scale effect studies regarding the effect of grammar teaching in a Norwegian context. There are, however, studies that investigate grammar teaching and students' beliefs in a Norwegian educational context, and some intervention studies that deal with grammar teaching. These studies suggest that there are negative attitudes to grammar teaching as well as L1 second standard Nynorsk instruction, and that there may be too much focus on drill practice in grammar teaching in Nynorsk. Whether there is a clear connection between form-focused grammar instruction and negative attitudes to Nynorsk as the second standard is a topic for further research.

More than three decades ago, it was found that grammar was one of the areas in which lower and secondary school students lacked motivation the most (Evensen, 1986). A recent study (Sellevoll, 2016) investigated Norwegian 12 year-old students' grammatical knowledge in Oppland, Oslo and Sogn og Fjordane. The findings showed that the students had just some or no skills in analysing sentences, that there was a weak correlation between grammar skills and writing skills, and that participants from the western part of the country scored significantly better than participants from the east of Norway (cf. 3.3).

Two small-scale studies investigated attitudes to Nynorsk second standard (Røed, 2010; Råbu, 1997), and found that negative attitudes to Nynorsk prevailed among lower and secondary school students. Both studies found that girls were more positive to Nynorsk than boys. The students thought Nynorsk was unnecessary and they were critical to the type of instruction that was used. Nynorsk instruction in the "Bokmål areas" started in year 9 and was characterised by repetition, teacher-centred instruction and explicit focus on grammatical form. Another small-scale study (Braarud, 2016) suggests that a different, practical approach to grammar might make grammar instruction more interesting and motivating for the students. The students that were interviewed expressed that in their opinion, they have been exposed to too much explicit grammar instruction, and too little writing practice in their Nynorsk instruction.

A different approach to Nynorsk instruction was carried out by Sjøhelle (2016), who examined how regular use of Nynorsk in year 13 Norwegian classes can be used

as an approach to the teaching of Nynorsk as the second standard. Main findings were that different strategies are used in different phases of the writing process, and that using Nynorsk in both formal and informal texts seemed to activate a wider range of writing strategies. She links her findings to general research on writing strategies and language-immersion methods, and addresses possibilities and challenges of working with Nynorsk as an every-day-language in Norwegian classes.

4.4.3 Studies of the effect of grammar teaching in L2 acquisition

The role of grammar instruction in L2 acquisition has also been controversial, but has nevertheless maintained a central position both in research and in classroom materials and practice (Ur, 2011). Much research seems to support a positive role for L2 grammar instruction in classroom settings. Although some research suggests good results for *implicit* instruction, (i.e. grammar is not explained to the students) (Ding, 2007; Williams, 2009), there is substantial evidence in favour of *explicit* instruction, (i.e. grammar is explained) (Leow, 2007; Norris & Ortega, 2000; N. Spada & Tomita, 2010; N. M. Spada, 1987). However, a recent meta-analysis comprising 54 studies conducted between 1980 and 2015 (Kang, Sok, & Han, 2018), indicates that implicit instruction may be more effective than explicit instruction. It is suggested that this may be due to the inclusion of a number of new studies of implicit instruction, but also that most of these were lab-based and tended to yield greater effect sizes. Whether lab-experiments are transferable to classroom contexts is something that needs careful considerations.

As for the dichotomy *deductive* vs. *inductive* approaches for teaching L2 grammar, a recent study (Benitez-Correa, Gonzalez-Torres, & Vargas-Saritama, 2019) tested the two approaches in an English as a foreign language class in a public high school in Ecuador. Seventy students participated and one teacher taught the intervention classes for a period of 10 weeks and 15 hours of instruction of grammatical items. One group was taught inductively and the other group deductively. Structures taught were e.g. simple present and past tenses, future (*will* and *be going to*) and comparatives and superlative. Both groups improved, but the inductive group improved more. Studies of L2 French and Irish also suggest that an explicit-inductive approach may be more effective than an explicit-deductive approach (Haight, Herron, & Cole, 2007; Ní Dhiorbháin & Ó Duibhir, 2017; S. Vogel, Herron, Cole, & York, 2011; S. P. Vogel & Engelhard, 2011). As for Spanish as an FL in particular, two international studies of inductive approaches to grammar teaching suggest that such an approach may be beneficial, also for less able students (Russell, 2014; Shaffer, 1989).

However, there are also studies that have found an advantage for deductive approaches to foreign language instruction (Mohammed & Jaber, 2008; Negahdaripour & Amirghassemi, 2016). It has further been argued that inductive and deductive approaches have been operationalised so differently in different studies, that it is very difficult to compare the results (Rod Ellis, 2008, p. 882). Perhaps more importantly, research seems to suggest that in a school environment, any kind of grammar instruction is beneficial compared to no instruction (Kang et al., 2018; Tammenga-Helmantel, Arends, & Canrinus, 2014).

To conclude, regardless of methods used, explicit grammar teaching in instructed foreign language acquisition is generally regarded as beneficial for improving grammatical accuracy. The next section will focus on English L2 research in a Norwegian context.

4.4.4 Studies of the effect of grammar teaching in L2 English in a Norwegian context

There are few large-scale studies of L2 grammar teaching in Norway. Rindal & Brevik (2019) recently examined 30 years of doctoral work of English didactics in Norway, and it is clear that few of these studies deal explicitly with grammar teaching. A study presented in this anthology from an upper secondary school context, showed that a genre-pedagogical approach that includes grammar teaching may support students in developing their writing skills (Horverak, 2019). The study did not have a control group, but the analysis showed that students improved significantly with regard to writing argumentative texts, regardless of gender, first language and level. The students particularly improved in adjusting language to appropriate formality level, expressing modality and using cohesive links, which were some of the topics included in the teaching intervention. Horverak argues for applying a model of coherent writing instruction in Norwegian schools.

Subject-verb agreement errors in Norwegian year 11 students' written production was investigated by Garshol (2019). Accuracy in subject-verb agreement was found to be about 90 % on average, which is high. Based on a student corpus, Garshol selected 12 grammar and structure/ discourse related topics, which seemed to be problematic for Norwegian students, and created an inverted classroom course in English grammar. The aim was that the students should study the grammar topics at home, thus enabling teachers to spend more time on production and feedback in the classroom. Some of the participating students were enrolled in an intervention group, and error scores were compared to the students that did not participate in this group.

No significant differences were found between the two groups in terms of error scores or development of agreement marking. Unfortunately, no measures were made to ensure that the students actually used the material as intended. Thus, not surprisingly, it was found that the majority of the students had not used the material as intended, which could explain the lack of effect of the intervention.

The grammatical accuracy of year 12 vocational students' written English was also investigated by Nygaard (2010). Students' progress from autumn to spring was examined, as well as which of the three different correction methods was the most favourable. Although there were few verb tense or concord mistakes in the autumn texts, all three participating groups managed to reduce their number of concord mistakes. The findings showed that all student groups made progress, and the group with the greatest reduction of mistakes used a method that combined direct correction and underlining.

4.4.5 Studies of the effect of L3 grammar teaching in a Norwegian context

There are, to my knowledge, no effect studies of grammar teaching conducted in a Norwegian L3 Spanish context. However, L3 French students' use of explicit knowledge in written production has been investigated, and some master's theses have investigated learning strategies and deductive and inductive approaches to grammar teaching in Spanish L3 instruction.

The relation between explicit grammar knowledge and students' ability to use this knowledge in free written production was investigated by Woldsnes and Vold (2018) by examining grammar tests and written texts by 40 L3 French students in year 11. The chosen grammatical structures were agreement of the noun phrase and the verbal phrase. Findings suggested that most students have good explicit knowledge of the agreement rules, and were able to apply the rules in their free written production. However, as students who showed little explicit knowledge on the tests did relatively well in their written production, it is probable that students also draw on implicit grammatical knowledge. It is suggested that it is desirable to explore the students' metacognitive strategies, as identification of these strategies may enable teachers to offer students fruitful ways of taking advantage of and applying explicit grammatical knowledge.

Teaching students about learning strategies is also suggested by Pedersen (2011) as a means of increasing students' progression in the L3. A small-scale study investigated Spanish upper secondary school students' problem areas of Spanish grammar, and their use of learning strategies, and found that pronouns is a particularly

difficult area for students to master. Other small-scale studies (Fossgård, 2015; Kristjansson, 2016; Opphus, 2016) have looked at the acquisition of verbs and verb tenses in L3 Spanish by using deductive or/ and inductive approaches. Findings suggested that students preferred a variation of methods (Fossgård, 2015), that they preferred deductive approaches (Opphus, 2016) and that use of peer mediated teaching (one student teaches another) made students fear that they would learn something wrong from less able students (Kristjansson, 2016).

To sum up, it is difficult to reach robust conclusions about what approaches to grammar teaching are preferable in L2 or L3 instruction. As the majority of students (and teachers) are probably most familiar with deductive approaches to grammar teaching and thus may see these as more effective than other possible approaches, it may take some time and effort to convince students and teachers that it may also be beneficial to try out alternative ways.

4.4.6 Effect studies and possible challenges

There is no reason to deny the fact that the validity of effect studies in educational research has been questioned due to a number of factors (Cohen, Manion, & Morrison, 2018). Studies of the effect of grammar teaching often involve short-term treatment and discrete point tests, and may be of little value with regard to transferability to other student populations and the teaching of other grammatical items. In addition, the long term effects of the treatments are seldom studied, which is important to determine whether implicit learning, which takes longer, has taken place. Furthermore, the representation of effect size in the use of meta-analyses has been questioned. John Hattie's meta-study *Visible Learning* (2008), which by many has been regarded as the "holy grail" of teaching, has been critiqued for not using appropriate statistical methods when calculating effect sizes (Topphol, 2011). This shows that there may be challenges with statistical measures of the effects of grammar teaching.

4.5 Summary

Research on language teacher cognition and grammar teaching suggests that teachers' beliefs and practices are influenced by a number of factors: their own language learning experiences, education, teaching experience, knowledge of learners, available time and resources and the syllabus. Whether grammar instruction has a positive effect on language acquisition is particularly questioned in first language contexts, but also in second language contexts, opinions vary. However, research of explicit grammar instruction that includes more contextualised approaches, suggests that grammar

teaching may be beneficial for students, also in L1 contexts. Findings from research conducted in Norway on grammar instruction, suggest that teacher-centred, deductive approaches dominate in *Nynorsk* as a second standard and in Spanish L3 instruction, which may lead to lack of motivation among students. As for Norwegian L1 (first standard) and English L2, studies suggest that grammar teaching practices vary greatly, is conducted unsystematically and possibly neglected.

5. Methodology

Conducting research in an educational context is a challenging and complex task. It is recognised that other methodological options might also have been fruitful ways of obtaining information about the topic in question. However, as the aim has been to gain an in-depth insight into current grammar teaching practices and the reasons that lie behind the teachers' choices, a qualitative approach has been chosen. As is the case for all types of research, there are threats to the validity and reliability of the methods applied here, and some of these are dealt with in chapter 5.5.

5.1 A qualitative research design

To investigate the role of grammar in L1 Norwegian, L2 English and L3 Spanish teaching in Norwegian schools, I have used a qualitative approach with semi-structured interviews of teachers of the three language subjects (Silverman, 2011, p. 162). The interviews have been followed up by classroom observations, and teaching material and term plans have been collected, as using such a triangulating technique may provide more extensive data (Cohen, Manion, & Morrison, 2011, p. 195) and strengthen the construct validity of case study research (J. W. Creswell, 2003). The same approach has been used to investigate grammar teaching in all the three languages (Norwegian, English and Spanish), as one of the aims of the study has been to compare grammar teaching and target language use across language subjects.

The term used for qualitative sampling is *purposeful sampling* (John W. Creswell, 2005, p. 204). The informants in the current project have been recruited from my own network, but sampling also occurred after the data collection started, as participants, colleagues, etc. were asked to recommend other individuals to study, i.e., *snowball sampling* (Cohen et al., 2018, p. 222). The informants' superiors have been informed about the project. For ethical reasons, all informants have been asked to sign an informed consent form (Fraenkel, 2008). The project is also approved by the NSD²⁶, and data provided by the informants have been saved on a password-protected computer which is securely stored when not in use. In addition, all teachers have been anonymized. The interviews and the observations were carried out between October 2016 and January 2018, and the research design is illustrated in the figure below. The articles are listed in the order that they were written and submitted for publication. As will be observed, for practical reasons there is an overlap between the data collection corresponding to the three articles, so for example the first interviews in

²⁶ <http://www.nsd.uib.no/>

connection with article three were conducted before the last interviews conducted in connection with article one.

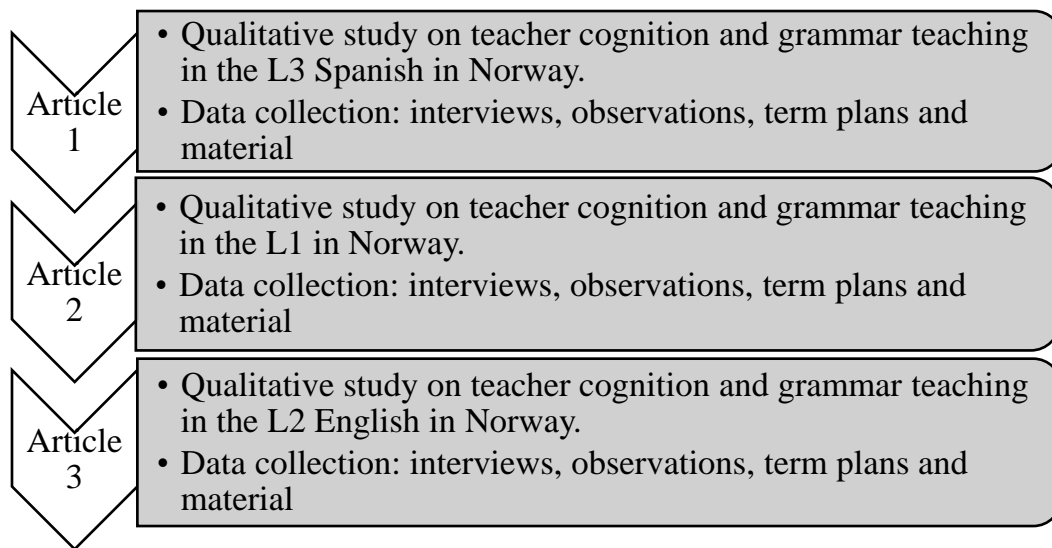


Figure 2: Research design

In the first part of the data collection (Article I, Spanish) the interviews were conducted in the period from September 2016 to March 2017, and the observations from January 2017 to November 2017. The interviews in the second part (Article II, Norwegian) were carried out between October 2016 and January 2018 and the observations between January 2017 and January 2018. As for the third part of the data collection (Article III, English), interviews were conducted between October 2016 and June 2017, and observations from December 2016 to May 2017. The teachers were observed after the interviews had been conducted.

Table 4

Overview of articles

	Article 1	Article 2	Article 3
Title of article	“Too much grammar will kill you!” Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching	«Grammatikk er viktig som ein reiskap når vi treng han». Kva seier lærarar om grammatikkundervisning i norskfaget?	“They have a Eureka moment – there’s a rule!” The role of grammar teaching in English as a second language in Norway.
Method	Qualitative	Qualitative	Qualitative

Main research question(s)	1. What are the teachers' opinions about the role of grammar teaching in Spanish L3 instruction? (What do the teachers say?) 2. What approaches are used for teaching grammar in SFL instruction? (What do teachers do in the classroom?) 3. What is the favoured language of instruction for grammar teaching and other activities, Norwegian or Spanish?	1. The role of grammar teaching in Norwegian L1-what do the teachers say? 2. Is there a difference between what teachers say about grammar teaching in the first vs. the second standard?	1. What do teachers express about the role of grammar teaching in English L2 instruction? (What do teachers say?) 2. What approaches and methods are used for teaching grammar in ESL instruction? (What do teachers do in the classroom?) 3. What is the favoured language of instruction for grammar teaching, Norwegian or English?
Participants (section 5.1.2)	13 teachers ²⁷ , 6 in lss, 7 in uss	26 teachers, 12 in lss, 14 in uss	19 teachers, 6 in lss, 13 in uss
Data (section 5.2)	Individual interviews + observations + term plans and material	Individual interviews + observations (not included in the article) + term plans and material	Individual interviews + observations + term plans and material
Analysis (section 5.3)	Thematic analysis	Thematic analysis	Thematic analysis
Ethics (section 5.4)	Role of researcher, Method of analysis	Role of researcher Method of analysis	Role of researcher Method of analysis
Reliability and validity (section 5.5)	Triangulation of different data	Triangulation of different data	Triangulation of different data

²⁷ Only data from teachers that were both interviewed and observed are included in the article.

Main findings	Teachers think grammar is important. Teachers prefer deductive approaches. Little oral TL use by teachers (and students) in most classroom contexts.	Teachers think grammar is important in order to: -have a common metalanguage -write correct Norwegian. -learn foreign languages Little grammar teaching in uss in the first standard, more grammar teaching in the second standard (Nynorsk) both in lss and uss.	Teachers think grammar is important. Little explicit grammar teaching (in particular in uss). The TL is used extensively by teachers, also for teaching grammar.
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5.1.2 Participants in the study

In the current study 42 informants are included. Many of the informants teach two out of three of these languages, which is why the numbers do not add up. The study includes interviews with 26 teachers of Norwegian, 12 in lower secondary school and 14 in upper secondary school. As for English, 19 teachers have been interviewed, six in lower secondary school and 13 in upper secondary school. Finally, 13 teachers of Spanish have been interviewed, six in lower secondary school and seven in upper secondary school.

Out of a total of 42 informants, 36 are females, and 6 are males²⁸. Two males work in lower secondary school, and four males work in upper secondary school. One of the male teachers teaches Norwegian as his only language subject, two males teach English (one of these also teaches Norwegian), and there are three male teachers of Spanish.

With regard to the teachers' native language, 25 teachers of Norwegian have Norwegian as their L1 and one has another Germanic language as their L1. As for the English L2 teachers, 17 are native speakers of Norwegian, one is an early bilingual and one has another Germanic language as their L1. Among the Spanish L3 teachers there are five native speakers of Spanish and the remaining eight teachers have a Scandinavian language as their L1.

5.1.3 The participants and their education level

Aspects that may be interesting to comment on for this investigation are teachers' level of education, language skills and teaching experience (cf. section 4.1). In this study,

²⁸ Males may be underrepresented among Norwegian language teachers. Across subjects, proportion of female teachers: lower sec. school: 75%, upper sec. school: 55 %. Source: www.ssb.no

there is a clear distinction in the education level of the teachers in lower and upper secondary school. In lower secondary school, the majority of the 18 teachers (N=13) hold the degree *adjunkt med opprykk*, equivalent to five years of higher education. Two teachers are *adjunkt*, equivalent to four years of higher education, and the remaining three teachers are native speakers of Spanish who have completed Spanish studies in a Norwegian institution. One of them has completed teacher training in their home country.

Most of the teachers in this study have 60 or more credits in the subject(s) they teach. Exceptions are two teachers of Norwegian with 30 ECTS²⁹ and one Spanish teacher with 30 ECTS. The teachers in this study have more education than do Norwegian and English teachers in Norway in general. According to TALIS, 15 % of Norwegian teachers and 16 % of English teachers lack formal education³⁰. None of the informants in lower secondary school in the current study hold the titles *lektor* or *lektor med opprykk/ tilleggsutdanning*, which imply *hovedfag* or a master's degree in at least one subject.

In upper secondary school, on the other hand, 15 of 25 teachers (60 %) have earned either the title *lektor* or *lektor med tilleggsutdanning*. The other 10 teachers are all *adjunkt med opprykk*. All teachers in upper secondary school (except for one who has 30 credits in Norwegian and teaches this subject at vocational studies) have at least 60 credits in the language subjects they teach. Thirteen teachers have *hovedfag* or a master's degree in Norwegian or English, and one teacher has a master's degree in Spanish. According to Udir, about 30 % of the teachers in upper secondary school have *hovedfag* or a master's degree, compared to 5 % in lower secondary school³¹. Thus teachers with *hovedfag* or a master's degree seem to be overrepresented among upper secondary school teachers in the current study.

To sum up, in this study the teachers in upper secondary school have more education both on a general level and in the subjects they teach, compared to teachers in lower secondary school. This also applies to a previous analysis about the education level of teachers in Norway (TALIS). The general level of education of the teachers in this study is higher than that of the teacher population in Norway in general.

²⁹ https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

³⁰ <http://utdanningsspeilet.udir.no/2015/innhold/kapittel-8/8-2-laerernes-formelle-kompetanse-i-undervisningsfag/>

³¹ <http://utdanningsspeilet.udir.no/2015/innhold/kapittel-8/8-2-laerernes-formelle-kompetanse-i-undervisningsfag/>

5.1.4 The teachers' L2 and L3 language skills

As for the teachers in this study and their L2 and L3 language skills, the data must be treated with caution as they are self-reported, and there may be a risk of under- or over-reporting one's own language skills. The teachers' language skills are illustrated in figures 4 and 5 below.

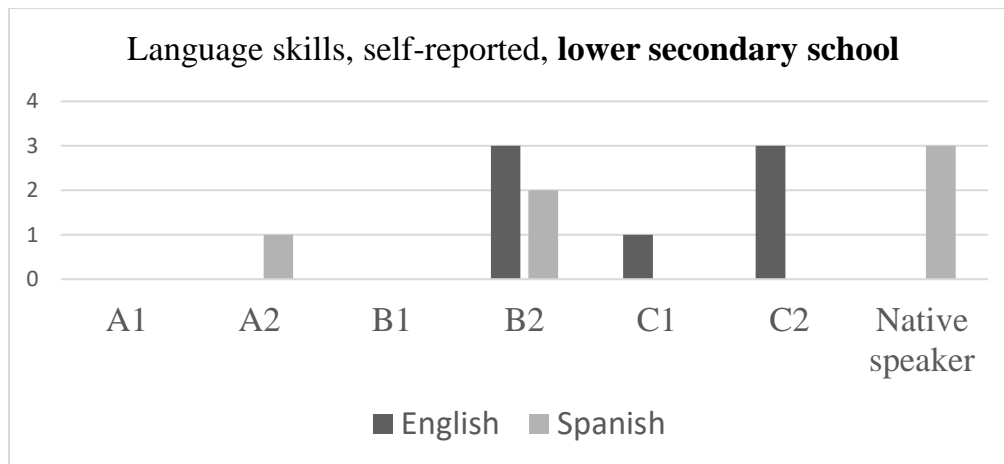


Figure 3. Foreign language skills, lower secondary school. N= 13

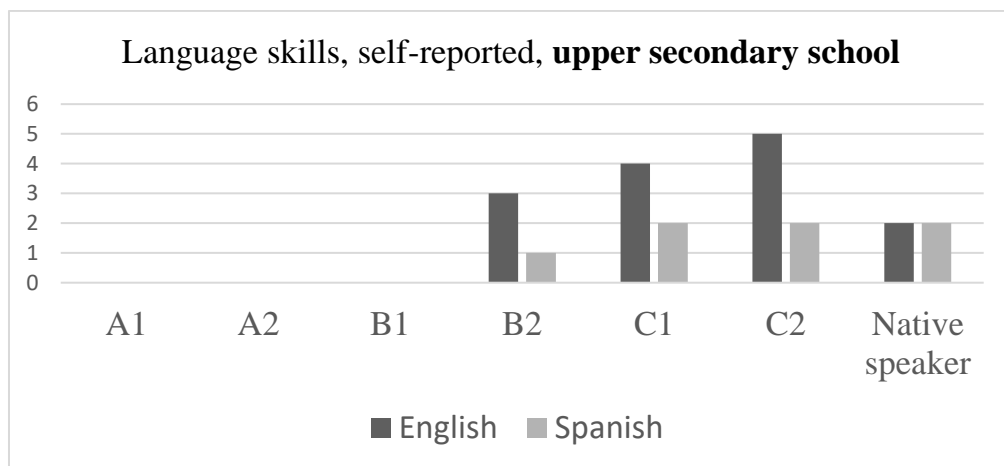


Figure 4. Foreign language skills, upper secondary school. N= 21

The teachers of English and Spanish in upper secondary school report that they possess better speaking skills than do the teachers in lower secondary school, which is not surprising since their education level is higher. One of the Spanish teachers in lower secondary school report a level of A2, four teachers report a level of B2 (three in English, one in Spanish), one a level of C1 in English and three teachers report a level of C2 in English. Three of the Spanish teachers are native speakers, whereas there are no native speakers of English.

In upper secondary school none of the teachers reported a level below B2. Three teachers reported a level of B2 in English and one reported B2 in Spanish. Four teachers report that their level is C1 in English, two that their level is C1 in Spanish, and five teachers report a level of C2 in English and two report C2 in Spanish. In addition, there are two native speakers of Spanish. Interestingly, two teachers of English report that they have acquired language skills on the level of native speakers even though they are born and bred in Norway. To conclude, the teachers in this study seem to have adequate language skills in order to teach the different language subjects.

5.1.5 Participants' teaching experience

As for teaching experience, this cohort of informants can certainly be defined as experienced. Eight of the 18 teachers in lower upper secondary school have more than 20 years of teaching experience. Three teachers have taught for 15-20 years, three for 10-14 years, two for 5-9 years and two have taught for less than three years.

The teachers in upper secondary school are also highly experienced teachers. Six of them had taught for more than 20 years, six for 15-20 years, nine for 10-14 years, three for 5-9 years and one for four years. According to TALIS³², the average Norwegian teacher had 16 years of experience³³, so the numbers from this study are in line with the TALIS survey. (See appendix 2 for more detailed information about the informants in this study).

5.1.6 Distribution of schools and regions

Teachers from eight different upper secondary schools and eight different lower secondary schools are included. Furthermore, informants have been recruited from two different regions in Norway; the south and the east, and six different counties are represented in the sample. It would have been interesting and desirable to include other regions in Norway, such as the west and the north, but these have been left out for reasons of lack of time and financial resources.

5.2 Data

This section includes the data that was the basis for the study: interviews, observations and collection of term plans. These three data sources have been applied in the cases of

³² Teaching and Learning International Survey by OECD

³³ <http://utdanningsspeilet.udir.no/2015/innhold/kapittel-8/8-1-den-norske-laereren/>

all three languages, L1 Norwegian, L2 English and L3 Spanish and the data collection methods will be discussed in more detail below.

5.2.1 Interviews

An interview guide (appendix 1) was prepared before the interviews, allowing for a semi-structured approach (Silverman, 2011, p. 162). The interviews, as well as the observations, have been piloted as part of the process of developing an interview-guide and an observation form. In order to gain in-depth answers, the teachers have been interviewed individually. Furthermore, it is my experience that teachers are pressed for time and thus need great flexibility if they are to be able to participate in a research project of this kind and individual interviews may also be easier to organise. However, there are a few exceptions: on one occasion three teachers were interviewed together, and on two occasions two teachers were interviewed together. The reasons for this were that these teachers worked and lived quite a long distance from the researcher, they collaborated a lot and therefore wished to be interviewed together, and it was also a practical arrangement which made it possible to fit many teachers into a busy schedule.

The average individual interview lasted for about 50 minutes, and the interviews with two and three informants lasted for approximately 1.5 hours. The total duration of all the interviews amounts to approximately 34 hours and 30 minutes of recorded material, approximately 15,1 hours related to the teaching of Norwegian, 8,5 hours related to English, and 11 hours related to Spanish. However, as some of the Norwegian teachers also teach English, the number of hours for English is higher and the number for Norwegian smaller, due to the fact that they were interviewed about both subjects during the same interview. The interviews were recorded and transcribed using the software *NVivo*, which is developed for qualitative data analysis. The process of recruiting informants followed the so-called concept of saturation (Glaser & Strauss, 1967), which in this case implies that interviewing more teachers would most likely not have yielded new insight. Data from the interviews are presented in article I (Spanish L3), article II (Norwegian L1) and article III (English L2).

5.2.2 Observations - aims, participants and procedure

In addition to being interviewed, 26 of the 42 informants have been observed in teaching situations; 10 Spanish teachers (5 in lower secondary school, 5 in upper secondary school), 12 English teachers (4 in lower secondary school and 8 in upper secondary school) and 14 teachers of Norwegian (5 in lower secondary school and 9 in

upper secondary school). For reasons of rigour, only those teachers who were both interviewed and observed are included in the data material of article I about Spanish, as one of the aims of that particular study was to compare if what each individual teacher did in the observed practices with regard to grammar teaching and target language use complied with what they expressed about these topics in the interviews. The findings from the observations of the teachers of Norwegian have not been included in article II as this was outside the scope of that particular article. Findings regarding the observations of the English teachers are found in article III and include data from all the observed teachers of English, as the main purpose of the study was to investigate the range of grammar teaching approaches and target language use that existed among the teachers.

As for the observations, the aims were to observe if, or to what extent, explicit grammar teaching constituted a part of the L1, L2 and L3 lessons and to observe what approaches were used. It is recognised that it is difficult to observe implicit grammar teaching, and consequently the observations of this study have focused on explicit grammar teaching, i.e. explicit deductive and explicit inductive grammar teaching approaches. Moreover, I also intended to observe as many of the interviewees as possible to try to understand the connection between teachers' intentions and opinions about grammar teaching (as expressed in the interviews) and their actual practices (as observed in the observations). Finally, as for English and Spanish lessons, I wanted to investigate the teachers' target language (TL) use, and whether the TL or the L1, or both, was used for teaching grammar.

A total of 86 lessons were observed; 30 lessons in Norwegian, 24 in English and 32 in Spanish. 76 of the lessons lasted 45 minutes, eight lessons 60 minutes, and two were 30-minute lessons. 60-minutes and 30 minutes lessons occurred only in lower secondary school, where practices vary between 30 and 60-minute lessons. The arrangement of having two or three successive lessons x 45 minutes seems to be the norm in upper secondary school language education. The aim was to observe at least two lessons conducted with the same teacher. However, for practical reasons this was not always possible and hence one lesson had to suffice in the case of some teachers (see appendix 3 for an overview of observations).

An observation form (appendix 4) was developed for use in the observations of all three language subjects. It contained a grid with the headlines "time", "what does the teacher do?" and "what does the student do?" The form also contained the following points: activity, method, computer use, teaching material, use of metalanguage, use of L1, use of TL, students' attitudes, assessment, adapted

education. During the pilot observations it became clear that the form contained too many variables, and it was therefore subsequently simplified to contain the categories “time”, “what does the teacher do?”, “what does the student do?” only. Notes were made on paper during the lessons about the teachers’ approaches to grammar teaching, types and duration of activities used. With regard to observations of English and Spanish lessons, the teachers’ use of the TL vs. the L1 was also observed and notes were made. The observations can be defined as *semi-structured*, i.e. there is an agenda of issues, and the observations are carried out to illuminate these issues. However, the researcher is also responsive to what is observed (Cohen et al., 2018, p. 543). As for the role of the observer, it can be defined as the *observer-as-participant*. This is an observer who is not a member of the group, but who may participate peripherally in the group’s activities, and their role is clear and overt and as unobtrusive as possible (Cohen et al., 2018, p. 543).

5.2.3 Term plans and teaching material

Term plans developed by the observed teachers, and teaching material used in the observed lessons in Norwegian, English and Spanish were also collected. The teachers were asked to provide a copy of their term plan after the interview, or e-mail it to me as soon as possible after the observation. The material used during the observations was either provided to me before or during the lessons, or shortly after.

A total of 33 out of 36 observed teachers sent their teaching plans to me (Norwegian 13/14, English 12/12, Spanish 8/10). In addition, three teachers of Norwegian and two teachers of English who, in the end were unable to participate in the observations, provided me with their term plans. Since many language teachers teach more than one group of students, a total of 47 plans were collected from the observed teachers (Norwegian 18, English 16, Spanish 13). The role of grammar in the L2 English term plans is discussed in article III. As for L1 Norwegian and L3 Spanish term plans, a discussion of these were outside the scope of articles II and I.

The term plans were collected in order to place the observations within the context of a school i.e. to get an understanding of how the content of the lessons observed fit into the teaching of the whole academic year. More specifically, the term plans were collected to see whether and how grammatical content and methodology were included in the term plans. The teaching material used in the lessons was collected to allow the researcher to focus more closely on the teacher being observed, instead of spending time making extensive notes about the material that was used.

5.3 Categories for analysis

The analysis used in the three different studies can be defined as a deductive, thematic analysis: “A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). In Article I, that deals with L3 Spanish grammar teaching, the collected data were categorised into the following themes, based on the research questions: 1) teacher cognition about grammar teaching and language learning, 2) approaches used in grammar teaching, and 3) teacher cognition about the use of the target language, i.e. what language(s) are used for grammar teaching and what language(s) are used in other teaching contexts? Data from the interviews and the observations were analysed and data from the term plans were outside the scope of this article.

In article 2 about grammar teaching in L1 Norwegian, the data were categorised in accordance with the following arguments for grammar teaching (cf. (Hertzberg, 1995): *Formaldanningsargumentet/ allmenndanningsargumentet* (implies that it is useful to know grammar as a part of a general education), *språkferdigheitsargumentet* (useful to know grammar to improve writing skills), *framandspråksargumentet* (useful to know grammar to facilitate foreign language learning), *tverrspråklegheitsargumentet* (crosslinguistic view, languages have much in common), *metaspråksargumentet/ vurderingsargumentet* (useful to know a grammatical metalanguage for linguistic discussions and feedback). Only data from the interviews have been analysed in the article, as an analysis of observations and term plans were outside the scope of this article.

In article 3 about L2 English grammar teaching, the results are categorised in accordance with the data collected to answer the three research questions: (RQ) 1) What do teachers express about the role of grammar teaching in English as a second language (ESL) instruction? 2) What approaches and methods are used for teaching grammar in ESL instruction? and 3) What is the favoured language of instruction for grammar teaching, Norwegian or English?

As for the categories used to answer RQ 1, they are based on the arguments that have traditionally been used to include grammar teaching in language education (Hertzberg, 1995). Only the arguments that were mentioned by the teachers in this study are included in the analysis (grammar as a tool to improve writing skills, useful to know a grammatical metalanguage for linguistic discussions and feedback). The categories belonging to RQ2 are based on the distinction between implicit and explicit instruction and inductive and deductive approaches mentioned earlier, and the

categories in RQ3 are based on the three approaches to TL use that were revealed in the interviews: L2 only, both L1 and L2, L1 only. Research question 1 is answered by analysing data from the interviews, RQ2 by analysing data from the interviews, observations and the term plans, and RQ3 by analysing the interviews and the observations.

5.4 Ethical considerations

The design has been approved by the Data Protection Official for Research (NSD). The data collection has followed their guidelines in terms of ensuring anonymity of the participants in the study and the storage of information. Still, there are ethical considerations that will be discussed below.

Ethical issues concerning interviews are well described in Kvale (1996, pp. 111-120), and concerns issues such as informed consent, confidentiality and consequences.

As for the analysis of the interviews in the current study, the teachers' reflections, descriptions, experiences and opinions are presented mainly in the form of quotes taken out of context. As one of my aims is to contribute to improved language teaching practices, certain parts of my analysis may be regarded as critique towards practicing teachers. However, my aim has been to make teachers aware of certain aspects of their practice that they themselves may not have reflected upon.

The observations were carried out as overt observations and my presence may have disturbed and influenced the natural setting, i.e. created *the observer effect* (see below). Teachers as well as students may have felt more stressed and uncomfortable than usual due to the fact they were observed. It was never my intention to be critical of well-educated and highly experienced language teachers who have kindly let me into their classrooms, but my analysis may well be interpreted in such a way, and may leave the teachers feeling betrayed. The inclusion of the post-observation questionnaire was intended as a means of diminishing this risk by giving the teachers the opportunity to explain unusual behaviour, as was the fact that the teachers were informed that they were free to contact me at any time about the project.

5.5 Research reliability, validity and limitations

There may be some challenges concerning the reliability and validity of the methods (interviews and observations) applied in this project. Reliability concerns whether the results of a study are repeatable, whereas validity concerns "the integrity of the conclusions that are generated from a piece of research" (Bryman, 2016, p. 41), i.e.

whether you are ‘observing, identifying or “measuring” what you say you are (Mason, 1996, p. 24).

The use of semi-structured interviews in research gives in-depth descriptions and an understanding of the social phenomena under investigation from the perspectives of the informants through words, not numbers (Kvale & Brinkmann, 2015, p. 47). However, it must be acknowledged that the relationship between the researcher and the informant in an interview situation is asymmetric, which may influence the informant in various ways. In order to improve reliability, a semi-structured interview guide was developed and the interviews were piloted, tape-recorded and transcribed word by word. The triangulation of interviews, observations and collecting term plans further improves validity and captures different dimensions of the research topic.

As for observations, possible threats to the validity are for example selective attention, selective memory (which may be reflected in the notes), interpretations affected by preferences and expectancy effects (see for example Cohen et al. (2018, pp. 320-321)). To improve reliability, observations were piloted, more extensive notes were written shortly after the observations and copies of the original data were kept. Moreover, a post-observation questionnaire was also developed to examine the *observer effect*, as the presence of a researcher may influence the behavior of those being observed (Fraenkel, 2008, p. 443), and participants may change their behavior because of the fact that they are being observed (Cohen et al., 2018, p. 560; Labov, 1972). Hence, to reduce reactivity, after each lesson each teacher was asked to complete a form with a few questions about the outcome of the lesson, and about whether the teacher and the students behaved as they would normally do in a classroom situation. The teachers were also asked to give additional information about the lessons if they felt it necessary. The following questions were included:

Q1: Having an observer in the classroom had no impact on my teaching.

Q2: Having an observer in the classroom made me nervous today.

Q3: I acted as I usually do today.

Q4: The class acted as they normally do today.

Q5: This was a typical lesson in this class.

The teachers were asked to answer each question 1-5 by ticking off one of the following alternatives: I agree – I partly agree – I partly disagree – I disagree

The questionnaire following the observations of Spanish L3 lessons indicates that the teachers were little influenced by my presence as an observer. Eight teachers agreed that it had little impact on their teaching and the other two partly agreed that it had no impact (see article I for more details). The L2 English questionnaires yielded similar results, as 11 teachers agreed that they acted as they normally do and two partly agreed (see article III). As for L1 Norwegian observations, ten of the 14 observed teachers reported that the presence of a researcher had little or no influence on their teaching, whereas three teachers said it did somehow influence their teaching (see 6.1.2. for more details). The general impression was that the students and the teachers acted sufficiently in accordance with their usual behavior to ensure a valid description of how language teaching is conducted by these teachers in these classrooms and as such, my presence as an observer seemed to influence the behavior of teachers and students to a limited degree.

One of the limitations of this study is that the observations include a limited number of lessons taught by each teacher, and it is possible that observing each teacher for several consecutive weeks or months would have yielded other results. The use of longitudinal studies may have enabled the observation of a wider range of grammar teaching methods, including implicit approaches. However, in the current project, combining the relatively large number of informants with longitudinal observations would have been impossible.

Moreover, ideally, the number of participants should have been the same for each language, but for reasons of time and resources, this was a difficult goal to accomplish. It must also be recognised that there are fewer Spanish teachers in Norway compared to the number of teachers who teach English and Norwegian. Furthermore, Norwegian is a subject that every single student has to study from year 1-13. That is not the case for English, which is optional in years 11-13, and Spanish which is only taught in years 8-12 (13) to a limited group of students. Hence, the number of informants in the different subjects is probably to a certain degree representative of the number of teachers that teach in each subject.

In education, ecological validity is particularly important and requires the inclusion of the specific factors of research sites (schools, regions etc.), and “the intention is to give accurate portrayals of the realities of social situations in their own terms, in their natural or conventional settings” (Cohen et al., 2018, p. 264). In the current project, ecological validity is taken into account, in that the teachers and schools represent real-world settings. Moreover, two different regions in Norway are included. According to Lincoln and Guba (1985) results are transferable if the sample

represents the population one wishes to generalise to. Hence, the findings in this study are probably transferable to similar teacher populations and teaching contexts in Norwegian secondary schools.

5.6 Summary

This chapter has presented the methods used in the project. The same data collection methods have been used for investigating grammar teaching in the three languages Norwegian, English and Spanish, as one of the aims has been to compare teacher cognition including teaching practices across languages. Although there are limitations with regard to the methodology applied, as well as ethical challenges, there is reason to believe that the findings are transferable to similar language teaching settings in Norway.

6. Findings and discussion

This chapter includes summaries and discussions of the findings of the three articles included in the thesis. The summaries are followed by a discussion of the contributions of my thesis, which are mainly empirical contributions to language didactics.

6.1 Summary of the articles

The aim of this thesis has been to investigate teachers' cognitions on *1) Grammar teaching in Norwegian as a school subject in secondary school 2) Grammar teaching in English as a school subject in secondary school and 3) Grammar teaching in Spanish as a school subject in secondary school*. The first article presented below answers the third question, the second article answers the first question, and the third article answers the second question. Furthermore, I have aimed to contrast and compare grammar teaching practices and target language use in the three different language subjects Norwegian L1, English L2 and Spanish L3.

6.1.1 Article I

“Too much grammar will kill you!” Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching.

The aim of this article was to investigate teachers' cognitions on grammar teaching in a third language teaching context. In addition, as teachers need to decide what language(s) to use in such a context, the role and use of the target language was also investigated, both with regard to grammar teaching and in other language teaching

contexts. The sample comprised interviews with 10 secondary school teachers as well as observations of the 10 teachers in ordinary teaching situations. The research questions of this article were: 1. *What are the teachers' opinions about the role of grammar teaching in Spanish as a foreign language (SFL) instruction? (What do teachers say?)* 2. *What approaches are used for teaching grammar in SFL instruction? (What do teachers do in the classroom?)* 3. *What is the favoured language of instruction for grammar teaching and other activities, Norwegian or Spanish?* I conducted a thematic analysis based on the research questions 1-3. I found that the teachers expressed that grammar instruction is an important part of foreign language instruction, and that they seemed to prefer an explicit, deductive approach. Moreover, the teachers preferred Norwegian as the language of instruction for grammar teaching, but claimed that they used a substantial amount of Spanish in other contexts. However, the observations revealed that the primary language of instruction was Norwegian in all contexts. The findings thus suggested that Spanish teaching practices did not comply particularly well with the communicative approach that is described in the subject curriculum guidance material.

6.1.2 Article II

«Grammatikk er viktig som ein reiskap når vi treng han». Kva seier lærarar om grammatikkundervisning i norskfaget? («Grammar is important as a tool when we need it»). What do teachers say about grammar teaching in the subject Norwegian?)

The aim of this article was to investigate teachers' cognitions on the role of grammar teaching in the teaching of the first language, Norwegian and comprise interviews with 26 teachers. The article is written in Norwegian Nynorsk, as its main target group is meant to be teachers of Norwegian. As mentioned before, Norwegian has two written standards (*Bokmål* and *Nynorsk*), and it was thus necessary to address both standards in the research questions: 1. *The role of grammar teaching in Norwegian – what do the teachers say?* 2. *Is there a difference between what teachers express about the role of grammar in Bokmål and Nynorsk respectively?*

The findings reveal that also teachers of Norwegian regard grammar teaching as an important part of the subject. The teachers mention two arguments in particular: that grammar teaching is important in order to develop the students' meta-language about grammar, so that teachers and students have a common language that can be used for discussions and for providing feedback. Moreover, they mention that a meta-language is an important tool for foreign language acquisition. As for the second

standard, Nynorsk, the teachers also mention that grammar teaching is important in order to improve the students' written language skills. Nevertheless, grammar teaching seems to have a low priority, particularly in Bokmål (first standard) in upper secondary school. With regard to Nynorsk, however (when this is the students' second standard), the teachers prioritise systematic instruction of the grammar of Nynorsk. Deductive, decontextualized approaches seem to dominate this type of grammar teaching, something that is not likely to promote the students' communicative competence in this written standard.

6.1.3 Article III

“They have a Eureka moment – there’s a rule!” The role of grammar teaching in English as a second language in Norway.

The aim of this article was to investigate teachers' cognitions on English teaching and the role of grammar in a Norwegian English L2 context. Furthermore, I wanted to investigate to which extent the target language English was used as the language of instruction. The sample comprised interviews with 19 secondary school teachers of English, as well as classroom observations of 12 of these teachers and collection of term plans. The research questions of this article were: *1. What are the teachers' opinions about the role of grammar teaching in English as a second language (ESL) instruction? 2. What approaches and methods are used for teaching grammar in ESL instruction? 3. What is the favoured language of instruction for grammar teaching and other classroom activities, Norwegian or English?* A thematic analysis was conducted, based on the research questions, and the findings reveal that teachers find grammar teaching important and beneficial for students. However, grammar teaching seems to be unsystematic and scarce, particularly in upper secondary school. Moreover, the majority of the teachers seem to favour a deductive approach to grammar teaching, and they say that the students prefer this approach. The teachers also express that students generally do not like grammar much. Interestingly, not many teachers seem to question or reflect upon the approaches they use for grammar teaching. As for the use of the target language, most teachers speak predominantly English, but some teachers use some Norwegian for explaining grammar, providing new information and for clarification.

6.2 Discussion and research contributions

In this study a qualitative approach has been used, including semi-structured interviews, classroom observations and collection of term plans. The data have

focused on teacher cognition and the role and importance of grammar teaching as a part of instructed language acquisition, and teachers' use of the target language in L2 and L3 instruction. The main contributions of this thesis are empirical contributions, which are discussed below in relation to the research questions (see 1.2). As there seems to be little crosslinguistic cooperation between teachers, each language subject will be discussed in separate sections below.

In a Norwegian context, research on grammar teaching and teacher cognition in the three school subjects Norwegian, English and Spanish in Norway is scarce. In particular, there is little research on L3 Spanish instruction in Norway, and this study is therefore an important contribution to the field. Furthermore, to the best of my knowledge, there are no other studies carried out in Norway that compare and contrast grammar-teaching practices in an L1 (first and second standard), an L2 and an L3 context. What is more, this study investigates and contrasts target language use in the L2 English and L3 Spanish. The findings should therefore be of relevance for teachers and teacher educators that work with L1 acquisition and instruction as well as foreign language instruction. Moreover, this study is highly relevant at present, as crosslinguistic perspectives currently seem to find their way into the new national curriculum. According to *Fremtidens skole*, Ludvigsen et al. (2015), there is a need for increased cooperation across language subjects, and it is mentioned in the report that students need a conceptual framework that is common to all language subjects (cf. *tverrspråklegheitsargumentet* 5.3). Furthermore, students need to be equipped with a repertoire of learning strategies that enable them to transfer language learning strategies from one language to another (Ludvigsen et al., 2015, p. 52). The current study may contribute to an increased understanding of the nature of L1, L2 and L3 teaching in Norway, and provide a point of departure as to how it may be possible to regard language teaching from a more holistic perspective. This, of course, requires cooperation between teachers at each individual school and between schools and teacher trainer institutions.

6.2.1 What teachers express about the role of grammar teaching in L1, L2, L3

The teachers of L1 Norwegian say that knowledge of grammar is important for a number of reasons: to write correct Norwegian, to learn other languages, to have a metalanguage that can be used for discussing languages and for providing feedback to students. However, both teachers in lower and upper secondary school express that they spend little time on grammar teaching, because they expect students to know basic grammar from primary school. Interestingly, there seems to be a great difference

in terms of how grammar is taught in the two standards of Norwegian. Not surprisingly, considerably more time is spent teaching grammar explicitly in the second standard when this is Nynorsk both in lower and secondary school, which is in line with previous studies of second standard Nynorsk (Jansson, 2011; Slettemark, 2006). According to the teachers, focus on the grammar of Nynorsk is needed as many of the students do not write Nynorsk correctly.

Also in English L2 instruction, the teachers say that grammar is important. There are two main reasons for teaching grammar explicitly: grammar can be a tool in the students' own language production, and it is useful to have a metalanguage to talk about languages and its structure(s). These reasons are similar to those expressed by the teachers of Norwegian. Nevertheless, the teachers expressed that grammar is not taught systematically, they do not spend much time on it, and the students do not seem to like it much. Burner (2005), Austad (2009) and Chvala (2018) all found that L2 grammar seems to be neglected and taught unsystematically, and the current study thus supports their findings.

As for Spanish L3, the teachers say that teaching grammar is important and necessary and explicit grammar instruction seems to have a prevalent role in Spanish L3 instruction. The teachers express that it is important for students to learn the system of a language, and grammar is an important tool for language learning. Moreover, as students are not exposed much to Spanish outside the classroom, they need to have the grammatical structures explained to them.

Although all teachers of all languages express that grammar is important, they seem first and foremost to regard grammar teaching as a remedy to improve students' language skills and indirectly as a substitute for TL exposure. This is shown in the fact that grammar teaching seems to be more prevalent in L1 second standard and L3 instruction, than in L1 first standard and L2 instruction. Moreover, the teachers seem to think of grammar teaching as something that happens in each language subject independently of what the students learn and do in the other subjects, as very few teachers seem to draw on students' previous language learning experiences.

6.2.2 Approaches and methods used for teaching grammar in L1, L2 and L3 instruction

Another aim of the study was to investigate what approaches and methods are used for teaching grammar in L1, L2 and L3 instruction. Although grammar teaching seems to be scarce in first standard Norwegian L1, the study reveals that teachers both in lower and upper secondary school teach the grammar of the second standard *Nynorsk*

deductively and systematically, which are in line with Slettemark (2006) and Einan (2009). Nevertheless, the teachers complain that the students repeatedly make the same elementary mistakes, despite grammar instruction. Interestingly, there seems to be little reflection on why this is the case, and what can be done to improve students' command of the second standard Nynorsk.

With regard to L2 English and approaches to grammar teaching, the majority of the teachers seem to favour a deductive approach to grammar teaching, which seems to be at least partly motivated by the fact that the teachers suggest that students prefer the deductive approach, possibly because it is easy and manageable. Similar findings were reported by Schulz (2001), Burgess and Etherington (2002) and Deng and Lin (2016), and it is interesting to note that there might be severe mismatches between teachers' and students' perceptions of effective grammar teaching.

L3 Spanish grammar teaching seems to be dominated by a deductive approach and in contrast with L1 first standard and L2 instruction, grammar is taught systematically in the L3. Although about half of the teachers said that they vary between inductive and deductive approaches, the observations revealed that deductive approaches seem to prevail, and as in the case for English, some of the teachers claim that the students prefer this approach. Some teachers express that they would have liked to use inductive approaches more, but that it is too time-consuming. These findings appear to echo results by Hansejordet (2009), who found that the teachers used far more traditional and teacher-centred methods than they ideally would, but that context factors prevented them from following their ideals.

It is highly interesting that teachers of all languages sometimes seem to use methods that they do not believe contribute to learning or improvement, but that learner preferences and time pressure may make them act contrary to their own beliefs. In order for this to change, not only the individual teachers but also the Ministry of Education and local school administrations are responsible for creating a teaching environment that allows implementation of methods teachers believe in.

6.2.3 Target language use in L2 and L3 instruction

As for target language use in L2 instruction, the teachers express that they use English extensively in classroom contexts that do not involve grammar teaching. With regard to English L2 use and grammar teaching, the teachers fell mainly into two groups, one that advocated the English only approach and the other group in which the teachers favoured the use of both English and Norwegian. The results of the observations are in

line with what the teachers expressed about TL use in the interviews, as the teachers used the TL extensively in all classroom contexts.

It is interesting to compare the findings of the current study to a study by Scheffler et al. (2017) in which the students reported that the teachers used the L1 in various L2 classroom contexts. One reason for this discrepancy may be the observer effect, i.e. that the teachers that I observed spoke almost exclusively English because they were observed by a researcher to whom they had already told that they spoke the L2 extensively in the classroom. Another reason may be that the students' reports are inaccurate. However, other studies of TL use have found that there is great variation in the teachers' use of the English L2 (Brevik & Rindal, 2018 forthcoming; Krulatz et al., 2016) and that it is used inconsistently and influenced by a number of factors (Hoff, 2013). My informants used the L2 in most observed situations, and seemed to rely little on the L1 for metalinguistic explanations, task instructions etc. in contrast to the teachers observed by Brevik and Rindal (2018 forthcoming). It is difficult to account for these differences in teachers' observed behaviour, and I suggest that the answer lie in each individual teacher's beliefs about TL use.

In the case of the Spanish L3 teachers and their TL use, all the teachers said that they spoke only or mostly Norwegian for grammar teaching, but claimed that they used Spanish extensively in other classroom contexts. However, the teachers said that they spoke too much Norwegian, and interestingly, this applied just as much to the teachers that are native speakers of Spanish as to the non-native Spanish teachers. Thus, TL use does not seem to be related to the teacher's TL proficiency, but rather to student and context factors. The observations revealed that most teachers used the L1 Norwegian extensively in most classroom situations, not only for grammar teaching, and that the teachers who did provide instruction in Spanish more often than not translated these instructions into Norwegian.

The L3 target language use findings in this study are in line with studies by Heimark (2013) and Vold (2018), who found that teachers think TL use is important in L3 instruction, L1 is favoured for grammar teaching, and TL use is over-reported. Other studies have also found that teachers over-report TL use (Duff & Polio, 1990), and moreover, there seems to be a connection between the teachers' TL use and the students' TL use (Stoltz, 2011) and between TL use and foreign language enjoyment (Dewaele et al., 2017). Taking all these findings into account, in addition to studies that have found lack of motivation among Spanish students (Carrai, 2014) it may be suggested that there is reason to reconsider the practices of L3 instruction in some areas.

6.2.4 The influence of the textbook

In this project, it has been interesting to observe the differences in how grammar teaching is conducted in the L1, the L2 and the L3. One specific item that has been shown to influence teachers' practices is the textbook (Blikstad-Balas, 2014; A. V. Brown, 2009). Norwegian studies have shown that there seems to be little emphasis on grammatical content in L1 first standard textbooks (Brøseth, (2019) in review), that there are few grammar tasks in some L2 textbooks (Reinholdt, 2014) and that workbooks and grammar books are rarely used (Burner, 2005). In contrast, the L1 textbook analysed by Brøseth ((2019) in review) contained a separate chapter about Nynorsk, and the publisher's website has a separate lesson plan for Nynorsk grammar³⁴. Interestingly, there is no equivalent plan for the grammar of Bokmål. To my knowledge, there are no studies of grammatical content in L3 Spanish textbooks in Norway, but studies of L3 German and French indicate that there is a high number of explicit grammar exercises and limited emphasis on creating language awareness (Haukås et al., 2016; Vold, 2017). Furthermore, in textbooks for Spanish such as *Vidas* and *Vamos* used by all the upper secondary teachers in the present study, each chapter is built around one or more grammatical items. Consequently, it is probable that the content of these textbooks influence language teachers' implementation of grammar in the classroom.

My findings indicate that there may be a connection between the emphasis that is placed on grammar in the textbooks and how grammar is dealt with in the language lessons: In L1 Norwegian first standard instruction there is little emphasis on grammar, but more focus on grammar in L1 second standard Nynorsk instruction. In English L2 instruction, focus on grammar varies and grammar seems to be taught unsystematically. In L3 instruction grammar seems to be taught systematically and dominated by deductive approaches. These findings seem to reflect the focus that is placed on grammar in the studies of the textbooks referred to above.

6.2.5 Findings for further analysis

As mentioned in chapter 5, not all the collected data have been analysed and included in the articles for reasons of scope and space. This applies to some findings from the interviews with Norwegian L1 teachers about grammar teaching practices, observations of L1 Norwegian lessons and findings from L1 Norwegian and L3

³⁴ <https://www.gyldendal.no/grs/Kontekst2/Tips-og-undervisningsopplegg/Undervisningsopplegg>

Spanish term plans, which are all interesting areas for further analysis and investigation.

6.3 Summary

The main contributions of this thesis are empirical contributions and include increased knowledge of Norwegian language teacher cognition with regard to the teachers' perceptions of the role and importance of grammar teaching as a part of instructed language acquisition. Furthermore, this thesis contributes to increased knowledge of Norwegian teachers' use of the target language in L2 and L3 instruction. One of the aims of the study has been to compare grammar teaching and target language use across language subjects, and this study gains insight into current grammar teaching practices in three different language subjects in secondary schools, Norwegian L1, English L2 and Spanish L3. The study reveals that there are interesting differences in how grammar teaching is carried out in the different language subjects, and differences with regard to target language use in the L2 and the L3.

Even though teachers of all three languages claim that grammar instruction is important, explicit grammar teaching in first standard L1 seems to be unsystematic and scarce, particularly in upper secondary school, whereas in the second standard (if this is Nynorsk), explicit grammar instruction is conducted much more systematically. Grammar teaching in L2 English seems to share similarities with Norwegian first standard teaching, in that grammar is taught unsystematically and seems to decrease with students' age. As for L3 Spanish, as in Norwegian *Nynorsk*, grammar is taught systematically and the amount of grammar presented to students seems to increase with their level and age.

As for target language use in the L2 and the L3, the majority of the L2 teachers taught grammar in English or in a mixture of English and Norwegian, whereas all the Spanish teachers preferred to teach grammar in Norwegian. All the English teachers also used the target language extensively in all classroom situations, whereas the Spanish teachers, with one notable exception, used Norwegian or Spanish followed by the Norwegian translation in most classroom contexts. To conclude, there are similarities between how grammar teaching is conducted in Norwegian L1 first standard and English L2, and between Norwegian L1 second standard and Spanish L3, and there are great differences between L2 and L3 instruction with regard to target language use. These differences may be accounted for by investigating teachers' beliefs, which has been the aim of the current study. It has been shown that teachers'

beliefs are influenced by a multitude of sources such as own language learning experiences, teacher education, colleagues, textbooks and teaching experiences.

7. Conclusion

Even though the findings indicate that the teachers in my study seem to think that grammar instruction is important, there are also some important differences as to how L1, L2 and L3 teachers include explicit grammar instruction as a part of language instruction. The findings also indicate that the use of the target languages L2 English and L3 Spanish varies significantly. The situation for Spanish is further aggravated by the fact that students are not exposed much to Spanish outside the classroom, whereas the situation for English is very different, as there is much exposure to English in Norwegian society. Thus, Nynorsk and Spanish suffer the same fate, namely that there is limited exposure to the languages outside school, and consequently few opportunities for implicit learning. Therefore, the findings indicate that teachers may see explicit and systematic grammar instruction as a remedy to improve the overall language competence in the languages.

7.1 Implications for education

The findings of this study have several possible implications for education on different levels that include the individual teacher, the schools and the teacher training institutions. According to the subject curriculum for Norwegian (Norwegian Directorate for Education and Training, 2019d), students in year 7 are supposed to be able to use grammatical terminology to describe how texts are constructed. However, whether most students are able to so is debatable, and in order to reach these aims a different methodology that is more adapted to the level of the learner may be required. Furthermore, many students seem to struggle with second standard Nynorsk. In order to improve the situation, exposing primary students whose first standard is Bokmål more to Nynorsk could be a useful measure. It is my belief that seven-year-old children seldom have negative attitudes to Nynorsk, and exposure to Nynorsk from an early age will contribute to implicit learning as well as linguistic tolerance, which is important in a multilingual society. In addition to increased exposure, students in primary school should also start reading and writing Nynorsk according to the competence aims in the curriculum as it may be too late to start written Nynorsk instruction in year 9 if students are expected to master the language. Furthermore, clearer links should be made between second standard grammar teaching and students' own writing.

In English L2 instruction, students are already exposed extensively to the language, but there may be a need to implement more systematic grammar instruction to improve linguistic accuracy both in lower and in upper secondary school, as well as

a need to focus on text grammar and academic writing to prepare students for further education. As for the use of the target language, it may be beneficial for students to have the opportunity for more oral practice in order to improve vocabulary and fluency.

In Spanish L3 instruction, there may be a need to introduce more contextualised approaches to grammar teaching to improve communication skills, and there may be a need for teachers to reflect on their TL use in the classroom. Furthermore, implementing more student-centred activities to promote students' oral L3 production may be desirable.

The influence of the textbook has been mentioned throughout the thesis. As studies have shown that teachers may be significantly influenced by the textbooks, it may be pertinent for teachers to evaluate textbooks from a more critical point of view, and assess whether the contents of the textbooks are in line with their language teaching beliefs, or whether sources other than the textbook should be used for presenting e.g. a specific grammatical point. It has already been shown that teachers act contrary to their own beliefs with regard to grammar teaching methodology, and it is probable that this is also the case when it comes to the use of texts and tasks in the textbook.

What is more, the fact that the teaching practices of Norwegian language teachers seem to vary significantly, both with regard to grammar teaching and target language use, may not be a desirable situation when considering the students' learning outcomes. Increased collaboration between schools and teachers may contribute to reducing these differences and be fruitful ways of increasing the level of reflection with regard to effective grammar teaching methodology and awareness of the different beliefs and practices that exist among language teachers.

In the preliminary version of the curriculum 2020 (Norwegian Directorate for Education and Training, 2019a), it is stated that students are to develop grammatical knowledge and terminology in Norwegian L1 (Norwegian Directorate for Education and Training, 2019d). Furthermore, students should be able to see connections between their L1, English L2 and other languages they know, and make use of multilingualism as a resource (Norwegian Directorate for Education and Training, 2019b) and in the subject curriculum for foreign languages 2020 (Norwegian Directorate for Education and Training, 2019c), it is stated that students are already multilingual, and that transfer of linguistic knowledge and previous language learning experiences may make learning more efficient and meaningful. What is more, as in the curriculum 2020 for English L2, it is stated that communication is the core of the

subject L3 and that students are to use the target language from day one, and use different media and tools to enhance language learning.

Moreover, it seems as if explicit grammatical knowledge has obtained a more prominent position in the new curriculum and importantly, as students are to be able to see connections between languages, more cooperation between teachers of different languages seems to be encouraged. The new curriculum also seems to echo *tverrspråklegheitsargumentet*, an argument for grammar teaching across languages in an educational context (Hertzberg, 1995). In short, this argument entails that students should be given opportunities to contrast and compare languages, and that language teaching in the L1, the L2, (and L3 etc.) should go hand in hand. With regard to language methodology, the wording in the preliminary version of the new curriculum 2020 suggests that teachers will need to implement a certain amount of discovery-based/ inductive learning approaches, as students are to [...] “play, explore and experiment with the language in creative ways” (Norwegian Directorate for Education and Training, 2019d).

Furthermore, in English and in the L3, students are “to explore and use the language from the first lesson” (Norwegian Directorate for Education and Training, 2019b). This may require a number of teachers to implement a new methodology with regard to target language use in the classroom, both when it comes to the teachers’ target language use, as well as the students’ use of the target language.

To conclude, teachers who actively draw on their overall linguistic knowledge and encourage their students to do the same, may contribute to improved language learning strategies that can be used in all the different language subjects that the students have to learn. This requires school administrations that are willing to spend time and money on in-service courses to develop language learning methodology and cooperation between language teachers. However, as it has been shown that teachers may act contrary to their own beliefs due to time pressure and learner preferences, there is also a need for school authorities that are willing to consider factors within the system, such as number of teaching lessons and number of students in each class. All of the above will probably be needed if language-teaching practices are to evolve in accordance with the tenets of *Fremtidens skole* (Ludvigsen et al., 2015).

7.2 Suggestions for future research

There are several ways to follow up the results of this study. It would be desirable to investigate teacher cognition and grammar teaching among a larger number of teachers

in each individual subject and/ or in areas of Norway that are not represented in this study, such as the west and the north.

As for Norwegian L1, interesting areas for research are whether more contextualised approaches to grammar teaching both in the first standard and in the second standard, combined with more exposure to Nynorsk from an early age could lead to improved written competence and motivation for the second standard in particular. Another area of investigation in which research is limited is how grammar is dealt with in textbooks.

In English L2, studies have shown that there may be a need to improve written accuracy and text-grammar, and teachers in this study claim that students tend to rely on their (sometimes) erroneous implicit knowledge. Consequently, further research projects could investigate the potential of more systematic approaches to grammar teaching in the L2. As for target language use, possible areas of investigation are the effects of increased use of the L2 by the students, and how this relates to the development of vocabulary and fluency.

Spanish L3 instruction in Norway is an area in need of further research, and consequently there are several possible areas for investigation. First, there is a need to investigate further the teaching practices of Norwegian L3 teachers and whether these comply with the intentions in the curriculum. Areas may include grammar teaching practices and how and when the target language is used by the teachers and the students. An interesting research area is whether increased TL use by the teacher leads to improved receptive skills, increased oral TL use and improved TL oral competence among students. In addition, there is a need for studies that investigate grammatical content in L3 Spanish textbooks.

Furthermore, both for the L2 and the L3, it would be interesting to investigate whether increased TL use by the teacher leads to increased motivation for the subject. In addition, another area of research is whether a focus on learner-centred activities that prompt students' oral TL use would lead to improved productive skills, and/ or increased motivation and foreign language enjoyment.

Even if effect studies have been criticised for a number of reasons, there is still a need for carefully designed effect studies that investigate the effects of for example implicit vs. explicit acquisition and deductive vs. inductive approaches to grammar teaching. Furthermore, there is a need to investigate further the effects of these approaches in reaction to factors such as students' age, level, exposure, aptitude, motivation, prior language learning experience and linguistic items.

Finally, based on the multilingual approach mentioned in the introduction, other research areas may include studies of schools and/ or case studies of individual teachers that focus on the students' overall linguistic competence and use it actively in language instruction to promote linguistic awareness and improve the students' language skills.

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Appendices

Appendix 1: Interview guide for individual interviews

(Translated from Norwegian)

Please answer the questionnaire before the interview (please circle the correct answers):

Male female

What languages do you teach? Norwegian – English – Spanish

Which age group(s) do you teach?

Ungdomsskole: year 8-9-10 Videregående: YF year 1-2, stud. spes, year 1-2-3,
other: _____

How many years of teaching experience do you have?

0-4 5-9 10-14 15-20 more than 20 years

What is your level of education?

Allmennlærer (3 or 4 years)

Adjunkt med opprykk (5 years)

Hovedfag/ master

Ph.D

Other: _____

For teachers of English: Have you spent time in an English-speaking country? No –
yes (months/ years: _____)

How well do you speak English?

Native speaker

Near native/ fluent (C2)

Excellent command/ highly proficient (C1)

Very good command (B2)

Good command (B1)

Basic communication skills (A1 to A2)

For teachers of Spanish: Have you spent time in a Spanish-speaking country? No –
yes

(months/ years: _____)

How well do you speak Spanish?

Native speaker

Near native/ fluent (C2)

Excellent command/ highly proficient (C1)

Very good command (B2)

Good command (B1)

Basic communication skills (A1 to A2)

Interview questions

1. What do you think about grammar instruction in general?
 - a. How important is it in your subject?
 - b. Do you as a teacher feel confident when teaching grammar? In your opinion, do you possess sufficient grammatical knowledge to feel confident in this situation?
2. Do you teach grammar?
 - a. Do you lecture about/ explain rules? (Explicit, deductive method)
 - b. Do you expose students to various grammatical features through literature/ extensive input of various kinds (implicit, inductive)
 - c. Do you provide the students with opportunity to practice the grammatical features by working with specific tasks aimed at acquiring specific features?
 - d. Do you provide students with opportunities to practice their grammar skills by asking them to write different types of texts in English?
 - e. Do you use meta-language when teaching grammar? Are the students familiar with grammatical terms? Do you think meta-linguistic competence is important in language learning?
 - f. Do the students work out the grammatical rules themselves? (Inductive method) individually, in pairs/ groups?
 - g. Do you discuss grammar in class as a part of the language education? Frequently? Infrequently? Never?
 - h. Do you adapt your grammar teaching to students with special needs?

- i. Which language(s) do you use for teaching grammar? How much do you use the TL while teaching a foreign language in general?
 - j. Which language features do you teach? Or choose not to teach (if any)?
 - k. Do you use computers in any way as part of your grammar instruction?
 - l. Are you familiar with what the curriculum «Læreplan» says about grammar instruction?
 - m. What is the name of the textbook you use? What do you think about it?
3. How do you work with tests and feedback?
Do you give the students specific «grammar tests»? What kind of tests do the students take? Do they work process oriented with writing tasks? (Work with drafts). Do you use peer- assessment? Self- assessment? Oral or written feedback, or both?
4. Do you work in teams or cooperate with other teachers with regard to planning/ content, tests, feedback?
5. Students' competence: Are there any specific areas where students struggle?
6. What are students' attitude to grammar and grammar instruction?
7. In what ways can you observe that the students have developed their grammar skills during a school year?
8. In your opinion, how do students learn the most?
9. Do the students seem well prepared to meet requirements in lower/ upper secondary school when they come from primary/ lower secondary school? Do they have sufficient knowledge of grammar?
10. For those who teach two or more languages: is there a difference in the way you teach grammar in the different languages – L1 vs. L2 or L2 vs. L3, *Bokmål* vs. *Nynorsk*? If so, why is that, in your opinion?

Thank you for participating!

Intervjuguide norsk

1. Hva mener du om grammatikkundervisning?
 - a) Hvor viktig er det i ditt fag?
 - b) Føler du deg «sikker» som lærer når du underviser i grammatikk? Synes du at du har nok kunnskap til å undervise i grammatikk?
2. Underviser du selv i grammatikk?
 - a) Underviser du i regler/ forklarer regler? (Eksplisitt, deduktiv metode)
 - b) Eksponerer du studenter for grammatiske strukturer gjennom litteratur og annen input? (Implisitt, induktive metoder)
 - c) Gir du studentene/ elevene mulighet til å øve på gram. strukturer ved å jobbe med spes. oppgaver rettet mot å tilegne seg disse strukturene?
 - d) Gir du studentene/ elevene mulighet til å øve på gram. strukturer ved å be dem skrive ulike typer tekster på målspråket?
 - e) Bruker du meta-språk når du underviser i grammatikk? Kjenner elevene til ulike gram. termer? Synes du at meta-lingvistisk kompetanse er viktig i språklæring?
 - f) Arbeider elevene med å finne gram. regler selv? (Induktiv metode)
 - g) Diskuterer du grammatikk i klassen som en del av språkundervisningen? Ofte? Sjelden? Aldri?
 - h) Tilpasser du gram. undervisningen på noen måte til elever med spesielle behov?
 - i) Hvilke(t) språk bruker du når du underviser i grammatikk? Hvor mye bruker du målspråket når du underviser i fremmedspråk?
 - j) Hvilke sider ved målspråkets grammatikk underviser du i? Er det noe du utelater? Hvorfor, i så fall?
 - k) Bruker du PC/ software som en del av grammatikkundervisningen på noen måte?
 - l) Er du kjent med hva læreplanen sier om grammatikkundervisning?
 - m) Hva heter læreboka/ bøkene du bruker? Hva synes du om den?
3. Hvordan jobber du med prøver og tilbakemelding?

Gir du elevene spesifikke grammatikkprøver? Hva slags prøver gir du elevene?

Jobber elevene prosess-orientert? (Med utkast som det gis feedback på?)

Bruker du hverandre-vurdering? Selv-evaluering? Muntlig eller skriftlig tilbakemelding? Eller begge?

4. Jobber du i team eller samarbeider med andre lærere når det gjelder planlegging og innhold av/ i undervisning, prøver, vurdering etc.?
5. Elevkompetanse: er det noen områder inne grammatikk der elevene strever spesielt mye?
6. Hva er elevenes holdning til grammatikk og grammatikkundervisning?
7. På hvilke måter kan du observere at elevene har hatt framgang når det gjelder grammatikk i løpet av et skoleår?
8. Hvordan mener du at elever lærer mest?
9. Mener du at elever er godt forberedt til å møte kravene som venter dem ved overgang fra barneskole til ungdomsskole eller fra ungdomsskole til videregående?
10. For dem som underviser i to eller flere språk: underviser du grammatikk ulikt avhengig av om det er norsk L1, engelsk L2 eller spansk L3 du underviser i? Hvordan underviser du hovedmål vs. sidemål når det gjelder grammatikk? Hvis praksisen varierer i forhold til språk, hvorfor er det slik, mener du?

Takk for at du deltok!

Appendix 2: List of teachers in the project

Lower secondary school teachers

Name & Number N=Norw. E=English S=Spanish	Subjects taught	Teaching experience in years	Education, ECTS ³⁵ E: English N: Norwegian S: Spanish	Foreign Language level (self-reported) NS=native speaker	Time in TL-area (long term stay)	Interview= I Observation=O
Anna E: 3	English (German)	10-14	<i>Adjunkt</i> + some extra credits E: 90 ECTS German: 60 ECTS		No	I, O
Bente N: 4 E:1	Norw. English	15-20	<i>Adj. m/ opprykk</i> E: 60 ECTS N: 90 ECTS	B2	No	I, O
Cecilie N: 3	Norw.	20+	<i>Adj. m/ opprykk</i> 60 ECTS			I,O
Dorthe N: 2 S: 6	Norw. Spanish	20+	<i>Adj. m/ opprykk</i> N: 25 ECTS S: 75 ECTS	A2	4 x one week	I,O
Elise E: 5 S: 1	English Spanish	15-20	<i>Adj. m/ opprykk</i> E: 90 ECTS S: 60 ECTS	C2	6 months	I,O
Felipa S: 2	Spanish	5-9	Teacher education from home country S: 60 ECTS	NS	NS	I,O
Gerda E: 2 S: 3	English Spanish	10-14	<i>Adj. m/ opprykk</i> S:30 ECTS E: Bachelor	E: C2 S: B2	E:1,5 years S:1-2 weeks	I,O
Atle N: 1	Norw.	20+	<i>Adj. m/ opprykk</i> 75 ECTS			I,O
Bruno S: 5	Spanish	5-9	60 ECTS + education	NS	NS	I,O

³⁵ https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

			from home country			
Hortensia**	Spanish	15-20	70 ECTS	NS	NS	I
Inger N: 8	Norw.	20 +	<i>Adj. m/ opprykk</i> 60 ECTS lit.			I
Janne N: 6 E: 4	Norw. English	20+	<i>Adj. m/ opprykk</i> E: 60 ECTS N: 60 ECTS	B2/C1	No	I
Karen N: 7	Norw.	0-4	<i>Adj. m/ opprykk</i> 60 ECTS			I
Lise N: 9	Norw. (English)	20 +	<i>Adj. m/ opprykk</i> E: 60 ECTS N: 30 ECTS	C2	1 year	I
Marit N: 11	Norw.	20+	<i>Adj. m/ opprykk</i> 30 ECTS			I
Nora N: 5 E: 6	Norw. English	20+	<i>Adj. m/ opprykk</i> E: 30 ECTS N: 75 ECTS	B2	6 weeks	I
Oda* N: 10	Norw.	10-14	<i>Adj. m/ opprykk</i> N: 60 ECTS S: 60 ECTS			I
Pernille N: 26	Norw.	0-4	<i>Adjunkt</i>			I, O

Upper secondary school teachers

Name	Subjects taught	Teaching Experience in years	Education ECTS E: English N: Norw. S: Spanish	Language level (self reported) NS: native speaker	Time spent in TL-area	Interview = I Obs = O
Ada N: 24 S: 7	Norw. Spanish	20+	<i>Lektor</i> S: 60 ECTS N: master's	E: C1 S: B2	E: none S: none	I, O (Sp.)
Beate**	Spanish	10-14	<i>Adj. m/ opprykk</i> S: 90 ECTS	C1	S: 16 months	I

Carlos S: 10	Spanish	15-20	<i>Adj. m/ opprykk</i> (incompleted MA Spanish)	NS	NS	I,O
Gloria S: 8 E: 17	(Norw). English Spanish	15-20	<i>Adj. m/ opprykk</i> S: 150 ECTS	E: C2 S: NS	E: 6 months S: 8 weeks each year for many years	I, O (Sp.)
Carina**	Spanish	15-20	<i>Adj. m/ opprykk</i> S: 70 ECTS	C1	3-4 months	I
Oda* S: 13	Spanish	10-14	<i>Adj. m/ opprykk</i> N: 60 ECTS S: 60 ECTS	C2	9 yrs	I
Even S: 12	Spanish	10-14	<i>Lektor</i> Master, Spanish	C2	5 months	I
Fia N: 12	Norw.	15-20	<i>Adj. m/ opprykk +</i> one year 90 ECTS			I, O
Grete N: 18 E: 18	Norw. English	5-9	<i>Lektor m/ opprykk</i> N: master (literature) E: 90	B2	4 weeks	I, O (Norw.)
Hanne N: 14	Norw.	20 +	<i>Lektor</i> MA in Norw.			I, O
Inga N: 15	Norw.	20+	<i>Lektor m/ tillegg</i> N: <i>hovedfag</i> (literature)			I, O
June N: 16	Norw.	20+	<i>Adj. m/ opprykk</i> E: 60 ECTS N: 120 ECTS	B2	None	I, O (Norw.)
Finn E: 16	English	4,5 years	<i>Lektor</i> E: 60 ECTS	C2	Several times X	I, O

					4 weeks	
Hans N: 19 E: 9	Norw. English	20+	<i>Lektor</i> E: 90 ECTS N:120 ECTS <i>hovedfag</i> literature	NS	6 months	I
Kari N: 20 E: 10	Norw. English	10-14	Master E: 70 ECTS (lit.) N: MA lit.	C1	None	I
Lena E: 8	English	20+	<i>Lektor m/</i> <i>opprykk</i> E: MA lit. N: 30 ECTS	C2	1,5 yrs	I, O
Mona N: 17 E: 13	Norw. English (German)	15-20	<i>Lektor m/</i> <i>opprykk</i> E: 60 ECTS N: <i>Hovedfag</i>	B2	None	I,O
Nina N: 25 E: 11	Norw. English	15-20	<i>Lektor m/</i> <i>opprykk</i> E: <i>hovedfag</i> , lit. N: 60 ECTS	C2	10 months	I
Petra E: 12	English	5-9	<i>Adj. m/</i> <i>opprykk</i> E: 60 ECTS	C2	3 months	I,O
Reidun N: 22 E: 15	Norw. English	10-14	<i>Adj. m/</i> <i>opprykk</i> E: 94 ECTS N: 115 ECTS	C1	None	I,O
Sanne E: 7	English	5-9	<i>Lektor m/</i> <i>opprykk</i> E: MA, lit.	NS	10 years	I,O
Tina N: 21	Norw.	10-14	<i>Adj. med</i> <i>opprykk</i> 90 ECTS			I,O
Unni N: 23	Norw.	10-14	<i>Lektor m/</i> <i>opprykk</i> N: MA			I,O
Vera E: 14	English	10-14	<i>Lektor m/</i> <i>opprykk</i> E: 60 ECTS	C1	None	I,O
Wenche	English	10-14	<i>Lektor</i>	C1	None	I

E: 19			E: MA lit.			
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N=42 different teachers

*Oda taught both upper secondary school and lower secondary school.

**L3 teachers Beate, Carina and Hortensia were interviewed but not observed, and are therefore not included in article III (see chapter 5.2.2.).

Appendix 3: Observations – overview of teachers, subjects and years/ levels observed

Norwegian abbreviations used in the tables below:

Stud. spes: Education Programme for Specialization in General Studies

Elektro: Electrical Installation and Maintenance

Påbygg: The university and college admissions certification for vocational students

MK: Media Communication

BA: Construction Techniques

TIP: Technical and Industrial Production

Lower secondary school teachers, Norwegian

Teacher	Number of lessons/ minutes	Year/ level
Bente	1 x 45	10
Cecilie	1 x 45	9
Dorthe	1x60 + 1x90	8
Atle	2x45	9
Pernille	2x30	8, 9

Upper secondary school teachers, Norwegian

Fia	2x45	Year 13/ Vg 3 stud. spes
Grete	2x45	Year 11/ Vg 1 stud. spes
Hanne	3X45	Year 13/ Vg 3 stud. spes
Inga	2x45	Year 13/ Vg 3 stud. spes
June	2x45	Year 12/ Vg 2 elektro
Mona	2x45	Year 11/ Vg1 stud. spes
Unni	3x45	Year 13/ Vg3 påbygg
Reidun	2x45	Year 13/ Vg 3 MK

Lower secondary school teachers, English

Anna	1x45	9
Bente	1X45	8
Elise	1x60	8
Gerda	2x45, 1x45	9

Upper secondary school teachers, English

Finn	2x45	Year 11/ Vg 1 stud. spes
Lena	3x45	Year 11/ Vg 1 stud. spes
Nina	2x45	Year 11/ Vg 1 stud. spes
Petra	2x45	Year 11/ Vg 1 stud. spes
Reidun	2x45	Year 11/ Vg 1 BA
Sanne	2X45	Year 11/ Vg 1 BA
	1X45	Year 11/ Vg 1 stud. spes
Vera	2x45	Year 11/ Vg 1 stud. spes
Mona	2x45	Year 11/ Vg 1 TIP

Lower secondary school teachers, Spanish

Elise	1x60	10
Gerda	2x45, 2x45	10
Felipa	1x60	9
	1x60	8
Bruno	1x45	8
Dorthe	1x60	10
	1x60	9
	2x60	8

Upper secondary school teachers, Spanish

Ada	2x45	Year 12/ Vg 2 nivå 2
Carlos	2x45 + 2x45	Year 11/ Vg 1 nivå 2, year 11/ vg 1 nivå 1, year 12/ vg 2 nivå 2
Gloria	2x45	Year 12/ Vg 2 nivå 2
Even	2x45	Year 13/ Vg 3 nivå 3
Oda	2x45	Year 11/ Vg 1 nivå 1

Appendix 4: Observation form
OBSERVASJONSSKJEMA, UNDERVISNING

Skole/ lærer (school/ teacher): _____

Dato (date): _____

Tid (time): _____

Klassetrinn (year): _____

Antall elever i klassen/ antall tilstede (number of students in class/
 present): _____

Organisering av klasserom (organisation of classroom): rader (rows)_ små grupper
 (small groups)_ halvsirkel (semi circle)_ annet (other):

Beskrivelse av klasserommet (description of classroom):

PC på pulten (PC on desk): ja (yes)/ nei (no)

Lærebok (textbook): _____

Tid	Hva gjør lærer? Obs: beskrivelse vs. tolkning!	Hva gjør elev?
Intro. av timen		
Tema/ temaer for timen		
Aktivitet 1 (2 osv). <ul style="list-style-type: none"> • Metode Induktiv/ deduktiv <ul style="list-style-type: none"> • Organisering • PC • Læremidler ellers • Bruk av metaspråk • Bruk av norsk • Bruk av spansk • Elevenes holdninger • Vurdering • Tilpasset opplæring 		

Appendix 5: Teachers' quotes in Norwegian

The quotes below are included in articles I and III in an English translation, but the interviews were originally conducted in Norwegian. The quotes are written in standard Norwegian Bokmål.

Article I Spanish: Findings, methodology

Even (I 12) p. 70

Jeg tror, overraskende nok, at elevene vil si at de liker å få forklart reglene. De vil ha en regel og så øve på den. Så kan forskning si at det ikke er det man skal gjøre, men det er ofte sånn de vil ha det. [...] Jeg tenker at de liker å ha noe konkret å forholde seg til, jeg tror det går mye på at de vil ha et system, en struktur. Så kommer det noe som ikke passer inn, og da blir de kanskje litt frustrert.

Elise (I 1) p. 70

En gang jeg skulle undervise i...husker ikke om det var gerundium eller perfektum, men da satte jeg opp lange lister med verb i den tiden og spurte om elevene kunne se et mønster - jeg tror det var to eller tre som kunne se et mønster! kanskje i lengden kunne det vært bedre å la de bruke masse tid og finne ut ting selv, men fordi du har så liten tid så tenker du at du har ikke tid til å bruke en halvtime til å se det forbaska mønsteret. Så derfor blir det til at jeg snakker litt om når man bruker det, velger noen eks. fra norsk hvis det finnes og skriver opp på tavla regelr og eksempler og så skriver elevene det av i boka og så jobber de med oppgaver. Jeg går mer og mer over til den fort og effektive måten. Vet ikke om dette er den beste måten å lære på. Kan godt være den andre er bedre. Men med tiden du har til rådighet er det bedre å forklare dem hvordan det er.

Ada (I 7) p. 70

Og at vi repeterer. Litt gammeldags måte å gjøre det på, men det er det jeg gjør. Man kan jo diskutere hva som er best språkundervisning, men jeg opplever at de får en trygghet på det på det nivået de er. Særlig i spansk der det er begynneropplæring.

Article I Spanish: Findings, L3 target language use

Even (I 12) p. 73

[...] men mer og mer. For eksempel i dag spurte de hva "piso" betyr. Da kan jeg si "piso significa apartamento". Jeg prøver å forklare "barrio": "Es una parte de una ciudad". Jeg bruker spansk til å forklare hva ting betyr. Det gjør jeg mer nå.

Oda (I 13) p. 73

Jeg er redd for at de skal miste motet. Ikke forstå. Nå hadde vi nettopp læringsundersøkelse på skolen, og da var det en som sa at hun oppfattet at jeg trodde de forstod mer enn de faktisk gjorde. "Oda blir så skuffa hvis vi ikke forstår". De føler at det er vanskelig, ja.

Carlos (I 10) p. 74

Jeg har møtt motstand på vgs, de var vant til at den norske læreren forklarte og oversatte absolutt alt, og jeg begynte å snakke nokså enkel spansk, og de rægerte, de ville ikke, de gikk til lederen og klagde. Hvorfor det?

Article III, L2 English: Findings, methodology

Finn (I 16)

Jeg synes det er kjempeviktig fordi at de har så store svakheter i grammatikk, de har ganske rart og fjernt og underlig forhold til grammatikk [...] Det er vanskelig, så det hopper vi over [...] Mange av elevene har en veldig intuitiv måte å forholde seg til engelsk på. Jeg spør: kan det være en regel her? Jo, men den husker jeg ikke. Gode elever klarer seg godt på intuisjon og magefølelse, men de dårligste roter dette veldig til. Så det siste året har jeg jobbet mer med grammatikk enn det jeg har gjort før [...] Du kan se progresjon på det de skriver når de har lært endel ting som it, there og sånne basale ting som de ofte gjør feil. [...] Jeg merker at de får en aha-opplevelse, det er en regel!

Elise (I 5)

Jeg synes det er viktig med grammatikkundervisning både i engelsk og norsk på ungdomsskolen. Det er viktig å gi elevene et metaspråk de kan bruke når vi snakker om språk, og det er viktig å forstå at alle språk har faste mønstre, og at disse hjelper oss å kommunisere så klart og tydelig som mulig.

Bente (I 1)

Elevene synes jo det er fryktelig kjedelig, så jeg prøver å ikke bruke mer tid enn jeg må. jeg prøver å se på tekstene deres og se hva de trenger. Det gjør jeg både i engelsk og norsk. Det er utgangspunktet. jeg tar det ikke systematisk.

Jeg bruker det de har skrevet som utgangspunkt i begge fagene (norsk og engelsk). Og ser hva de mangler.

Elise (I 5)

Når jeg underviser i grammatikk, forklarer jeg vanligvis regelen først, og så viser jeg noen eksempler. Elevene skriver av regelen og eksempelet, før de prøver seg selv med ulike oppgaver. Noen ganger viser jeg mange eksempler for å utlede en regel, men som oftest starter jeg med regelen. Det varierer litt i forhold til emnet, og om det finnes en veldig klar enkel regel.

Mona (I 13)

Og det er en overraskende høy andel som ønsker tavleundervisning, og powerpointer og grammatikk. Gjennomgang av grammatikk. De kan til og med skrive i kommentarfeltet: Jeg vil at du skal gjennomgå på tavla. Og at du gjennomgår innfyllingsoppgaver, at du gjennomgår fasit, at du viser det på tavla. Da tenker jeg: jeg har jo lest at innfyllingsoppgaver har begrensa verdi, men samtidig tenker jeg at de kanskje ber om å gjøre noe praktisk, senke tempoet og kanskje det er det som er lagringa, en ting er å laste ned og gjøre det, men den lagringa er viktig. så utrolig nok, så vil de det.

Wenche (I 19)

Jeg lar elevene først prøve litt selv, og så presenterer jeg reglene etter hvert. Det kan variere etter hva slags type gram. vi skal holde på med.

Har du alltid jobbet slik?

Nei, jeg har nok endret det. De første årene presenterte jeg regelen og så jobbet elevene. Så jeg har gjort begge deler, men jeg tror de må se behovet selv, at de ikke helt fikk det til, så det må jeg lære.

Tror du elevene husker mer når de må finne ut ting selv?

Jeg tenker vel egentlig det.

Nora (I 6)

Jeg har alltid hatt tro på at nysgjerrighet skaper lærings ... glede. Ja, og at du har forskertrang [...] Men du presenterer ikke regelen som en første intro?

Nei, jeg gjør ikke det, men det kan være jeg sier: nå skal vi ha om bunden og ubunden form f.eks. Hva mener jeg med det? Hva vet dere om det? Sånn at jeg får elevene med meg. Det synes jeg er viktig, ellers blir undervisninga så enveiskjørt, og det liker jeg ikke. Jeg vil at de skal delta og være aktive. Og jeg gjør meg noen ganger dum: kan dere hjelpe meg å finne ut ... Det er spørsmål jeg stiller ofte.

Article III, L2 English: Findings, L2 target language use

Lena (I 8)

Underviser du i grammatikk på engelsk eller norsk? L: På engelsk. Jeg prøver å holde meg til engelsk der (på yrkesfag) også. Og heller forklare det på en annen måte. For det å venne de til at den norske oversettelsen alltid kommer, det synes jeg ikke er lurt. Da anstrenger de seg ikke for å forstå heller. Så får de heller spørre om igjen eller jeg får snakke med en og en hvis det er ting de ikke forstår.

Bente (I 1)

De (elevene) forventet at jeg skulle snakke norsk i engelsktimene. De forsto ingenting, de satte seg på tverke, men nå skjønner de mer og jeg tror jeg har dem med. Det har noe med innstilling å gjøre. R: De var vant til at engelskundervisning foregikk på norsk? B: Ja. Og det er ikke jeg med på [...] Jeg er nøye på å bare snakke engelsk. Jeg strever med å få dem til å spørre meg på engelsk. Jeg må hele tiden minne dem på det. De må vise at de kan snakke, spørre på engelsk. Det er vanskelig å få dem til å snakke sammen på engelsk. Må minne dem på det som læringspartnere.

Janne (I 4)

Jeg snakker engelsk, men også norsk (når hun underviser i grammatikk). For det er ikke alle som får det med seg. Det (problemet) er å forstå. Det spørres, hvis du har heile gruppa, men hvis du har de svakeste ute, så prøver man å snakke engelsk. men det hender jeg sier det på engelsk og så på norsk etterpå. R: At du gjentar for å sikre deg at alle forstår? J: Ja.

Mona (I 13)

Ja, jeg kan si det sånn at i engelskundervisninga her så prøver jeg nå etter jul, å snakke engelsk så og si hele tiden. Også tøyse. Nå har jeg elever igjen som tåler det og forstår det. Før var det 2-3 som gjorde at jeg ikke kunne gjøre det, men nå er det mitt mål å gjøre det nesten hele tida. Vi har ikke så mye gram. innlæring på yrkesfag. I dag hadde vi om adverb og adj. og da tok jeg litt på norsk. [...] Men de er glad i innfyllingsoppgaver. Men da tar jeg instruksen på engelsk, så sier jeg det på norsk etterpå, men når det kommer til de metaspråklige tingene, da tar jeg det gjerne på norsk.

Gloria (I 17)

Hvis jeg bruker norsk er det bare for å forklare et faguttrykk på norsk, for at elevene skal få det med seg. Men ikke hele setninger, jeg bruker engelsk så godt det lar seg gjøre [...] i engelsk tenker man at eleven har hatt dette i mange år, det er andrespråket deres, de hører det daglig, opptil flere timer.

Nora (I 6)

Og når jeg gjennomgikk nytt stoff, så var alle elevene inne i klassen. Paragraf 5 elever også. Så sånn la vi det opp da. Og det var også med hensyn til dem, for de sterke elevene tar ting uansett, men det er veldig få av dem i en klasse, synes jeg, som kan klare å ta det (grammatikk) på engelsk.

Appendix 6: Consent form



Informasjonsskriv til skoler og lærere om intervjuer og observasjon i forskningsprosjekt.

Tema: grammatikkundervisning i norsk (førstespråk- L1), engelsk (første fremmedspråk- L2) og spansk (andre fremmedspråk- L3).

I forbindelse med mitt doktorgradsarbeid i språkvitenskap arbeider jeg med å kartlegge gjeldende praksis når det gjelder grammatikkundervisning i norsk, engelsk og spansk ved ungdomsskoler og videregående skoler i Norge. Kartleggingen vil i første omgang skje gjennom intervjuer med lærere, gjerne med ulike erfaring og bakgrunn, og jeg håper derfor at noen av dere ønsker å delta. Jeg ønsker også å observere undervisningssituasjoner i norsk, engelsk og spansk.

Formål:

- Kartlegge praksis i grammatikkundervisning i norsk, engelsk og norsk i videregående skoler og ungdomsskoler i Norge.

Datainnsamling og frivillighet:

- Det er frivillig å delta, alt materiale og opplysninger vil behandles konfidensielt og aidentifiseres.
- Forsker, samt hovedveileder og biveileder vil ha tilgang til innsamlet materiale.
- Forventet prosjektslutt: juni 2019. Data anonymiseres ved prosjektslutt.
- Prosjektet er meldt til Personvernombudet for Forskning, Norsk samfunnsvitenskapelig datatjeneste AS

Datainnsamling og metode:

- Intervju tas opp elektronisk. Det vil oppbevares i henhold til NSD sine krav og slettes ved prosjektets slutt.
- Notater føres under observasjon.

Med hilsen

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Stipendiat, språkvitenskap

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Samtykkeerklæring

Jeg samtykker herved til å intervjues i forbindelse med doktorgradsarbeid om kartlegging av grammatikkundervisning, samt å bli observert i undervisningssituasjon.

Dato Underskrift

Samtykkeerklæring

Jeg samtykker herved til å intervjues i forbindelse med doktorgradsarbeid om kartlegging av grammatikkundervisning.

Dato Underskrift

Part II

Articles

Article I

«Too much grammar will kill you!» Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching. (2018)

Nordic Journal of Modern Language Methodology, 6 (2), 57-84

**“Too much grammar will kill you!”
Teaching Spanish as a foreign language in Norway:
What teachers say about grammar teaching**

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Abstract

Exam results show that many Norwegian students lack communicative competence in their second foreign language. This study investigates Spanish language instruction in Norway, in particular Spanish teachers' opinions about grammar teaching, and why and how grammar is taught in lower and upper secondary school. Furthermore, the study explores whether common grammar teaching approaches are primarily explicit (rules provided) or implicit (rules not provided), inductive (language first) or deductive (rules first), and whether the language of instruction is primarily Norwegian or Spanish. The data comprise interviews with teachers and classroom observations, as well as teaching plans and other material. The analyses of the interviews and the observations show that the teachers think that grammar instruction is an important part of foreign language instruction, and they seem to prefer an explicit, deductive approach. The language of grammar instruction is predominantly Norwegian, independent of the teacher's native language. Based on the findings, I conclude that teachers may consider introducing more inductive approaches to grammar instruction, as well as providing students with more target language (TL) input and opportunities for communication in the TL.

Keywords

grammar teaching, foreign language acquisition, teacher cognition, Spanish, secondary school in Norway

Introduction

Spanish is among the most widely spoken languages in the world by number of native speakers. It is by far the most commonly studied foreign language (FL) in the US (Modern Language Association, 2018), and it is the third most popular FL in Europe after English and French (Eurostat, 2017). In Norway, Spanish is at present the most popular FL (Fremmedspråksenteret, 2018). English is an obligatory subject from year one in primary school, whereas a second FL, such as Spanish, is optional from years 8-10 (level 1). In upper secondary school, students who have chosen the Programme for Specialisation in General Studies can continue to study the same FL (level 2), or they can start afresh with a new FL (level 1). A third option is to choose vocational studies, which does not require students to study a third language.

Whereas Norwegian students tend to achieve communicative competence in English, and their proficiency in English is among the highest in the world for non-native speakers (Education First, 2012), the situation is rather bleak for second FL acquisition. Exam results suggest that five years of FL instruction do not enable the majority of students to achieve communicative competence in the language they have chosen, with a high proportion of the students achieving below average grades on their written national exams in Spanish (Utdanningsdirektoratet, 2018b). Consequently, it is pertinent to ask why this is the case.

The foreign languages subject curriculum in the National Curriculum for Knowledge Promotion (LK06) (Utdanningsdirektoratet, 2006), states that the three main subject areas are 1) Language Learning, 2) Communication, and 3) Language, Culture and Society. The word *grammar* is not used explicitly in the Norwegian version of the subject curriculum. However, in the English version, students are supposed to use “basic linguistic structures and grammar to connect text” (level 1) and “use words, sentence structures and text connectors in a varied and appropriate way” (level 2). The wording in the curriculum makes it possible for teachers to implement a variety of approaches and teaching methods, as there are no explicit guidelines or recommendations. However, the subject curriculum guidance material (Utdanningsdirektoratet, 2015), states that “knowledge about the structures of a language is not a goal in itself, but a means to use the language actively” and “the teacher must adopt a practical approach to language teaching, i.e. create situations in which students can communicate in the language” (my translation). Furthermore, the following wording is

included about the use of the target language (TL): “In order for students to be able to learn the language through usage, the teacher must act as a good role model and use the TL as much as possible” (my translation). Such an approach seems to correspond well with the tenets of communicative language teaching (CLT) (Simensen, 2007), and the methodological message of the Common European Framework (2018, p. 27). The guidelines of the written national exam (Utdanningsdirektoratet, 2018a) state that these exams “may test students’ competence in all three main subject areas” (my translation), including the area *communication* and thus the ability to use “use words, sentence structures and text connectors in a varied and appropriate way”. Hence, one may conclude that FL teachers should aim to implement a communicative approach to language teaching in which the TL is widely used, and in which focus on grammar also plays an important role.

Investigating teachers’ opinions and practices regarding the role of grammar teaching, as well as the role of *input* in Spanish instruction, might help to gain increased insight into whether teachers’ approaches correspond with the guidelines in the subject curriculum. In addition, by investigating these areas, some answers might be provided as to why many students in Norway achieve poor results and seem to lack communicative competence in their FL.

This brings us to the following *research questions*:

1. What are the teachers’ opinions about the role of grammar teaching in Spanish as a foreign language (SFL) instruction? (What do teachers say?)
2. What approaches are used for teaching grammar in SFL instruction? (What do teachers do in the classroom?)
3. What is the favoured language of instruction for grammar teaching and other activities, Norwegian or Spanish?

Literature review

Teacher cognition and the role of grammar in foreign language teaching

Borg (2003) defines teacher cognition as “the unobservable cognitive dimensions of teaching –what teachers think, know, and believe and the relationships of these mental constructs to

what teachers do in the language teaching classroom” (p. 81)³⁶. In a study of teachers’ beliefs, Phipps & Borg (2009) found that teachers’ thinking and behaviour are guided by a set of organized beliefs that are operated unconsciously. There is some evidence that teachers’ beliefs and their classroom practices do not always coincide. Borg (2015) examined previous research on teacher cognition and grammar teaching. These findings suggest that teachers are influenced by their own language learning experiences as their main source of grammatical knowledge (p. 133). Furthermore, teachers think grammar should be taught at least sometimes but rarely refer to research or any particular methodology (p. 135).

Interestingly, a study of FL³⁷ university students in the USA by Schulz (1996) shows a mismatch between what teachers think about students’ perceptions of grammar, and what students say themselves: 76 % of students say they like grammar, whereas only 30 % of the teachers felt the students did. Moreover, a study by Berry (1997) suggests that teachers seem to overestimate the students’ knowledge of grammatical terminology. A study from a Norwegian context (Hansejordet, 2009) seems to be in line with Berry (1997), and it is suggested that students often fail to understand the connection between grammatical knowledge and practical language use, and that they lack a meta-language that enables them to communicate about language. The teachers in Hansejordet’s study expressed that they used far more traditional and teacher-centred methods than their ideals encouraged, which included more communicatively oriented and student-centred teaching. This discrepancy was ascribed to too many students in each class (about 30) and to lack of motivation among students. In another Norwegian study, Bugge and Dessingué (2009) found, perhaps surprisingly, that the implementation of LK06 had little influence on teachers’ attitudes and practices. Llovet Vila (2016) interviewed and observed 8th grade teachers of Spanish, and identified a gap between the intentions in the curriculum and how it was implemented in the classroom. Prior beliefs about language, teachers’ own experiences from schooling, as well as their own teaching experiences, seemed to influence the extent to which they implemented the curriculum. Furthermore, teachers in Norway have also expressed that they need more didactic competence and formal education in Spanish (Bugge & Dessingué, 2009; Hansejordet, 2009; Solfjeld, 2007). Analyses of grammar exercises in FL textbooks in German and French used

³⁶ Thus everything the teachers in the present study express (say, think etc.) about teaching is incorporated in the term ‘teacher cognition’.

³⁷ German, Arabic, Chinese, French, Italian, Japanese, Russian and Spanish.

in Norway showed preference for a clear deductive profile, which does not contribute significantly to promoting language awareness (Haukås, Malmqvist, & Valfridsson, 2016; Vold, 2017). If this is also the case for textbooks in Spanish, it may result in a type of instruction that is primarily deductive and teacher-centred, as studies suggest that FL teachers' practices seem to be guided by textbooks (D. Brown, 2014; Solfjeld, 2007).

Approaches to grammar teaching

The role of grammar instruction in FL acquisition has been controversial, but has nevertheless maintained a central position both in research and in classroom materials and practice (Ur, 2011). Much research seems to support a positive role for grammar instruction in classroom settings. Although some research suggests good results for *implicit* instruction, i.e. grammar is not explained to the students (Ding, 2007; Williams, 2009), there is substantial evidence in favour of *explicit* instruction, i.e. grammar is explained, in classroom contexts (Leow, 2007; Norris & Ortega, 2000; N. Spada & Tomita, 2010; N. M. Spada, 1987). Perhaps more importantly, research seems to suggest that in a secondary school environment, any kind of grammar instruction is beneficial compared to no instruction (Tammenga-Helmantel, Arends, & Canrinus, 2014).

However, different approaches can be used in grammar instruction, and the distinction has often been drawn between explicit and implicit instruction (Simensen, 2007, p. 50) and *inductive* and *deductive* approaches (Simensen, 2007, p. 214). The deductive-inductive dichotomy is concerned with *sequencing* (Glaser, 2014, p. 153), i.e., whether the rules are presented early in the lesson or whether the rules are discovered by the students or presented later in the lesson (see figure 1 below).

Rules provided? Starting point?	Explicit (rules provided)	Implicit (no rules provided)
Deductive (rules first)	Explicit-deductive	n/a
Inductive (language first)	Explicit-inductive	Implicit-inductive

Figure 1. Instructional combinations, grammar teaching. Adapted from DeKeyser (2003) and Glaser (2014)

Results from small-scale studies of the teaching of grammatical structures in French to college students indicate that grammatical accuracy is higher when an inductive approach is used (Haight, Herron, & Cole, 2007; S. Vogel, Herron, Cole, & York, 2011; S. P. Vogel &

Engelhard, 2011). A recent study focusing on qualitative self-report data and Irish L2 instruction for 11-12 year olds in Ireland shows similar results (Ní Dhiorbháin & Ó Duibhir, 2017). Studies of Spanish as an FL also suggest positive results for an inductive approach both in a university context and in an upper secondary school context (Russell, 2014; Shaffer, 1989).

Use of the target language in foreign language teaching

Much research has shown that TL *input* is crucial for successful language acquisition (Crossley, Kyle, & Salsbury, 2016; Krashen, 1985; Rothman & Guijarro-Fuentes, 2010; Unsworth, 2008). There has been much discussion, including lively debates, about the use of the L1 in second/ foreign language teaching (Antón & Dicamilla, 1999; Auerbach, 1993; Polio & Duff, 1994; Wells, 1999), and whether a monolingual, bilingual or multilingual approach should be used (Cummins, 2007; Jessner, 1999). Ample research in the field of L1 use in FL acquisition exists (See Galindo (2016) for a list of references from different countries). Teachers' use of the TL has been shown to vary significantly (Duff & Polio, 1990), and a study of university FL classroom language showed that FL teachers were not fully aware of their language use, with their own accounts often contradicting their observed classroom behaviour. A Swedish study by Stoltz (2011) reveals that the more the teachers use the TL, the more the students try to express themselves in the TL. Studies suggest that FL-teachers in Norway may use the L1 more than is beneficial for the students (Brevik, forthcoming; Heimark, 2013; Vold, 2018), thus depriving students of opportunities for TL input and subsequent use.

To sum up, there is evidence to suggest that teachers' beliefs and their classroom practices do not always coincide. Furthermore, there might be a mismatch between teachers' and students' perceptions of grammar, and between the teachers' estimations of students' knowledge of grammatical terminology and the students' actual knowledge. Research suggests an overall positive role for grammar instruction in an FL setting, and inductive approaches may be more beneficial for students' learning outcomes than deductive approaches. In the Norwegian context, it is suggested that there is a gap between the intentions of the curriculum LK06 and how it is implemented in the classroom. In FL textbooks used in Norway, a deductive approach is favoured, which in turn may influence the teachers' choice of method. As for the use of the target language, research suggests that

Norwegian FL teachers' TL use is limited. Few studies of teacher cognition and/ or grammar teaching in relation to Spanish FL instruction in a Norwegian context exist. The present study will thus contribute to expanding the body of knowledge in the field.

Method

Research design

To investigate teachers' opinions about the role of grammar teaching and their corresponding approaches and methods, a qualitative case-study approach was applied, using semi-structured interviews, observations and the collection of teaching plans and material. Such a triangulating technique may improve the validity of a qualitative study (Cohen, Manion, & Morrison, 2011, p. 195). I interviewed 10 teachers of Spanish, five in lower secondary school and five in upper secondary school, and observed 30 lessons of Spanish teaching between January and November 2017. The project has been approved by the Data Protection Official for Research (NSD).

Research tools and procedure

The goal of the interviews was to investigate the teachers' opinions about grammar teaching, their approaches to grammar teaching and their attitudes to the use of the target language vs. the use of the L1. A semi-structured interview guide (Silverman, 2011, p. 162) was prepared and piloted before the interviews, and subsequently simplified by removing some of the keywords and questions that were not essential to answer the research questions. The teachers were asked for their opinions about grammar instruction and about what methods they used in the classroom. The questions were open-ended, and no particular definition of grammar was provided, i.e., it was up to each teacher to interpret and define the term "grammar teaching". Furthermore, the teachers were asked questions about tests, feedback and teaching material, their use of the target language and how they think students learn the most. All teachers except two (who were interviewed together for practical reasons) were interviewed individually. The interviews took place in a separate room³⁸ at the workplace of the informant in question. All the interviews were conducted in Norwegian, audio recorded, and subsequently transcribed and analysed using NVivo software. The quotes have been translated from Norwegian into English by the author.

³⁸ Except in one case where it was difficult to find a separate room, so the interview took place in the staff room.

The purpose of the observations was to investigate whether the grammar teaching approaches were deductive or inductive and whether the instruction was implicit or explicit. Furthermore, I wanted to observe the extent to which the target language, Spanish, was used in the classroom. Finally, I wanted to find out whether what the teachers said they did coincided with what actually happened in the classroom.

Before the observations were carried out, an observation scheme was designed and piloted. During the pilot observations it became clear that the observation scheme was too elaborate, and it was simplified to include two main categories: ‘what does the teacher do?’ and ‘what do the students do?’ The observations in this study took place sometime after the interviews, typically two to four weeks afterwards³⁹. Field notes taken during the observations included information about type of activity, methods used, time spent on each activity and use of the TL.

According to Klette⁴⁰, observing three or four lessons gives a reasonably reliable picture of what goes on in a certain teacher’s classroom. Even the observation of two lessons gives a relatively good impression of the teaching style of that teacher. I aimed to observe at least two lessons of teaching conducted by every teacher, but this was not always possible for practical reasons. The teachers decided when I could come and observe, and lessons by the same teacher were observed on the same day if their teaching involved different classes, or within a week or two if the teaching involved the same class⁴¹. Most⁴² of the participating teachers were observed while teaching between two and four 45 or 60-minute lessons of Spanish. They were observed in ordinary classroom situations, and my presence as an observer was announced to the teachers and the students in advance. The classrooms were of the traditional type⁴³, and the students were seated in rows. To interfere and intrude as little as possible in the actual teaching, and for practical, ethical and economic reasons, I decided not to videotape, take pictures or record during the observations. The observations can be defined

³⁹ In two cases the observations had to be postponed over the summer for practical reasons, and took place about five months after the interview.

⁴⁰ Observation course, Kirsti Klette, November 11, 2016 University of Oslo

⁴¹ In Norwegian lower secondary schools, Spanish instruction usually consists of two or three 45-minute units, i.e., 90-135 minutes of instruction per week. In upper secondary school: 45-minute units, usually two consecutive units twice a week, i.e., 180 minutes of Spanish instruction every week.

⁴² One teacher was observed for 45 minutes and another for 60 minutes only, as they were pressed for time.

⁴³ One exception: one of the rooms was originally a meeting room, and the students were seated around a big, oval table. According to the teacher, the students liked the arrangement.

as *semi-structured* as there was an agenda of issues, and data were gathered to illuminate these issues (Cohen et al., 2011, p. 457). The position of the observer can be defined as the *observer-as-participant*: it was overt, usually detached from the group, but occasionally participating in the groups' activities (Cohen et al., 2011, p. 457).

After the observations, the teachers were given a post-observation questionnaire to determine whether the students, as well as the teachers themselves, acted as they would normally do in a teaching situation. The purpose of the questionnaire was to check for possible *observer effect*, i.e. participants changing their behaviour because they are being observed (Cohen et al., 2011, p. 473; Labov, 1972).

Sample

The data material is collected from four different lower secondary schools and four upper secondary schools, which varied in size and study programmes offered. The schools are located in the southern part of Norway for proximity reasons. The participating teachers were recruited by contacting school administrations, as well as former colleagues and acquaintances, and asking them to suggest possible informants. Participants were thus recruited through a type of *convenience sampling* (Cohen et al., 2011, p. 155). However, the purpose of the selection of Spanish teachers was to ensure a certain variation in the sample with regard to educational background, experience and level of Spanish, so the sampling was also strategic to a certain degree. Ten teachers of Spanish were interviewed, five in lower secondary school (years 8-10) and five in upper secondary school (years 11-13). There were three male and seven female teachers in the sample, and they were all experienced teachers. Most interviews were conducted individually, and lasted for about an hour⁴⁴.

Table 1 below presents the 10 informants in terms of education, teaching experience, time spent in a Spanish-speaking country and language proficiency. The informants are numbered from I 1 to I 13, and their real names are replaced by pseudonyms.

Table 1. Distribution of the informants across different variables

Informant (teacher)	Higher education	Teaching experience -years	Time spent in Spanish-	Language proficiency (self-reported)
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⁴⁴ Exceptions: two teachers were interviewed together for practical reasons for 1 hr, 35 min; two teachers were interviewed for only about 35 mins, as they had other pressing matters to attend to.

	-ECTS credits, Spanish		speaking country	
I 1-Elise	60	15-20	>12 months	B2
I 2-Felipa	60	5-9	>12 months	NS ⁴⁵
I 3-Gerda	30	10-14	<3 months	B1
I 5-Bruno	60	5-9	>12 months	NS
I 6-Dorte	75	>20	<3 months	A2
I 7-Ada	60	>20	<3 months	B1
I 8-Gloria	150	15-20	>12 months	NS
I 10-Carlos	150	15-20	>12 months	NS
I 12-Even	MA	10-14	3-6 months	C2
I 13-Oda	60	10-14	>12 months	C2

It is important to note that all teachers have the necessary qualifications needed to teach a foreign language in Norway⁴⁶, and are experienced teachers of Spanish. All of them have taught for more than five years, and eight teachers have taught for at least ten years. Four of the informants are native speakers (NS) of Spanish. Of the remaining six informants, two rate their proficiency in Spanish as C2, three as B1 or B2 and one as A2 (cf. the Common European Framework (2001).

It is noteworthy that six out of 10 informants have spent more than 12 months in a Spanish-speaking area. It is also interesting to note that self-reported language proficiency in Spanish seems to coincide with length of residence in a Spanish-speaking country. Those who report the lowest levels of proficiency (I 3: B1, 6: A2, 7: B1) also report the shortest length of residence (I 3, 6, 7). All the participating schools are located in the southern part of Norway, so there may be unofficial connections between some of the informants.

Categorisation of the data

The analysis can be defined as a deductive, thematic analysis. “A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). The coding process was carried out in NVivo, a software program for qualitative analysis.

The collected data were categorised into the following themes, based on the research questions: 1) Teacher cognition about grammar teaching and language learning, 2) approaches

⁴⁵ NS= native speaker

⁴⁶ To teach years 8-10: at least 30 credits are required. To teach years 11-13: 60 credits are required

used in grammar teaching, i.e. use of explicit or implicit instruction, use of deductive or inductive approaches, and 3) teacher cognition about use of the target language, i.e. what language(s) are used for grammar teaching, what language(s) are used in other teaching contexts?

Reliability and validity

The validity and reliability of this study need to be addressed as it includes a relatively small number of informants, in a limited geographical area. The use of interviews and observations might give rise to biases, and it is inevitable that the researcher will have some influence on the informants (Cohen et al., 2011, p. 204). Moreover, research interviews entail asymmetrical power relations, and informants may choose to hold back information, which poses a threat to the reliability of the study (Kvale, Brinkmann, Anderssen, & Rygge, 2015). The use of a semi-structured interview guide ensures some flexibility in that the informants are asked about the same research topics, but there is also room for the informants' reflections and spontaneous narratives. Changes in sequence and wording might be a threat to reliability. However, it might also be argued that flexibility enables the informants to demonstrate their unique way of looking at the world (Cohen et al., 2011, p. 205). The fact that the informants work at different schools and vary regarding educational background, work experience and gender, makes it possible to argue that they may be representative of Spanish teachers in the southern part of Norway.

As for the observations, possible threats to the validity might include that the informants are unrepresentative of the Spanish teacher population as a whole, and that the presence of an observer might bring about different behaviours, such as reactivity (Cohen et al., 2011, p. 210). To improve the validity of the observations, the teachers were asked to answer a post-observation questionnaire and answer each question 1-5⁴⁷ by ticking off one of the following alternatives: *agree - partly agree - partly disagree - disagree*. The results leave one with the impression that my presence as an observer had little impact on the teachers' praxis. Eight teachers agreed that my presence as an observer had no impact on their teaching, and two teachers partly agreed that it had no impact. Questions 2 and 3 yielded similar results.

⁴⁷ Q1: Having an observer in the classroom had no impact on my teaching. Q2: Having an observer in the classroom made me nervous today. Q3: I acted as I usually do today. Q4: The class acted as they normally do today. Q5: This was a typical lesson in this class.

Furthermore, it seems as if the students acted more or less as they would normally do (cf. questions 4 and 5). In the cases of 26 out of 28⁴⁸ observed lessons, the teachers reported that they agreed that the class acted as they would normally. In the remaining lessons, the teachers partly agreed that the class acted as they would normally. One of the teachers said that this was because three of the most able students were absent. The other teacher did not give any reasons for their answer.

In response to question five, 19 of the lessons were regarded as typical in this class, six as partly typical and three as not typical. The reasons for reporting lessons as not typical were that one lesson included a test-situation, another one was students' first experience with learning stations, and finally one was a lesson where project work constituted most of the lesson. To conclude, it seems as if neither the teachers nor the students were much influenced by the presence of an observer.

Limitations of the study

As for the results of the observations, some caution is in order as I have only observed a very small number of all the lessons being taught by each teacher⁴⁹. The results might have been different had it been possible to observe the teachers for several weeks or even months. Finally, the number of teachers is limited and they represent a limited geographical area. In other areas of Norway, opinions and practices among teachers may differ from those observed in the present study.

Findings

The findings are organised in accordance with the order of the three research questions. Section a) deals with teachers' opinions about grammar teaching and section b) deals with the approaches that are used for grammar teaching as expressed by the teachers in the interviews. Section c) deals with the classroom observations of different approaches to grammar teaching and section d) concerns the use of the target language in the classroom and includes data from the interviews as well as the observations.

⁴⁸ One of the informants did not return the questionnaire. The total number of observed lessons is 30.

⁴⁹ Number of Spanish lessons every year according to KL06: Years 8-10: 227 hrs, vg1: 113 hrs, vg 2: 112 hrs, vg 3: 140 hrs (60-minute units). <https://www.udir.no/kl06/FSP1-01/Hele/Timetall>

a) What are the teacher's opinions about grammar teaching?

In the interviews, the teachers were asked the following questions: What do you think about grammar teaching, and how important is it for the subject you teach?

The answers reveal that all the Spanish teachers in this study find it necessary and important to teach grammar explicitly. Many think that grammar is the foundation of a language, and for that reason it is important for students to learn the system of the language (I 1, 2, 3, 7, 8, 12). Grammar is compared to for example a *tool* for language learning (Carlos I 10), *traffic rules* to make us feel safe (Gloria I 8) and *the spine* of a language (Gerda I 3), which underscores the importance they ascribe to grammatical knowledge. Furthermore, Bruno (I 5) thinks that some aspects of grammar are more important to learn than are others. He finds that being able to conjugate verbs, for example, is very important for communicative reasons, whereas for example the use of the indefinite article is less important when it comes to communication. Dorte (I 6) thinks that grammar teaching is important because students often ask questions about why they are to use a certain form of the verb in one situation but not in another. For example, why do we say “como” (I eat) when conjugating the verb “comer” (to eat), but “hago” (I do) instead of “haco” which would be the regular form of the verb “hacer” (to do)? She also sees it as a challenge to portion grammar teaching to ensure that the students are not overwhelmed, and consequently never teaches grammar for more than 20 minutes at a time. She adds that it is also important that the students are able to practice the new grammatical features immediately after the instruction so that they can see how they are used in context. Like Dorte, Oda (I 13) calls for caution, because she thinks it is possible to “kill students with grammar”. In her opinion, teachers should be careful to balance their methods and activities to ensure variation. Carlos (I 10) expresses similar views, by underscoring that grammar is only a tool that helps students develop an understanding of the language as a system, and that it should not be taught as a goal in itself.

Ada (I 7) thinks that gaining knowledge about the grammatical system is more important when students are learning a foreign language, than when they are working with their L1, because very few students have natural access to Spanish outside the classroom. Consequently, they need to have the grammatical structures explained to them by the teacher, to compensate for lack of input. In her opinion it is also important “to have a language to talk about language” – a metalanguage.

b) What approaches are used for teaching grammar?

In the interviews it soon became clear that all the teachers teach grammar explicitly. In response to the question: “What is your approach to teaching grammar?” Five teachers say that they use the deductive approach the most (I 1, 2, 5, 7, 10). When *introducing* a new grammatical phenomenon, four teachers say that they always or usually use a deductive approach, i.e., they introduce and explain the grammatical rule (I 3, 6, 7, 12). The teachers give different explanations for preferring a deductive approach. Even (I 12) says that students, maybe surprisingly, seem to like rules:

They like to have the rules explained to them, and then practice using the rules in a context. Research may claim that this is not the way to do it, but the students often seem to prefer this method. I think the students like something concrete; they want a system, structure. When something does not fit into the structure, they may become frustrated.

Elise (I 1) says that she has tried inductive approaches, but she considers her attempts to have been rather unsuccessful. She recalls:

One time I was going to teach...don't remember (...), but I wrote long lists of verbs in that tense and asked the students if they were able to see a pattern. I think maybe two or three were able to do so! Maybe it would have been better, in the long run, to make them figure things out themselves, but because there is so little time you think that you don't have enough time to let them figure out the darn pattern! So that's why I write the rules and examples on the blackboard which the students copy and then work with tasks individually. I use the fast and efficient way more and more. I don't know if this is the best way to learn. Maybe the other one is better. But with the time that is available, it is better to explain to them how things are.

Ada (I 7) usually uses a deductive approach when introducing a new grammatical topic. Later the students and teacher may work together with examples, and then they work on their own. She likes repetition and tasks such as “fill in the blanks” and translations, which force the students to use for example a certain verb tense or structure. Afterwards, they go through the tasks in class. Ada continues: “And they repeat. It's a bit old-fashioned, but that's what I do. One can discuss what the best way of teaching a language is, but my experience is that this makes them feel more secure on the level they're at, especially in Spanish when they are at beginners' level”.

Even if some of the teachers say that they prefer the deductive approach either for

introducing a new topic or for grammar teaching in general, six of the teachers say that their practices vary between inductive and deductive approaches because they think that variation is important in language teaching (I 3, 6, 7, 8, 12, 13). Oda (I 13) says: “I think I should have used the inductive approach more, that we took the time...” Dorte (I 6) says that it is in a way her mantra to vary, so she uses both the inductive and the deductive approach. Sometimes she just introduces the topic they are going to work with, for example reflexive verbs, and then the students start working with it. As they go along, she picks out different elements whenever it is needed and explains in more detail. Gloria (I 8) also explains that she uses a multitude of methods and material. She may use poems and music. Sometimes she writes texts herself which contain specific grammar points or challenges, tells the students to read the texts and then asks them to look for topics they have talked about which concern grammar. Sometimes she writes texts that contain the students’ mistakes and asks them to find the mistakes and correct them. Sometimes the students try to figure out the grammatical rules themselves, often in groups. She may hand out a text and ask the students to find, for example, the adjectives and work out a rule based on what they find in the text. According to Gloria, the students report that they learn a lot by working this way in groups. They say that it is easier to ask questions in a small group when not everybody in the class is listening to what they are saying. Bruno (I 5) thinks that playing games is an important part of learning. He has developed games for learning, e.g. how to conjugate verbs: “The use of games makes the students forget that they are learning something because they are playing. I like it when the students are having some fun”. Gerda (I 3) also mentions games, which she uses to create some variation for the students.

c) Classroom observations of approaches to grammar teaching

As illustrated in the table below, observations reveal that deductive approaches seem to dominate grammar teaching in both lower and upper secondary school. Furthermore, teacher-fronted instruction, where the teacher spends a considerable amount of time asking the students questions in class, also seems to be a very common practice. Teachers might also use a combination of deductive grammar instruction and asking questions to make sure the students have understood the points that have been made. All the teachers use grammatical terminology

when explaining grammatical rules, which requires that students are familiar with these terms if they are to benefit fully from the instruction.

Table 2. Teachers' observed practices, grammar teaching parts of the lessons.

Teacher	Metalanguage (grammatical terminology) used during lessons ⁵⁰	Approach, grammar instruction
I 1-Elise	Infinitive, verb, conditional tense	Inductive: Focuses on student-centred pair work: expressing opinions using the conditional tense, translating sentences in future tense from Norwegian into Spanish
I 2-Felipa	Infinitive, verb, pronouns, articles, definite/indefinite	Deductive teaching – explains the rules. Verbs, endings. Students translate sentences from Spanish to Norwegian (focus on verb endings, present tense). Asks students to focus on pronunciation of certain words
I 3-Gerda	Article, verb, noun, adjective	Deductive, teacher-centred. Explains grammatical concepts. Provides examples of possible sentences on blackboard
I 5-Bruno	Verb, present tense	Inductive: Student-centred, uses a game to acquire verb-endings
I 6-Dorte	-ar verb, present tense	Deductive, teacher-centred: goes through rules, how verbs are conjugated. Student-centred: uses a puzzle to acquire verb endings. Asks students to focus on pronunciation of certain words
I 7-Ada	Demonstrative pronouns, gender (masculine, feminine), verb, infinitive marker, regular verbs, 1. person, 2. person etc.	Teacher-centred: Deductive teaching of the present perfect. Student-centred: students explain to each other how to express the present perfect. Combine words & expressions and make sentences in past tense
I 8-Gloria	Past tense, indefinido, imperfecto, irregular verbs	Teacher-centred: Deductive teaching of the past tense. Asks students questions to check understanding. Teacher reads story. Stops when she gets to a verb in the past tense, and asks whether students would use imperfecto or indefinido. Students write individual stories about when they were children, using past tense.
I 10-Carlos	Present progressive, -ar verb, adverb, present tense, irregular, regular, infinitive, gender, forms of the definite article, indefinido, futurum, stem-changing verbs, -er verb, hiato	Deductive, explains rules – how the gerund is constructed. Students detect gerund in a text. Asks students to describe pictures using the gerund. Asks students to focus on pronunciation of certain words
I 12-Even	Indefinido, imperfecto	Deductive, explains rules – indefinido/imperfecto. Fill inn tasks

⁵⁰ Terminology was used in Norwegian, except the terms *imperfecto* and *indefinido*.

I 13-Oda	Reflexive verb, infinitive	Partly deductive, partly inductive: Has a conversation with the class about reflexive verbs – asks students questions, answers some of them herself. Writes rules on blackboard. Inductive: Student-centred activity: pair work where they ask each other what their names are.
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d) How are the target language and the native language used in the classroom?

As for language choice when teaching grammar, all the informants report in the interviews that they speak only Norwegian or mostly Norwegian when teaching grammar, and there seems to be a consensus that Spanish grammar should be taught in Norwegian or in a mixture of Norwegian and Spanish. Ada (I 7) says: “My goal is to speak as much Spanish as possible when we talk about a text, what we are going to do, ask the students as much as possible. When it’s not about teaching grammar, I’ll try to speak as much Spanish as possible. But I probably speak at least 40 % Norwegian, because there is a lot of grammar”. Even (I 12) says that he uses both Norwegian and Spanish, but mostly Norwegian, when introducing a new grammatical topic, at least at the lower levels. But he also says:

I use Spanish more and more. For example today a student asked what “piso” (apartment) means. Then I can say: “piso significa apartamento”. I try to explain the words, e.g., “barrio” (neighbourhood): es una parte de una ciudad. I use Spanish to explain what things mean. I do that more now.

All teachers say that they use more Spanish as the students become more proficient, but they say that even if their goal is to use as much Spanish as possible, they think they use too much Norwegian, including the teachers who are native speakers of Spanish. The reasons for speaking little Spanish vary. Some teachers want to make sure everybody understands what is being said, and they want to prevent loss of motivation among students (I 2, 7, 8, 13). Oda (I 13), who is a highly proficient speaker of Spanish, tries to explain why she speaks little Spanish:

I’m afraid that they’ll lose their motivation. Not understand. Recently, there was a survey about learning gains at our school, and one student reported that she perceived that I thought they understood more than they actually did. She said: “Oda gets so disappointed if we don’t understand”. They feel that it is difficult, yes.

Carlos (I 10) has had similar experiences: “I have met resistance at upper secondary school. The students were used to a teacher who explained and translated everything. I started to speak relatively simple Spanish, and the students reacted, they didn't want it, they complained to the principal. Why?”

Two teachers who report having relatively low levels of proficiency in Spanish, Gerda (I 3) and Ada (I 7), also mention that they feel insecure when they speak Spanish, and they wish that they could get feedback on their oral proficiency or have the opportunity to spend some time abroad. However, most of the teachers in this study are highly proficient in Spanish, thus limited use of the TL cannot be explained by teachers' inadequate language skills.

During the interviews, the teachers reported that they speak Norwegian or mostly Norwegian when teaching grammar, but that they aim to speak as much Spanish as possible in teaching contexts that do not involve explicit grammar teaching. The observations revealed that the teachers' assumptions seemed to be only partly correct. With the exception of Even (I 12), who speaks Spanish almost the entire time independent of topic or type of activity, the other teachers speak Norwegian most of the time when teaching grammar (as they said they did), but also when giving instructions, asking questions or disciplining students. The teachers who do attempt to give instructions and ask questions in Spanish, show a clear preference for translating these instructions and questions into Norwegian, or providing further, more detailed information in Norwegian: “Vamos a empezar con una prueba” (vi skal begynne med ei prøve/ let's start with a test) (Elise I 1). “Escribe en tu cuaderno” (skriv i skriveboka/ write in your notebook) (Dorte I 6). The most extreme case is Dorte (I 6) who utters just two words in Spanish during one of her lessons, namely: “buenos días” (good morning). All the teachers have in common that they greet the students in Spanish. My cautious claim is that the teachers in this study speak much more Norwegian than they think they do.

The table below gives an overview of classroom activities as observed by the researcher and the use of the L1 and the TL. As we can see, the teachers use mainly the L1 for grammar instruction, information about tests, content of the lesson and summing up the lessons. Most of the teachers who use a fair amount of the TL for lecturing and class discussions, provide translations of the TL words and sentences they just used. Only Even (I 12) uses the TL extensively and in most contexts.

Table 3. Overview of teachers' use of L1 and TL in different situations/ activities

Type of activity in the classroom	Use of L1 by the informants	Use of TL by the informants
Greetings		All
Information about the content of the lesson	Elise (I 1), Bruno (I 5), Dorte (I 6), Ada (I 7), Gloria (I 8), Oda (I 13)	Elise (I 1)* ⁵¹ , Dorte (I 6),* Ada (I 7),
<i>Grammar teaching</i>	Elise (I 1), Felipa (I 2), Gerda (I 3), Ada (I 7), Gloria (I 8), Carlos (I 10), Oda (I 13)	Even (I 12)
Information/ talking about tests	Felipa (I 2), Gerda (I 3), Dorte (I 6), Carlos (I 10), Oda (I 13)	Carlos (I 10)
Explaining rules (games)	Bruno (I 5)	
Talking to students one-to-one about how to solve exercises	Even (I 12)	Even (I 12)
Lecturing, class discussions about subject matter	Elise (I 1), Felipa (I 2), Gerda (I 3), Bruno (I 5) Dorte (I 6), Ada (I 7), Gloria (I 8), Carlos (I 10), Oda (I 13)	Elise (I 1)*, Felipa (I 2)*, Gerda (I 3), Dorte (I 6)* Ada (I 7)*, Gloria (I 8)*, Carlos (I 10), Even (I 12)
Introducing new vocabulary items in Spanish ⁵²		Felipa (I 2), Dorte (I 6), Carlos (I 10), Oda (I 13)
Focus on pronunciation of certain sounds/ words ⁵³		Felipa (I 2), Dorte (I 6), Carlos (I 10), Oda (I 13)
Reading song lyrics, singing		Carlos (I 10), Oda (I 13)
Disciplining students	Felipa (I 2), Gerda (I 3), Dorte (I 6),	Carlos (I 10)
Praising students	Gerda (I 3), Oda (I 13)	
Summing up the lesson	Gerda (I 3), Dorte (I 6), Gloria (I 8), Oda (I 13)	

Oda (I 13) also makes use some of the students' previous knowledge of German and French when explaining the conjugation paradigm of *ser* (*to be* in Spanish) by asking them to help her compare and contrast the four languages Spanish, English, German and French.

The focus of this study is on the teachers, but it is important to note that the students in the classes I observed spoke very little Spanish. Their use of oral Spanish in an ordinary lesson was more or less restricted to the use of greetings, single vocabulary items, some reading aloud or in pairs, and occasionally a sing-along-song. Exceptions were Gerda and Even (I 3, 12) who included a fair amount of pair work where the students were instructed to speak Spanish.

⁵¹ Teachers marked with an asterisk (*) translate most of their Spanish sentences/ expressions into Norwegian.

⁵² *Only* the new vocabulary item itself is expressed in Spanish, not further explanations/ contexts for use.

⁵³ *Only* the word itself is pronounced in Spanish, not further explanations or context.

Discussion and implications for teaching

Teacher cognition and approaches to grammar teaching

Basturkmen (2012) finds, in her review study of the correspondence between teacher's practices and beliefs, that this correspondence is limited, and that teachers reported that external factors made it difficult for them to put their beliefs into practice. In the present study, however, teachers seem to do what they say they do with regard to approaches to grammar teaching. According to some of my informants (I 3, 5, 7, 8, 10, 13), great variation in student performances, as well as lack of motivation among students is a challenge in many FL classes. They ascribe this lack of motivation, among other things, to large class sizes, which in turn makes it difficult to adapt the instruction and necessary amount of feedback to the individual student's needs.

Studies of students' beliefs showed that students thought they could become fluent in another language in two years or less, and 60 % of the Spanish and German students thought learning a new language was mostly about translating from their L1 (A. V. Brown, 2009). Mismatches between teachers' and students' expectations regarding language teaching can negatively affect the students' satisfaction with the language class (Horwitz, 1990; Kern, 1995; Schulz, 1996), and should therefore be addressed. Teachers should make an attempt to discuss different teaching approaches and learning outcomes with the students to help them develop autonomy and metacognitive knowledge, which is also in accordance with the aims of the subject curriculum. The latter point is briefly mentioned by Dorte (I 6) and Gloria (I 8), but it does not seem to be something that the majority of my informants are preoccupied with - at least they did not mention it. Oda (I 13), however, uses the students' previous knowledge of other languages when introducing grammar. According to Haukås (2014), multilingualism can be a resource for students if they are made aware of their existing knowledge and how this knowledge can be useful when acquiring a new language. Haukås claims that if students are to benefit fully from metacognition, it should be incorporated in all the schools's language subjects (p. 7).

Although most of the teachers in this study claim that variation between deductive and inductive approaches is important, they seem to prefer the deductive teaching approach when

teaching grammar, and in particular when introducing new grammatical structures⁵⁴. The teachers in Hansejordet's (2009) study referred to earlier also seemed to favour traditional and teacher-centred teaching methods, even if they would ideally have done something else. This is in line with the reflections of some of the teachers in the present study, who express that they are not certain that the "traditional" or deductive approach is the best, but they use it for pragmatic reasons. Elise (I 1) reports having tried the inductive approach, but says that these attempts were unsuccessful because they took too much time and the students were frustrated - particularly the less able students. This last point is interesting in the light of the study by Shaffer (1989), in which there is a claim that the inductive approach is better for these students as well, contrary to what some teachers seem to believe. Interestingly, studies have demonstrated that students seem to prefer the approach they are used to, i.e., the deductive, (A. V. Brown, 2009), even if another approach, the inductive, turns out to be more successful regarding learning gains (S. Vogel et al., 2011). The point that students seem to prefer the deductive approach is also mentioned by some of the informants in the present study (I 7, 9, 12). Consequently, students might be frustrated by new approaches to teaching, and trying something new in a class of students will often be time-consuming, and require extra efforts on the part of the teachers. However, as many students already achieve poor results in Spanish and seem to lack motivation, implementing more student-centred teaching approaches, including inductive approaches and tasks intended to promote language awareness, may lead to increased motivation and grammatical awareness and improved ability to use the TL.

The fact that the majority of Norwegian teenagers in the 8th grade study an FL, and that an increasing number of students attend the general study programme in upper secondary school (Utdanningsforbundet, 2017), implies great variation among students regarding, for example, language aptitude, motivation, and peer involvement. As much as this might cause a challenge for the teachers, it is nevertheless the reality and needs to be addressed. On a more positive note, Spanish students seem to be highly motivated when they start in 8th grade (Lindemann, 2008). However, these students are notably more disappointed with the subject than the French and German students, and many are dissatisfied with the teaching methods of their teachers (Carrai, 2014). My findings suggest that Spanish instruction in secondary

⁵⁴ Some teachers were familiar with the terms inductive and deductive; others were not. Based on their explanations of grammar teaching, it was still relatively easy to identify which approach they referred to.

school comprises much teacher-centred instruction, often paired with deductive approaches to grammar teaching and little use of the target language. Such an approach to FL teaching may contribute to lack of motivation among students, because they do not feel that they develop communicative competence in the language, and finally may result in poor exam results. Furthermore, it is not in line with the intentions in the subject curriculum.

Use of the target language

Previous research (Levine, 2003) suggests that the teachers should provide more input to the students, for example by using the TL more. As for the use of the TL in the present study, the teachers seemed to think that they used it in more classroom situations than turned out to be the case. This is in line with previous research (Polio & Duff, 1994) and shows that it is very difficult for teachers to assess to what degree they use the TL. Interestingly, observations revealed that the teachers who used a fair amount of Spanish in their lessons also provided the students with simultaneous translations of their Spanish words and sentences. Consequently, one might ask the following: why should the students bother to pay attention to what was being said in Spanish when they were given the Norwegian translation immediately after? I did not have the opportunity to ask the students about their perceptions of this, but it is an interesting area for further research. Furthermore, students should be encouraged to and given the opportunity to use the TL more in class (Tsou, 2005). The provision of input in language classes is important, but in addition, input probably also needs to be noticed and subsequently used by the students in communication for it to become a part of the students' speech (Swain, 2005). The observations in this study reveal that the students speak very little Spanish in class. I would, therefore, recommend increased implementation of activities that enable and encourage the students to use the TL. Studies show that peer activities, for example, are more likely to yield high rates of student language production than teacher-led instruction (Chavez, 2016). Moreover, if the teachers use the TL frequently in class, it will feel more natural for the students to do the same (Stoltz, 2011).

Using the L1 vs. the TL in grammar teaching

An interesting area of discussion that relates both to grammar teaching and to the use of the TL is whether grammar always needs to be taught in the students' L1. Much research suggests an important role also for the use of the L1 in FLA (Cook, 2001; Swain & Lapkin, 2000).

Their research, however, does not support *excessive* use of the L1, but *optimal* use. The L1 may serve as cognitive tool “whenever it is too difficult or time-consuming for the students to process and understand the TL (Cook, 2001, p. 418). Tsagari & Diakou (2015) found that teachers’ L1 use was influenced by the students’ proficiency and needs. As mentioned previously, there seems to be a consensus among teachers in this study that grammar should be taught in the L1, as grammar is perceived as a difficult topic and teachers are afraid students will misunderstand and lose motivation if the TL is used. I would argue, however, that if teachers used the TL more when teaching grammar, this would lead to increased exposure to the TL for the students, as I do think there is room for more meaningful TL use also in the context of grammar instruction. In a study of TL use in the subject English in lower secondary school, it is suggested that teachers may be doing students a disservice by using the L1 for long stretches of time when teaching grammar, giving task instructions and providing practical information (Brevik, forthcoming), as findings suggest that students may not need the L1 to ensure comprehension. It might be appropriate to address this issue with regard to FL/ Spanish instruction as well. I also think that implementing an increased number of inductive approaches and fewer teacher-centred approaches to grammar teaching, would provide students with more opportunities to use the TL in class.

Conclusion

The findings of the present study suggest that teachers of Spanish as a foreign language find it important and necessary to teach grammar. Most of the teachers say that they think it is important to use an inductive as well as a deductive approach when teaching grammar. They favour Norwegian as the language of grammar instruction, but claim that they try to use as much Spanish as possible in other teaching contexts. Observations reveal that, in practice, the teachers seem to prefer the deductive approach when teaching grammar, and the language of instruction is primarily Norwegian, not only for grammar instruction but in most contexts. In those instances where Spanish is used as a medium of instruction, most teachers tend to translate the Spanish words and expressions into Norwegian.

Research in general and this article in particular advocate the use of more inductive approaches to grammar teaching, as well as providing more TL input to students by using Spanish as the primary medium of instruction. Furthermore, teachers should also provide the students with ample opportunities for speaking Spanish in class, in accordance with the

intentions in the curriculum LK06. Some teachers report that they feel insecure about speaking Spanish. Others report that too many students in a class make it difficult to adapt the teaching methods to the students' needs. School administrations should, therefore, make it possible for these teachers to attend relevant courses, preferably in Spanish-speaking settings. In addition, attempts should be made to reduce the size of foreign language classes.

The focus of this study has been on the teachers and their practice, and more research is needed on FL teaching in a Norwegian setting. Areas for further research may include how different methodological approaches to FL instruction may influence subsequent learning gains and results among the students (e.g. deductive versus inductive approaches to grammar teaching), how the TL is used by teachers and students, and whether increased TL input leads to improved communicative competence and grammatical accuracy among students.

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Article II

«Grammatikk er viktig som ein reiskap når vi treng han». Kva seier lærarar om grammatikkundervisning i norskfaget? (To appear in *Norsklæreren* 2019).

«Grammatikk er viktig som ein reiskap når vi treng han».

Kva seier lærarar om grammatikkundervisning i norskfaget?

«Det kjem an på kva som blir avdekka når dei skriv. Viss det blir avdekka mange grammatiske feil, så går ein jo inn og tar det». *Lærar, vgs*

Samandrag

I denne studien undersøker eg gjennom intervju kva lærarar i ungdomsskulen og vidaregåande skule meiner om grammatikkundervisning i norskfaget, og om det er skilnad på kva lærarane meiner om grammatikkundervisning i hovudmålet samanlikna med i sidemålet. Utgangspunktet for studien er at både bokmål og nynorsk kan vere hovud- og sidemål for elevane. Sidemål er her altså ikkje synonymt med nynorsk. Resultata av intervju med lærarane syner at dei tykkjer grammatikkundervisning er viktig. Dei nemner spesielt verdien av å ha eit felles språk som kan nyttast i faglege diskusjonar og tilbakemeldingar (metaspråksargumentet) og i innlæringa av framandspråk (framandspråksargumentet). Likevel ser grammatikkundervisning ut til å ha låg prioritet i hovudmålsundervisninga, spesielt i vidaregåande skule, med unntak av når det gjeld tilbakemelding på skriftleg arbeid. I nynorsk som sidemål derimot, driv lærarane med systematisk grammatikkundervisning med fokus på formverket både i ungdomsskulen og i vidaregåande, og det er særleg språkferdigheitsargumentet dei trekkjer fram, altså at elevane skal bli flinkare til å skrive nynorsk. Lærarane nemner også at det finst parallellar mellom sidemålsundervisninga i nynorsk og framandspråksundervisninga når det gjeld korleis grammatikkundervisninga går føre seg, og denne tilnærminga ser ut til å innebere ei overvekt av dekontekstualisert grammatikkundervisning.

Nøkkelord: grammatikkundervisning, norsk, bokmål, nynorsk, ungdomsskule, vidaregåande skule, lærarrefleksjonar

Innleiing

Grammatikkundervisning har ein lang tradisjon i skulen, men har samstundes hatt ei kontroversiell rolle som kan sporast tilbake til opplysningstida (Hertzberg & Jahr, 1980). For om lag 30 år sidan rapporterte Lars Sigfred Evensen (1986) at grammatikk

var eit «problemområde» i norsk skule, og noko elevane var lite motiverte for å arbeide med. Vidare vart det hevda at elevane hadde negative haldningar til nynorsk som sidemål, og at sidemålsundervisninga var prega av tradisjonell framandspråksdidaktikk (Anmarkrud, Bjørkvold, Bonde, & Øygarden, 1984). Nyare studiar kan tyde på grammatikk framleis er eit utfordrande område i skulen (Sellevoll, 2016), og at mange elevar framleis har ei negativ haldning til sidemålet nynorsk (Einan, 2009; Karstad, 2015). Bakgrunnen for negative haldningar til grammatikk og nynorsk sidemål er truleg samansett. Likevel er det naturleg å tenkje seg at norskundervisninga i skulen har ein del å seie for korleis elevane sine haldningar til ulike emne i norskfaget utviklar seg. Det er difor interessant å undersøkje korleis lærarar ser på grammatikkundervisning, og korleis grammatikkundervisninga går føre seg i høvesvis hovudmål og sidemål. Dette har eg valt å gjere ved å intervjuje lærarar om temaet grammatikkundervisning, og eg har utarbeidd fylgjande forskingsspørsmål:

1. Grammatikkundervisninga si rolle i norskfaget – kva seier lærarane?
2. Er det skilnad på kva lærarane seier om grammatikkundervisninga si rolle i hovudmål og sidemål⁵⁵?

Eg vil presisere at eg i denne artikkelen har valt å fokusere på korleis lærarane grunngir og legitimerer grammatikkundervisninga, og eg kjem difor i liten grad inn på undervisningsmetodar.

Før eg går vidare vil eg seie noko om dei to termene *grammatikk* og *grammatikkundervisning*. Grammatikk kan definerast på fleire måtar: 1) lære om korleis eit språk er oppbygd (særleg formverk og syntaks, men òg lydverk, tydingslære og pragmatikk) og 2) lærebok i grammatikk (Svardal, 2017). Termen brukast òg om *internalisert språkkompetanse*, som gjer det mogleg for ein språkbrukar å avgjere om ei setning er grammatisk eller ikkje, og for å uttrykkje om ein person talar eller skriv korrekt, dvs. «grammatisk korrekt». I denne studien samsvarer termen grammatikk med definisjon 1). Grammatikkundervisning definerer eg her som undervisning om språklege strukturar og kategoriar, i samsvar med Hertzberg (Hertzberg, 1995; 2008). Undervisninga kan gå føre seg på ulike måtar, og til dømes vere *deduktiv* (lærar presenterer reglane) eller *induktiv* (elevane utarbeider reglane ved å studere ulike språklege døme).

⁵⁵ Sidemål kan her altså omfatte både bokmål og nynorsk.

Litteratur om grammatikkundervisning

Her omtalast forskning frå ulike relevante fagfelt: argument som tradisjonelt har vorte nytta for å inkludere grammatikkundervisning i skulen, lærarane sine refleksjonar om grammatikk og grammatikkundervisning (*teacher cognition*), lærarstudentane sine kunnskarar om grammatikk, effekt av grammatikkundervisning og undervisning i nynorsk som sidemål. Til slutt ser eg på kva læreplanen (LK06)⁵⁶ inneheld om grammatikk i norskfaget.

Argument for å drive med grammatikkundervisning

Sidan grammatikkundervisning har hatt ei kontroversiell rolle, er det interessant å undersøkje kva argument som tradisjonelt har vorte brukte for å «forsvare» grammatikkundervisning, og kva argument lærarar i dag bruker for å grunngje, eller eventuelt avvise, den plassen grammatikkundervisninga har i norskfaget. Eg vil difor først ta for meg dei viktigaste argumenta for og i mot grammatikkundervisning, hovudsakleg basert på framstillinga i Hertzberg (1995).

Eit tradisjonelt argument for å drive med grammatikkundervisning er *formaldanningsargumentet*. Dette vil seie at ein ser på grammatikk som ein eigna aktivitet for å trene opp evna til å tenkje logisk, noko som kan overførast til annan intellektuell aktivitet. I samanheng med formaldanningsargumentet nemner Hertzberg *allmenndanningsargumentet*, som ho hevdar liknar på det gamle formaldanningsargumentet, men ikkje kviler på oppfatninga om at innsikt i grammatikk gjer ein til eit betre og meir moralsk menneske. Språkevna, og dermed grammatikk, er derimot ein så viktig del av åtferda til menneske at innsikt i emnet har ein sjølvstøtt plass i allmenndanninga, grammatikken har altså eigenverdi (Hagen, 2013, p. 81). Argumentet er også knytt til eit ynskje om kritisk medvit, og evne til å gjennomskode haldningar som vert tilslørte gjennom språket (Hertzberg, 1995, p. 123).

Eit anna argument er *morsmålsargumentet*, eller *språkferdigheitsargumentet*⁵⁷: Kunnskap i norsk grammatikk fremjar elevanes evner til å skrive «god norsk». For å kunne skrive korrekt norsk må ein vite korleis språket er bygd opp, altså «kunne» grammatikk.

⁵⁶ Nye læreplanar er under arbeid og skal takast i bruk i 2020. <https://www.udir.no/laring-og-trivsel/lareplanverket/fagfornyelsen/>

⁵⁷ Eg vel å bruke *språkferdigheitsargumentet* i staden for *morsmålsargumentet* her, for å unngå at ein forvekslar morsmålsargumentet med noko som har med morsmålsundervisning for innvandrarakar å gjere.

Eit tredje argument er at kunnskap i norsk grammatikk er nyttig i samband med framandspråksundervisning; *framandspråksargumentet*. Det er fordelaktig for elevane å kjenne til grammatiske omgrep, slik at dei kan forstå og nytte desse i samtalar om språket når dei skal lære t.d. tysk, fransk og spansk i ungdomsskulen.

Hertzberg (1995) nemner i tillegg *tverrspråklegheitsargumentet* og *metaspråksargumentet*. Det første av desse inneber eit mål om ein felles vesteuropeisk grammatikk som kan vere eit pedagogisk hjelpemiddel i norsk og framandspråk, og var ein reaksjon på uttalte tendensar om at norsk og framandspråk ikkje har noko å gje kvarandre (Hertzberg, 1995, p. 127). Det andre argumentet inneber at elevar og lærarar har eit felles språk for å tale om språket, noko som er nyttig i ulike delar av norskundervisninga og framandspråksundervisninga: t.d. når ein lærar ynskjer å hjelpe elevane undervegs i skriveprosessen til å betre setningsoppbyggnaden deira, og ved tilbakemelding på skriftleg arbeid.

Ifølgje Hertzberg har legitimeringa av grammatikkdisiplinen flytta seg frå *språkferdigheit* til *språkbevisstheit*, noko ho også kallar metaspråkleg bevisstheit (Hertzberg, 2008). Med dette meiner ho m.a. evna til å sjå at ein kan uttrykkje ting på ulike måtar, og at ein er i stand til å vurdere eigne og andre sine val av språklege uttrykk.

Fjørtoft (2014) peikar på at eit nytt argument, *vurderingsargumentet*, har vorte aktuelt på 2000-talet: Kunnskapar om grammatikk og grammatisk terminologi kan støtte elevane i deira utvikling av skriveferdigheiter og metaspråklege medvit (p. 83). Eg oppfattar vurderingsargumentet delvis som ei vidareføring av metaspråksargumentet som eg har nemnt over, og vel difor å behandle *metaspråksargumentet* og *vurderingsargumentet* under eitt.

Lærarrefleksjonar om grammatikk og andre faktorar som kan påverke undervisningspraksis

Det finst mange internasjonale studiar som omfattar intervju med lærarar om refleksjonane deira om undervisning, såkalla *teacher cognition* (TC). Borg (2003a) definerer TC slik: “the unobservable cognitive dimensions of teaching –what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom” (p. 81). Borg (2015) har undersøkt tidlegare forskning om TC og grammatikkundervisning i fleire land, mellom anna Storbritannia. Resultata tyda på at lærarane sine kunnskapar om grammatikk er sterkt påverka av eigne språklærings erfaringar. Vidare meinte lærarane at ein skulle

undervise i grammatikk iallfall av og til, men dei refererte sjeldan til forskning eller metodikk. Det er sjølvsagt mogleg at mange lærarar verken reflekterer over undervisningsmetodar, eller er opptekne av forskning. Men det kan òg vere slik at tidspress og manglande støtte frå skuleleiinga gjer det vanskeleg for lærarane å avsjå tid til didaktisk refleksjon (Sato & Loewen, 2018).

Forskning på norske lærarar og grammatikkundervisning inkluderer studiar av Revdal (2017), Kaarstad Sjong (2017), Horn (2018) og Refsnes (2016), som har intervjuar lærarar om synet deira på grammatikk. Resultata syner at lærarane legg vekt på nytteverdien av grammatikk, og først og fremst nyttar argument som samsvarer med *språkferdigheitsargumentet* og *metaspråksargumentet*. Sjong (2017) fann dessutan at lærarane underviste i grammatikk i samband med nynorsk som sidemål og tekstproduksjon. Når det gjeld undervisningspraksis, fann Horn (2018) at lærarane meiner at elevar lærer mest når dei får tilbakemelding undervegs i skriveprosessen, noko som er i tråd med prosessorientert skrivepedagogikk (Dysthe & Hertzberg, 2014). Horn (2018) fann òg at lærarane rettar feil selektivt, for å legge til rette for elevar på ulike nivå. Trygsland (2017) analyserte video-data frå grammatikkundervisninga, og rapporterer at lærarar underviser svært ulikt, og at det er stor skilnad på om undervisninga er funksjonell og om den fremjar metalingvistisk forståing. Desse studiane har klare avgrensingar sidan dei berre omfattar anten tre lærarar kvar (Horn, 2018; Revdal, 2017; Trygsland, 2017) eller fire (Refsnes, 2016; Sjong, 2017).

Studiar viser også at lærarane sin praksis vert påverka av innhaldet i lærebøkene (Blikstad-Balas, 2014; D. Brown, 2014; Solfjeld, 2007). Duijn (2016), Tiller (2016) og Mageli (2018) har sett på grammatikken sin plass i læreverk for norskfaget i høvesvis 7. klasse, vg 1 og norsk som andrespråk (NOA) for vaksne. Duijn (2016) har analysert norske læreverk og læreplanar, og samanlikna med dokument frå Nederland. Konklusjonen er at dei norske dokumenta er noko meir funksjonelt orienterte enn dei nederlandske, som er meir preskriptive. Vidare påpeikar ho at læreplanane er opne for tolkingar, og at det difor i stor grad vil vere opp til læraren korleis grammatikkundervisninga går føre seg. Tiller (2016) konkluderer med at læreverka berre i varierende grad lukkast med å formidle informasjon om grammatiske språktrekk som verktøy i skrivning av saktekstar. Mageli (2018) fann at eit tradisjonelt grammatikksyn⁵⁸ dominerer i lærebøkene for vaksne NOA-elevar, og ho argumenterer for meir grammatikkundervisning på tekstnivå. Dersom eit tradisjonelt grammatikksyn

⁵⁸ Fokus på ordklassar og setningsanalyse. Jfr. Hertzberg (1995).

dominerer i lærebøkene, er det sannsynleg at dette vil påverke lærarane si undervisning i same retning. Vidare kan ulike tolkingsmoglegheiter i læreplanen føre til svært ulik praksis når det gjeld grammatikkundervisning.

Det er også ei utfordring at mange lærarstudentar manglar allmenn fagkunnskap i grammatikk (Fondevik & Holmen, 2015). Det vert påpeika at dersom lærarane skal kunne hjelpe elevane med å utvikle språklege ferdigheitar, må dei sjølve vere språkleg bevisste og ha gode kunnskarar om språk. Det er difor særst viktig at lærarutdanningsinstitusjonane legg vekt på å utvikle denne dugleiken hjå studentane.

Forsking på effekt av grammatikkundervisning i førstespråksopplæringa

Internasjonal forsking på grammatikkundervisninga si rolle i førstespråksopplæringa har sidan 1960-talet dels støtta seg på effektstudiar som syner at grammatikkundervisning fører til lite eller inga betring i skrivekompetansen til elevane (R. Andrews et al., 2006; Braddock et al., 1963; Hillocks, 1986). Det er viktig å vere klar over at desse studiane baserer seg på dekontekstualisert grammatikkundervisning. Nyare studiar viser at kontekstualisert grammatikkundervisning kan vere positivt for skriveutviklinga i morsmålet. Fogel & Ehri (2000) nytta tre ulike metodar for å lære amerikanske elevar standardformer i engelsk, og det viste seg at den metoden som også omfatta øving (*practice*), i tillegg til eksponering (*exposure*) og forklaring av reglar formidla av lærarar (*rule instruction*), fungerte best. Myhill *et al* har undersøkt kontekstualisert grammatikkundervisning i samband med skriveundervisning, og resultatata viser positiv effekt (D. A. Myhill et al., 2012). Ein annan studie viser at dei høgtpresterande elevane gjorde mest framsteg (Jones et al., 2013). Myhill fann dessutan, kanskje ikkje overraskande, at ein grammatikkyndig lærar er avgjerande for at slik undervisning skal ha effekt (D. Myhill et al., 2013).

Forsking på effekt av grammatikkundervisning i ein norsk kontekst

Så vidt eg veit finst det ingen større effekt-studiar som omhandlar grammatikkundervisning i ein norsk kontekst. Horverak (2012) gjennomførte ein intervensjonsstudie i norsk- og engelskfaget i vidaregåande skule med fokus på bruk av ulike typar samanbindingar i skriveundervisninga. Resultatet var auka variasjon når det gjaldt bruk av samanbindingselement som uttrykkjer motsetnadsforhold, og ein kunne sjå denne effekten både når elevane skreiv norsk L1 og engelsk L2. Eit interessant funn var at elevane uttrykte at undervisning med fokus på samanbindarar var ukjent som ein del av norskfaget, men kjent frå engelskfaget. Dette funnet kan

tolkast slik at lærarane tenkjer at den type undervisning er overflødig i norskfaget, fordi dei reknar med at det er noko elevane beherskar.

Nynorsk som sidemål

Nokre studiar fokuserer spesielt på undervisning i nynorsk som sidemål. Desse konkluderer med at det truleg er for mykje fokus på deduktiv grammatikkundervisning og drilløvingar i sidemålsundervisninga (Braarud, 2016; Kittelstad, 2015; Røed, 2010; Slettemark, 2006). Andre studiar viser at mange elevar har negative haldningar til å lære nynorsk som sidemål (Einan, 2009; Karstad, 2015; Råbu, 1997). Det er difor interessant å spørje seg om det finst eit samband mellom innhaldet i undervisninga i nynorsk som sidemål og haldningane elevane har til sidemålet.

Læreplanverket (LK06)

Det er ingen tvil om at læreplanen for norsk legg føringar som tilseier at ein skal arbeide med grammatikk gjennom heile skuleløpet. Det står t.d. i hovudområda i læreplanen at «god skriftleg kommunikasjon krev eit godt ordforråd, ferdigheiter i tekstbygging, kjennskap til skriftspråklege konvensjonar og evne til å tilpasse teksten til føremålet og mottakaren», og vidare at «elevane skal få kunnskap om språket som system og språket i bruk». (Norwegian Directorate for Education and Training, 2006/13). Noreg har som kjend to jamstilte skriftspråksvariantar (*bokmål* og *nynorsk*), og det er eksplisitt uttrykt i læreplanen at elevane skal møte og arbeide med tekstar på både skriftspråk frå grunnskule til vidaregåande skule. Frå 5.-7. trinn skal elevane også øve seg i å skrive på sidemålet. Når ein skal seie noko om grammatikkundervisninga i norskfaget, er det difor naudsynt å trekkje fram hovud-/sidemålspektivet, sidan elevane skal lære å meistre det språklege systemet både i bokmål og nynorsk. I tillegg vil eg presisere at grammatikkundervisning i norskfaget (L1) først og fremst handlar om å betre elevane sin *skrive*kompetanse, sjølv om det også er eit læreplanmål at elevane skal ha *kunnskap* om grammatikk, og ei av oppgåvene under grunnskoleeksamen 2017 var med på å understreke dette⁵⁹. Norske lærarar har ikkje

⁵⁹**Oppgåve A2, grunnskuleeksamen i norsk 2017:**

Ifølgje læreplanen er det eit mål at elevane skal kunne uttrykke seg med eit variert ordforråd, meistre grammatiske omgrep som viser korleis språk er bygd opp, og bruke grammatiske omgrep til å samanlikne nynorsk og bokmål.

Vel tre av dei fem orda/uttrykka i punktlista under, alle henta frå diktet «Sykkelstyret».

Skriv ein samanhengande tekst der du kommenterer dei tre orda/uttrykka. I svaret ditt skal du vise kunnskap om språk og grammatikk.

eit sykkelstyre, søndagsblådress, modige, handa hennar, lèt

Bruk «Ord om ord» som overskrift. Kjelde: Udir.no

høve til å drive med talemålsnormering, då det som kjend er opp til elevane sjølve kva talemål dei vil bruke i skulen ⁶⁰. Læreplanen legg likevel implisitt opp til at elevane skal verte merksame på skilnader mellom talemål og skriftspråk ved at dei skal kunne «gjøre rede for noen kjennetegn ved hovedgrupper av talemål i Norge» og «bruke grammatiske begreper til å sammenligne nynorsk og bokmål» (kompetansemål etter 10. kl.).

Metode

Forskningsdesign

For å undersøke meiningar og oppfatningar blant lærarar når det gjeld grammatikkundervisning i norskfaget, har eg nytta kvalitativ metode med semi-strukturerte intervju. Eg har intervjuet 26 norsklærarar: 12 lærarar frå seks ulike ungdomsskular (usk), og 14 lærarar frå tre ulike vidaregåande skular (vgs). Fem av lærarane i usk arbeider på skular der nynorsk er hovudmål for mange av elevane. Alle vgs-lærarane i studien arbeider på skular der nynorsk er sidemål. I tillegg til å intervjuet lærarar har eg også observert undervisning, men av omsyn til plass vil desse resultatane presenterast i ein eigen artikkel (Askland, 2019). Prosjektet er godkjent av NSD.

Innsamling av data

Før intervjuet vart gjennomførte vart det utarbeidd og pilotert ein semi-strukturert intervjuguide. Intervjuet vart tatt opp med ein digital diktafon, og lærarane fekk m.a. følgjande spørsmål:

1. Kva meiner du om grammatikkundervisning? Kor viktig er det?
2. Er det skilnad på grammatikkundervisninga i hovudmål og sidemål?

Spørsmåla var opne, slik at informantane sjølve kunne formulere og definere kva dei legg i omgrepet grammatikkundervisning. Som nemnt har grammatikkundervisninga i norskfaget dreidd seg om ordklassar og syntaks, og lite om lydverk og pragmatikk (Hertzberg, 1995, p. 81), men i LK06 er også retorikk, pragmatikk og tekstgrammatikk (samanheng i tekst) å finne blant kompetansemåla, slik at norskundervisninga truleg har endra seg noko dei seinare åra. Det er likevel ikkje sikkert at lærarane si forståing av omgrepet grammatikk omfattar eit slikt utvida grammatikkomgrep, og dette har eg

⁶⁰ <https://lovdata.no/dokument/NL/lov/1998-07-17-61?q=talem%C3%A5l%20skole>

valt å utforske ved å stille opne spørsmål til lærarane og deretter analysere svara deira, for å finne ut kva dei faktisk legg i omgrepet grammatikkundervisning. Intervjua vart transkriberte og koda i NVivo, eit program for kvalitativ analyse.

Utval av informantar

Datamaterialet er henta frå ungdomsskular og vidaregåande skular i austlege og sørlege delar av landet. Lærarane vart rekrutterte ved at kjende i skuleverket vart kontakta og hjelpte til i prosessen, og slik sett kan ein kalle det ei *snøballutvelging* (Cohen et al., 2011, pp. 158-159). Samstundes prøvde eg å skaffe informantar som representerte ei viss breidde med omsyn til alder, erfaring, utdanning og skuleslag, slik at utvalet også til ein viss grad var strategisk. Intervjua varte i om lag ein time. Av praktiske årsaker omfatta eitt av intervjua tre lærarar, og eitt intervju to lærarar. Resten var individuelle intervju. To av lærarane er menn og 24 er kvinner⁶¹, alle har godkjend utdanning som lærarar, men tre manglar nokre studiepoeng i norsk⁶². I dette utvalet er det lærarane i vidaregåande skule som er formelt best kvalifiserte til å undervise i norsk. Åtte av 14 lærarar i vgs har master eller hovudfag, medan ingen lærarar i usk har dette. Det er også i usk ein finn lærarar som ikkje oppfyller kompetansekravet på 60 studiepoeng i norsk.

Tabell 1

Oversikt over informantane: skuleslag, utdanning og yrkeserfaring. Namna er pseudonym.

Informant (lærer)	Navn	Skuleslag	Studiepoeng i norsk	Erfaring som lærar, antal år
1	Atle	usk	75	>20
2	Dorthe	usk	25	>20
3	Cecilie	usk	60	>20
4	Bente	usk	60	15-20
5	Nora	usk	75	>20
6	Janne	usk	60	>20

⁶¹ Tre av usk har ingen mannlige norsklærarar (mannelige lærarar ved skulen underviser i realfag), ein skule har to mannlige norsklærarar av i alt åtte (skulen har 45 % mannlige lærarar totalt). Vgs: ein av skulane har fire mannlige norsklærarar av i alt 18. Dei andre skulane har eg ikkje informasjon frå. Menn ser ut til å vere underrepresenterte blant norsklærarar, og slik sett ser utvalet i denne studien ut til å representere røynda.

⁶² Sjå www.udir.no for kompetansekrav i ulike fag. Det er krav om at lærarar må ha 60 stp i norsk for å undervise i ungdomsskulen. Dei som vart utdana før 2014 har dispensasjon frå kravet fram til 2025.

7	Karen	usk	60	0-4
8	Inger	usk	60	>20
9	Lise	usk	30	>20
10	Oda	usk	60	10-14
11	Marit	usk	30	>20
12	Fia	vgs	90	15-20
13	Maria	vgs	60	15-20
14	Hanne	vgs	Master, språk	>20
15	Inga	vgs	Hovudfag, litteratur	>20
16	June	vgs	120	>20
17	Mona	vgs	Hovudfag, litteratur	15-20
18	Grete	vgs	Master, litteratur	5-9
19	Hans	vgs	Hovudfag, litteratur	>20
20	Kari	vgs	Master, litteratur	10-14
21	Tina	vgs	90	10-14
22	Reidun	vgs	115	10-14
23	Unni	vgs	Master ⁶³	10-14
24	Ada	vgs	Master, språk	>20
25	Nina	vgs	60	15-20
26	Pernille	usk	60	0-4

Analyse

Analysen kan definerast som ein deduktiv, tematisk analyse (Braun & Clarke, 2006, p. 82), der eit tema omfattar informasjon som er viktig å få fram for å svare på forskingsspørsmålet. Dei innsamla dataa er delt inn tematisk i samsvar med argumenta for grammatikkundervisning som er nemnde ovanfor: *formaldanningsargumentet/ allmenndanningsargumentet, språkferdigheitsargumentet, framandspråksargumentet, tverrspråklegheitsargumentet, metaspråksargumentet/ vurderingsargumentet*. Til dømes vart eit utsegn som «eg synes det (grammatikk) er viktig, at dei forstår

⁶³ Anna emne.

samanhengen og har ein del omgrep som dei kan gjere bruk av når dei skal lære andre språk» (I 1 usk), kategorisert som eit *framandspråksargument*. Vidare vart «...det har også noe med metakommunikasjon å gjere når eg gir tilbakemelding til eleven, så blir det meir presist når vi har ei verktøykasse som vi kan bruke» (I 17 vgs), plassert i kategorien *metaspråksargument*.

Resultat

Analysen svarer på spørsmåla om kva lærarane meiner om grammatikkundervisninga si rolle, om det er skilnad på grammatikkundervisninga i hovud- og sidemålet, og om ein eventuell skilnad har samband med om det er bokmål eller nynorsk som er hovudmål. Vidare vert lærarane sine argument for å drive med grammatikkundervisning kategoriserte i samsvar med argumenta som er nemnde tidlegare. Eg skil mellom ungdomsskule og vidaregåande der eg tykkjer det er relevant.

Svara tyder på at alle lærarane tykkjer grammatikk er viktig, eller viktig «til ein viss grad» (Cecilie, usk), eller «som ein reiskap når vi treng han» (Inga, vgs). Det ser ut til at lærarane si forståing av grammatikkundervisning i stor grad samsvarer med korleis Hertzberg (1995, p. 14) forstår termen, altså undervisning i språkets grammatiske system; ordklassar, setningsledd og setningstypar. Lærarane refererer oftast til grammatikk i samband med omtale av ordklassar og/ eller setningsanalyse: [...] «i 8. går vi gjennom alle ordklassane» [...], [...] «repererer adjektiv, substantiv, verb...» (Pernille, usk), [...] «vi repeterer bøyingsreglar, setningslære»... (Cecilie, usk), [...] «eg underviser i det grunnleggande, verb, substantiv» [...](Grete, vgs), «[...] må forklare subjekt og verbal» (Fia, vgs), [...] «kor mykje skal vi ha av setningsanalyse» [...] (Bente, usk). Fire lærarar nemner kommareglar og teiknsetjing (Atle og Nora, usk, Kari og Reidun, vgs) og Karen (usk) nemner teiknsetjing som motsetnad til «rein» grammatikk, som ho omtalar som gjennomgang av ordklassane. Berre June (vgs) og Tina (vgs) uttrykkjer eksplisitt at dei meiner grammatikk er meir enn ordklassar og setningsanalyse. June seier: «Det er kanskje meir fokuset nå, struktur, tekstbinding, presisjon i språket. Meir enn den gammaldagse grammatikkundervisninga». Tina seier dette om korleis grammatikkundervisninga i hovudmålet (bokmål) går føre seg: «[...] det går ikkje på setningsskjema og analyse, ein forklarar ulike typar setningsstrukturar, samanliknar norsk SVO med andre språk» [...]. Det kjem difor som ei lita overrasking når ho fortset: «formverket jobbar ein ikkje konkret med i hovudmål, det jobbar ein meir med i sidemål».

Alle lærarane uttrykkjer at tilnærminga til grammatikkundervisning er svært ulik i hovudmålet bokmål og i sidemålet nynorsk. Ifølgje lærarane vert det ikkje sett av mykje tid til grammatikk i hovudmålsundervisninga, fordi dei forventar at elevane beherskar elementær grammatikk som t.d. ordklassene når dei byrjar i høvesvis ungdomsskule og vidaregåande skule: «Eg bruker ikkje mange timar på det. Det er meir som introduksjon, repetisjon», seier Cecilie (usk). Samstundes er lærarane medvitne om at mange av elevane ikkje beherskar grammatisk metaspråk, og vel likevel å bruke tid på det, som Mona (vgs): «Eg ser det at det er litt fleire elevar som er usikre på omgrepa enn det vi likar å tru. Så eg tar det ikkje for gitt. Eg prøvar å forklare det ein gong til og vere tålmodig».

Lærarane meiner altså at grammatikkundervisning er viktig, og nemner spesielt gjennomgang av ordklassane og setningslære/-analyse. Medan lærarane i usk brukar ein del tid på grammatikkundervisning også i hovudmålet, seier lærarane i vgs at det er lite grammatikkundervisning i hovudmålet (bokmål), medan det er sterkt fokus på formverket i sidemålsundervisninga (nynorsk). I neste avsnitt skal vi sjå nærare på kva argument lærarar brukar for å grunngje grammatikkundervisning.

Språkferdigheitsargumentet

Eit svært interessant funn er at ingen av lærarane nemner eksplisitt at kunnskap om grammatikk er viktig for å verte god til å skrive på hovudmålet. Hans (vgs) nemner at kunnskap om grammatikk er viktig for å bli ein god skribent, men utan å nemne om dette gjeld hovud- eller sidemål, eller bae delar. June (vgs) seier rett nok at det er mindre no av den «gamaldagse grammatikkundervisninga» i hovudmålet, men det verkar likevel ikkje som om lærarane har fokus på å diskutere grammatiske fenomen med elevane medan dei er i sjølve skriveprosessen, iallfall er det ingen som nemner at dei gjer det. Tretten av lærarane i vgs seier eksplisitt at det er lite grammatikkundervisning i hovudmålet, og at dei hovudsakleg har fokus på grammatikk ved tilbakemelding på ferdigskriven tekst. Derimot kan ein utifrå utsegnene til alle lærarane i vgs lese at dei meiner *språkferdigheitsargumentet* er ein del av grunnlaget for å drive grammatikkundervisning i sidemålet nynorsk, som vi vil sjå i neste avsnitt.

Språkferdigheitsargumentet og nynorsk som sidemål

Når det gjeld grammatikkundervisning og nynorsk som sidemål, meiner lærarane at grammatikkundervisninga er annleis enn i hovudmålet. Sju av 12 usk-lærarar og alle

dei 14 vgs-lærarane hevdar at det er meir fokus på eksplisitt grammatikkundervisning i sidemålet. Desse utsegnene oppsummerer i stor grad lærarane sitt syn: «I sidemål jobbar ein tydeleg og presist med grammatikk» (June, vgs). «I norsk er det lite grammatikkundervisning. Eg gjer det berre i nynorsk» (Grete, vgs).

Lærarane seier vidare at grunnen til at dei fokuserer på grammatikk i sidemålet, er at elevane strevar med formverket: «Det er jo for å lære korrekt nynorsk, dei må lære verbbøying og substantivbøying og enkel setningsanalyse» (June, vgs); «Det er viktig i sidemål. Eg ser at dei har det ikkje på plass når dei kommer til oss etter grunnskulen» (Hanne, vgs). Argumentet for å drive med grammatikkundervisning i nynorsk som sidemål er altså først og fremst at elevane må lære å uttrykkje seg korrekt, dvs. *språkferdigheitsargumentet*.

Cecilie, Bente og Nora (alle usk) arbeider i kommunar der nynorsk er hovudmål, og gjer ikkje noko poeng av å skilje mellom grammatikkundervisning i hovud- og sidemål. Bente uttrykkjer at «mange er best i sidemål» og at elevane både les og skriv mest på bokmål, altså sidemålet. Vidare seier ho at elevane har vorte dårlegare til å uttrykkje seg på hovudmålet sitt dei seinare åra, t.d. når det gjeld ordstilling og uttrykk som er særeigne for nynorsk.

Inga (vgs) er svært kritisk til måten nynorsk som sidemål vert undervist på: «Vi må ikkje gjere nynorsk til eit slags framandspråk som vi skal fatte ved hjelp av grammatiske termar». Ho meiner at målformene er såpass like kvarandre at vi forstår bae utan problem. Fia og Nina som også arbeider i vgs, antyder at dei trur mykje fokus på grammatikk i sidemålsopplæringa i usk har drepe motivasjonen for faget.

Framandspråksargumentet

Nær halvparten av lærarane nemner at grammatikk-kunnskap er nyttig i samband med framandspråkslæring, og det er ingen skilnad mellom kva lærarar i usk og vgs uttrykkjer. Sidan fleirtalet av elevane i usk vel å studere eit framandspråk i tillegg til engelsk, er ikkje dette overraskande. Nora (usk) seier: «når vi lærer andre språk, så må vi kunne norsk grammatikk best mogleg». Atle (usk) svarer følgande på spørsmålet om det er viktig med grammatikkundervisning: «Eg tykkjer det er viktig at dei forstår samanhengen og har ein del fagomgrep som dei kan gjere nytte av når dei skal lære andre språk. At dei er bevisste på korleis språket vårt er bygd opp».

Svara til nokre av lærarane tyder på at dei ser parallellar mellom undervisninga i nynorsk som sidemål og framandspråk. Tina (vgs) seier: «Difor er eigentleg nynorskundervisninga ganske viktig, for da får dei repetert mykje kunnskap som dei

kan overføre til språk generelt. Framandspråk? Ja». Unni (vgs) uttalar følgjande: «I sidemål er det meir som eit framandspråk og mykje meir fokus på grammatikkundervisning». Mona (vgs) nemner at ho trekkjer inn framandspråk når ho underviser i nynorsk:

Men når eg underviser i sidemålsgrammatikk, da trekkjer eg i mykje større grad inn framandspråk. For da har dei tysk og spansk og fransk, og mykje engelsk, og da er det ok å sette 3-4 ting ved sidan av kvarandre og sjå korleis er det her, korleis er det der. At dei ser likskapar mellom europeiske språk.

Kan hende kan ein òg sjå på den siste utsegna som eit argument i retning av tverrspråklegheitsargumentet. Det er interessant å observere denne koplinga mellom framandspråk og nynorsk som sidemål, og at nynorskundervisninga faktisk vert eksplisitt nemnd som viktig for framandspråksundervisninga. June (vgs) nemner at ein i grammatikkundervisninga «samanliknar norsk SVO med andre språk», men det er truleg at lærarane med «andre språk» meiner framandspråk det vert undervist i på skulen, dvs. tysk, fransk, spansk, sidan det er desse språka lærarane nemner. Det er eit interessant funn at ingen av lærarane eksplisitt nemner innvandrarspråka. Tina (vgs) og Atle (usk) nemner at elevar med anna morsmål enn norsk har større utfordringar med lesing og skriving, men ingen av lærarane gir uttrykk for at desse språka blir brukt som ein ressurs i grammatikkundervisninga. Sjølv om læreplanen inneheld kompetansemål med eit komparativt perspektiv, ser det ut til at det er europeiske språk som vert samanlikna i praksis. Lærarane nemner t.d. ikkje afrikanske eller asiatiske språk. Ein av grunnane til dette kan vere at talet på elevar med kort butid i Noreg var lågt i dei fleste av klassane til desse lærarane.

Metaspråksargumentet/ vurderingsargumentet

Om lag halvparten av lærarane nemner at eit viktig argument for å drive med grammatikkundervisning er at kunnskap om grammatikk er nyttig i samband med vurdering av og tilbakemelding på skriftleg arbeid (I 3-8, 12, 17, 20, 26), jfr. Fjørtoft (2014). Mona (vgs) seier: «Det har også noko med metakommunikasjon å gjere når eg gir tilbakemelding til eleven, det blir meir presist når vi har ei verktøykasse vi kan bruke».

Fleire av lærarane seier at det er først og fremst når elevane får tilbakemelding på skriftleg arbeid at det er fokus på grammatikk. For at elevane skal forstå

tilbakemeldingane, må dei kjenne til metaspråket. Hans (vgs) seier: «Eg tar det i samband med at dei har skrive tekst sjølv. Ikkje lausrive, ikkje for grammatikken si skuld, men som eit verktøy». Hanne (vgs) seier: «[...] det kommer an på kva som blir avdekka når dei skriv. Viss det blir avdekka mange grammatiske feil, så går ein jo inn og tar det. Men eg synest det er viktig og kanskje av og til eit sagn at det ikkje er meir av det». Karen (usk) forklarar: «Eg brukar det ofte i samband med skriveoppgåver. Eller i etterkant, og då legg vi vekt på det dei synest er vanskeleg».

Cecilie arbeider i usk og seier at ho bruker grammatiske termar når ho gir tilbakemeldingar til elevar, og at ho kanskje tilpassar dei til svake elevar ved t.d. å skrive «fortid» i parentes dersom ho har brukt termen «preteritum». Fia arbeider i vgs og seier at ho bruker setningsanalyse når ho rettar tekstar, seier noko om ordstillinga, og om kvifor ordstillinga er feil, men at ho må forklare ord som subjekt, verbal osb. til elevane, for «det er ikkje bestandig dei skjønar det».

Pernille (usk) svarar slik når ho får spørsmål om kvifor elevane skal lære grammatikk:

Ein grunn for meg er at elevane skal lære andre språk. [...] Så det å ha omgrepa på norsk og kunne samanlikne språka, [...] dei blir betre rusta til å lære dei nye språka. Og eg brukar omgrepa når eg gir tilbakemelding på rettskriving. [...] så det er hovudsakleg dei to grunnane eg gir elevane når dei har spurt om kvifor dei må ha grammatikk.

Her ser vi at læraren, i tillegg til metaspråksargumentet, også er inne på framandspråksargumentet når ho nemner at elevane vert betre rusta til å lære andre språk ved å lære grammatikk.

Grammatisk terminologi – ei utfordring for elevane?

Sjølv om lærarane er samde om at det er fleire grunnar til å undervise i grammatikk, påpeikar nær halvparten (I 3, 4, 12, 14, 16-23) at grammatisk terminologi er lett å gløyme, og vanskeleg å skjøne, for mange elevar. Cecilie (usk) uttrykkjer frustrasjonen sin over dette slik:

[...] dei eg hadde året før påsto at dei aldri hadde høyrte om subjekt og verbal i heile sitt liv. Og eg veit at den læraren dei hadde gjekk grundig gjennom det. Det var altså heilt vekk! [...] og det er nå ein gong sånn at dei skal opp til

eksamen til slutt, og eit mål i læreplanen er "å bruke grammatiske omgrep" for å beskrive språk.

Bente (usk) uttrykkjer liknande frustrasjonar, og seier at det er «tragisk» at elevane ikkje veit kva presens er når dei har høyrte om det sidan barneskulen. Ho hevdar at elevar ikkje kan pugge lenger, og seier at dei fleste veit kva substantiv og verb er, men mange veit ikkje kva ord som tilhøyrer dei andre ordklassene.

Nokre lærarar (I 16, 20-23) seier at mange elevar ikkje kan skilje mellom substantiv og verb, og fleire (I 14, 16, 18-19, 21-23) hevdar at ein del elevar slit med å vurdere kva kjønn substantiva er. Inga (vgs) påpeikar at dette har innverknad på innlæringa av framandspråk, då elevane t.d. har problem med å setje stor bokstav på substantiva på tysk.

I samband med lærarane sin frustrasjon over elevane sine mangelfulle grammatikk-kunnskapar kan det vere på sin plass å nemne læreplanen (LK06). Fleire av lærarane uttrykkjer at planen er altfor omfattande og krevjande (I 3-5, 12, 15-16), og for lite spesifikk når det gjeld kva elevane skal kunne om grammatikk: Bente (usk) seier: «Det er utfordringa: kva har dei eigentleg meint? Kor mykje skal vi ha av setningsanalyse? Det står det ingenting om». Ei anna utfordring nokre lærarar peikar på er at dei sjølve må definere og tolke kva som ligg i kompetansemåla. Cecilie (usk) seier:

[...] vi må definere mykje her, på lokalt nivå, f.eks. grammatikk. Kva er språkets struktur? [...] vi lurte på hva vi skulle legge vekt på av grammatikk. Det står jo ingen plass. Kva er det vi meiner er viktig? Kva skal vi ta i 8., 9., 10.? Det er heilt opp til oss. Vi synest jo det er snodig at det er opp til kvar einskild skule, for da kan det bli veldig skilnad.

Diskusjon

I denne studien er det *språkferdigheitsargumentet*, *framandspråksargumentet* og *metaspråksargumentet/ vurderingsargumentet* som blir framheva når lærarane skal grunngje kvifor elevane skal ha kunnskap om grammatikk, og difor må få grammatikkundervisning. Ingen av lærarane nemner *formaldanningsargumentet*, noko som ikkje er overraskande i og med at det tilhøyrer eit syn på grammatikk som var rådande på 1800-talet. *Tversspråklegheitsargumentet* vert antyda av to av informantane. Resultata ser dermed ut til å støtte oppunder funna til Revdal (2017),

Refsnes (2016) og Sjong (2017). I studiane deira vart språkferdigheitsargumentet og metaspråksargumentet nemnde av dei fleste lærarane, medan formaldanningsargumentet og tverrspråklegheitsargumentet vart nemnde av høvesvis ein og to lærarar. Lærarane i studiane over nemner ikkje framandspråksargumentet eksplisitt, men Revdal (2017) behandlar framandspråksargumentet og tverrspråklegheitsargumentet under eitt, og to av hennar informantar grunngjev grammatikkundervisning med eit slikt argument.

Funna er ikkje overraskande, i og med at lærarane sine meiningar om grammatikk speglar synet ein finn i LK06, som inneber at elevane både skal tileigne seg eit sett med *kunnskapar* om ord, setningar og tekstar, og eit sett med *ferdigheiter* som dei kan bruke i arbeid med tekstforståing og produksjon. Mange lærarar uttrykkjer at dei opplever utfordringar i grammatikkundervisninga når det gjeld å oppnå kompetansemåla i læreplanen. Bakgrunnen for dette er mellom anna at lærarane meiner det er utfordrande å tolke og definere kva som faktisk ligg i kompetansemåla, noko som samsvarer med funna til Van Duijn (2016).

Lærarane uttrykkjer også frustrasjon knytt til elevane sine vanskar med å skjønne grammatiske termar. Sjølv om lærarane uttrykkjer at grammatikkundervisning er viktig for å betre elevane si skriving, som støtte i framandspråksundervisninga og for å kunne diskutere språk generelt, seier dei samstundes at grammatiske termar er vanskelege å skjønne for elevane, og at mange elevar ikkje er i stand til å bruke kunnskapen sin om grammatikk verken i samband med framandspråkslæring, eller skriving på morsmålet. Desse refleksjonane ser ut til å vere i tråd med Sellevoll (2016), som hevdar at norske 12-åringar manglar grunnleggjande kunnskapar om grammatiske omgrep, og difor ikkje er i stand til å bruke desse for å fremje eiga skriveutvikling. Det er likevel ikkje slik at elevane ikkje «kan» grammatikk. Dei uttrykkjer seg grammatisk korrekt på morsmålet sitt og har gjort det i fleire år. Utfordringa er at dei ikkje kan kontekstualisere det grammatiske metaspråket på ein slik måte at dei har nytte av det i arbeid med eiga skriving. Det viser seg ofte at sjølv om elevane er i stand til å definere kva eit substantiv er, og kanskje til og med ramse opp reglane for substantivendingar i bokmål og nynorsk, er slik kunnskap ikkje nok til å sikre at elevane *skriv* grammatisk korrekt norsk. *Deklarativ* kunnskap kan ikkje utan vidare omsetjast i *prosedural* kunnskap. I tillegg til å lære *om* språk, må elevane også få trening *i* språk dersom grammatikkundervisning skal kunne betre elevane skrivekompetansen til elevane (Jones et al., 2013). Vidare er det slik at mange elevar ikkje har tilstrekkeleg metalingvistisk kunnskap om skilnadene mellom tale- og skriftspråk. Det trengs mykje øving, og ei tilnærming som inneheld mange ulike

undervisningsmetodar, for at kunnskap om grammatikk skal kunne fremje uttrykksevna til elevane.

Sjølv om læreplanen legg opp til kontekstualisert grammatikkundervisning, ser det ut til at undervisningspraksisen i nynorsk som sidemål har vore prega av lausrive, deduktiv grammatikkundervisning (Askland, under arbeid). Elevar i bokmålsområde vert truleg lite eksponerte for nynorsk både i og utanfor skulen, medan elevar i nynorskområde vert mykje eksponerte for sidemålet. Vidare vert gjerne formverket i bokmål sett på som relativt enkelt samanlikna med formverket i nynorsk, og det er difor truleg enklare for elevar med nynorsk som hovudmål å arbeide med formverket i bokmål enn det er for elevar med bokmål som hovudmål å arbeide med nynorsk som sidemål. Til liks med Sjøhelle (2016), meiner eg at dersom elevane skal bli betre til å uttrykkje seg på nynorsk må dei eksponerast meir for målforma, og båe målformer bør integrerast i ulike område av norskundervisninga. Det er eit paradoks at lausrive grammatikkundervisning ser ut til å vere noko som først og fremst går føre seg i nynorsk som sidemål og i framandspråksundervisninga, og at svaret på mangelfulle nynorskkunnskapar og manglande motivasjon for nynorsk som sidemål er meir av det same: deduktiv grammatikkundervisning med fokus på formverket. Ei slik undervisning kan ikkje erstatte manglande eksponering for, og bruk av, nynorsk i norskfaget. Dersom elevane skal bli betre skrivarar, er det viktig at dei klarer å sjå samanhangen mellom grammatikken og eigen skriveprosess. Studien til Myhill *et al.* (2012) viser at kontekstualisert grammatikkundervisning med fokus på samanheng mellom grammatikkmoment og skriving, kan bidra til auka læringsutbytte for elevane når det gjeld eiga skriving. Sjølv om det er skilnad på utfordringane elevane har i høvesvis hovud- og sidemål, meiner eg likevel at sidemålsundervisninga kan gjerast betre ved å implementere prinsipp frå t.d. Myhill sine studiar. Vidare vil det òg vere nyttig for elevane å bli eksponerte for nynorsk i andre skulefag enn norsk.

Studien og avgrensingar

Denne studien omfattar relativt få lærarar og er avgrensa til sørlege og austlege delar av Noreg, noko som kan føre til skeivheit i utvalet (*bias*). Eisenhart (2009) meiner det er mogleg å generalisere utifrå kvalitativ forskning (p. 52). Ho refererer til termen «transferability» og Lincoln og Guba (1985) som hevdar at resultat kan overførast dersom utvalet representerer den populasjonen ein ynskjer å generalisere til. Lærarane i denne studien arbeider på ulike skular og har ulik bakgrunn når det gjeld utdanning, alder og arbeidserfaring. Det er difor sannsynleg at dei representerer synet og

praksisen mange norsklærarar har når det gjeld grammatikkundervisning, og fleire av funna korresponderer med funn frå andre studiar i norsk kontekst. I studiane til Revdal (2017), Refsnes (2016) og Sjong (2017) brukar lærarane same argument for å legitimere grammatikkundervisninga, som dei ein finn i denne studien. Sjong fann dessutan at lærarane underviste i grammatikk i samband med nynorsk som sidemål og tekstproduksjon, noko som samsvarer med mine funn. Til liks med Duijn (2016), påpeikar også lærarane i min studie at det er utfordrande å tolke læreplanen og kompetansemåla.

Konklusjon

I denne studien har målet vore å få fram lærarane sine oppfatningar om grammatikkundervisning i norskfaget på ungdomsskule og vidaregåande skule, undersøkje om det er skilnad mellom hovudmål og sidemål når det gjeld kva lærarane meiner om grammatikkundervisninga si rolle, og undersøkje kva lærarane seier om eigen undervisningspraksis på bakgrunn av ein eventuell skilnad mellom dei to målformene.

Hovudfunna er at lærarane meiner at grammatikk er ein viktig del av norskfaget, men at dei brukar lite tid på eksplisitt grammatikkundervisning som ein del av hovudmålsundervisninga, spesielt i vidaregåande skule. Når det gjeld sidemålsundervisninga i nynorsk derimot, ser det ut til at lærarane brukar meir tid på eksplisitt, strukturert gjennomgang av formverket både i ungdomsskulen og i vidaregåande skule.

Når det gjeld grunngeving for grammatikkundervisning, nemner mange lærarar argument som samsvarer med språkferdigheitsargumentet, framandspråksargumentet og metaspråksargumentet/ vurderingsargumentet. Ingen av lærarane nemner argument som ser ut til å samsvare med formaldaningsargumentet, og berre i svært liten grad tverrspråklegheitsargumentet. I tillegg uttrykkjer fleire lærarar at grammatisk terminologi er ei utfordring for elevane, og at elevane strevar med å overføre kunnskap om grammatikk til praktiske skrivesituasjonar. Like eins seier lærarane at mange elevar har negative haldningar til nynorsk som sidemål, m.a. fordi dei strevar med formverk og ordforråd.

Det trengs meir forskning på grammatikkundervisning i norskfaget, særskilt når det gjeld lærarane sin undervisningspraksis. Det trengs også forskning på kva elevane meiner om grammatikkundervisning og kva utbytte dei får av denne, og vidare på kva slags utbytte elevane får av ulike metodiske tilnærmingar til grammatikk. Dessutan

trenge det meir forskning på korleis undervisninga i nynorsk som sidemål betre kan fremje den skriftlege uttrykksevna til elevane.

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Vedlegg

Utdrag, intervjuguide:

Kva meiner du om grammatikkundervisning?

Kor viktig er det (grammatikkundervisning) i ditt fag?

Kva slags metodar nyttar du i grammatikkundervisninga?

Korleis underviser du i hovudmål, samanlikna med i sidemål, når det gjeld grammatikk?

Dersom praksis varierer når det gjeld hovudmål og sidemål, kvifor er det slik?

Article III

«They have a Eureka moment - there's a rule!» The role of grammar teaching in English as a second language in Norway.