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English teachers' view on grammar teaching in Norway

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Abstract

Teaching grammar has always been a much-debated issue in the field of language studies. In this study, I have investigated what English teachers in Norway think about grammar teaching, and what learning methods appear to have influenced their opinions. In order to investigate this, I have used a quantitative approach where a questionnaire was sent out to different primary and lower secondary schools as well as posted online for reaching out to other English teachers. The teachers in the study claim to favor, and use, a wide range of teaching activities and methods in teaching English grammar. Some of the teachers seem to be heavily influenced by behavioristic learning methods and others by cognitive learning methods but most of the teachers appear to be influenced not by a single learning theory but by aspects of behavioristic, cognitive, and socio-cultural learning theory. As the participants in this study do not represent a random sample, it is uncertain how generalizable the results are; however, they suggest that teachers' practices and beliefs in the area of grammar teaching are diverse.

Abstrakt

Grammatikkundervisning har alltid vært et omdiskutert tema innen språkstudier. I denne studien har jeg undersøkt hva engelsklærere i Norge mener om grammatikkundervisning, og hvilke læringsmetoder som ser ut til å ha påvirket deres meninger. For å undersøke dette har jeg brukt en kvantitativ tilnærming der et spørreskjema ble sendt ut til ulike barne- og ungdomsskoler samt lagt ut på nett for å nå ut til engelsklærere. Lærerne i studien hevder å favorisere, og bruke, et bredt spekter av undervisningsaktiviteter og metoder i undervisningen i engelsk grammatikk. Noen av lærerne ser ut til å være sterkt påvirket av behavioristiske læringsmetoder og andre av kognitive læringsmetoder, men de fleste av lærerne ser ut til å være påvirket ikke av en enkelt læringsteori, men av aspekter ved behavioristisk, kognitiv og sosiokulturell læringsteori. Ettersom deltakerne i denne studien ikke representerer et tilfeldig utvalg, er det usikkert hvor generaliserbare resultatene er; imidlertid antyder de at lærernes praksis og tro på grammatikkundervisning er mangfoldig.

List of Tables and Figures

Table of content

1 Introduction

Grammar teaching has long been a discussed topic among teachers and linguists. The well-known debate addresses different opinions about which learning methods are considered the most effective and if explicit grammar teaching is necessary to implement during lessons. Ellis (2006) defines grammar teaching as a teaching approach that 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 meta-linguistically and/or process it in comprehension and/or production so that they can internalize it. There are a few international studies on how teachers teach grammar and their opinions on this topic but few studies on Norwegian L2 teachers. In this study I will look into what Norwegian L2 teachers of English think about grammar teaching. Based on the results about their opinions and beliefs I will discuss whether these teachers are more influenced by some learning theories than by others.

1.1 Motivation behind the research

The motivation for focusing on this topic and choosing these research questions are based on previous experience and research. When I was a pupil in lower secondary school, I did grammar tasks such as fill-in the blank and listening to the teacher explain some rules on the blackboard. The grammar lessons back then consisted mostly of the same learning activities and methods. When I was doing my practice periods at different schools, I noticed some of the grammar lessons to be very similar to what I have experience when I was a pupil. Which made me question if there are any learning methods, they believe is more effective when it comes to teaching grammar. In the teacher training program at the university, we were taught about how there are different views on focusing on explicit and implicit grammar learning as well as different activities and methods that can be used in grammar teaching, some being deductive and some inductive in nature. This made me wonder if grammar teaching has not changed since I was a pupil. Of course, my own experiences from my teaching practice need not be representative, so to shed light on this question, more data was needed.

In further research about grammar teaching, I came upon several studies that explored the English teachers' beliefs on grammar teaching. For instance, Sato & Oyanedel (2019) did a study on English teachers in Chile where they asked the teachers whether they agreed with different statements about grammar teaching. Some of the statements were: ''A second language classroom should always be communicative.'', ''The way a teacher was taught English affects the way he/she teaches English.'' The findings from this study made me curious about what the majority of Norwegian English teachers have to say about grammar teaching.

There seem to be very little research about how English teachers in Norway teach grammar and which ideas they have about grammar teaching. This specific area is becoming even more important to know of than before. The new curriculum emphasizes, among other things, that students should develop language awareness and knowledge of how language sounds, vocabulary, and word, sentence structures and text structures are used. In addition, they should be able to learn English in encounters with English-language texts that can come in many different forms such as digital, graphic, and artistic, formal, and informal texts in both the past and present (Utdanningsdirektoratet, u.å.). This shows that there is already a great focus on grammar competence in the new curriculum. Which means that teachers have to apply this to their practice in one way or another. There are many ways to do this, but it requires that teachers have knowledge of grammar teaching. The topic of this study is therefore highly relevant.

1.2 Research questions.

This study aims to answer the three following research question:

1. How do L2 teachers of English in Norway evaluate various language learning methods and activities?

2. Are L2 teachers of English in Norway more influenced by some learning theories than by others?

3. What view do L2 teachers of English in Norway have of implicit and explicit grammar teaching?

1.3 Outline for the thesis

The thesis consists of 6 chapters:

Chapter 2 presents relevant literature and research on the topic. Chapter 3 focuses on methodology. I will describe the methodology of the study and account for the validity and reliability of the study, and the ethical considerations taken during the research. In chapter 4 I present the main findings which I discuss in Chapter 5 in light of the theory and research introduced in chapter 2. Chapter 6 consist of a summary and conclusion of this study.

2 Background: theory and research

This chapter presents the theoretical background for this study and discusses relevant research.

2.1 Learning views and theories

Everyone seem to interpret things differently and has their own opinions on what works best for themselves, other people, and in certain situations. When it comes to learning, both teachers and students will have different learning views. Lillejord (2015, p. 177) describes learning view as an outlook individuals have on learning and how they acquire knowledge. A teacher's learning view is normally anchored in some learning theory. It is not unusually for teacher's learning view to be influenced by one or two learning theories. It all depends on what each individual wants to practice and what one agrees with. All the learning theories are focused on how knowledge is acquired, but what separates the different theories from each other, is the understanding of what knowledge is, where the knowledge comes from, and how people gain knowledge (Lillejord, 2015, p. 177). These different views on learning can lead to different pedagogical practices even though the teacher is obliged to follow the curriculum. Therefore, it is important to point out that there is no correct answer on which learning theory is the right one to follow, but that a learning theory is rather something which can help teachers and understand how students learn. The most well-known learning theories are the

sociocultural learning theory, behaviorism, and cognitivism which will in this thesis be divided into social-cognitive and constructivist learning theory.

2.2 Behavioristic learning theory.

Behaviorism takes a positivist view of knowledge. Imsen (2020, p. 34) asserts that positivism is a scientific direction where research is based on obtaining information based on objective observations of external phenomena. This positivistic tradition believes that the world consists of things, objects, or phenomena that can be observed as they really are, regardless of who perceives (Imsen, 2020, p. 35). In psychology context this means that human beings are being seen as a thing or object. A person's thoughts and emotions are nothing but physical movements or chemical reactions. Imsen (2020, p. 35) also emphasizes that there are hardly any psychological theory that today is based on positivism in a purely cultivated form, but behaviorism still has its roots in a positivist basic view.

Behaviorism focuses mainly on changing behavior and conditions rather than on what happens mentally when people learn (Skaalvik & Skaalvik, 2018, p. 32). In a behavioristic view people are seen as blank boards, tabula rasa, and all knowledge is given by the surroundings or other people (Lønstad, 2008). The knowledge children acquire on different topics and phenomena is believed to be transferred from their teacher and other people around them.

Learning can also happen when people experiences some form of external motivation. By external motivation it means that people are motivated either by other people or by getting something out of the action they do (Diseth, 2020). One theorist who has left his mark on behaviorist learning theory is B. F. Skinner. He designed an approach known as *operant conditioning* which plays a major role in understanding human behavior (Skinner, 2013, p. 32-33).

In operant conditioning, learning is seen as the result of a reward or punishment that follows a voluntary action. A voluntary action can be showed both verbally and through body language. An example of this is when children gives feedback or comments on something a teacher teaches. It can also be seen when children refuses to do the given tasks or is not listening to the teacher. Skaalvik & Skaalvik (2018, p. 35) also highlights that when an action leads to a certain consequence, the tendency to repeat the action may intensify or weaken. A positive

consequence (reward) leads to an intensification of the tendency to repeat the action, while a negative consequence (punishment) or lack of consequence (to ignore unwanted behavior) leads to a weakening of the tendency to repeat the action. Manger (2018, p. 217) states that positive reinforcement can come from getting attention or praise, while negative reinforcement can be for instance when the teacher tell the pupil to stop, put them in timeout or removes them or an object away.

There are studies that suggests that using reward-punish method has some disadvantages when the children get older. Moberly, Waddle & Duff (2008) states that children whose parents use rewards are less generous with peers. The use of rewards seem to interfere with the relationships between children and their peers, as well as children and adults. When they are taught with a reward system, their relationships tend to be based on competition which kills creativity and interest in the different tasks. Teachers who seeks to establish a caring environment where students have good connections with each other will most likely fail since the children are influenced with being rewarded for their actions. However, there are also studies that shows benefits with using reinforcement in the classroom. Kohls, Peltzer, Dahlmann & Konrad (2009) looked at, among other things, how praising children would affect them. Moberly et. al. do state in their research that if teachers use praise too much, teachers will unwittingly teach children to rely on the judgments of others or evaluations rather than depend on their own evaluations based on their experience. However, in Kohls et. al. research they found out that praising children could enhance performance in control given tasks. There are also other similar research that shows positive results from using both non-verbal and verbal reinforcements (Merrett & Tang, 1994; Payne, 2015). Wheldall & Wheldall (2000) highlights that there are several different studies that shows both advantages and disadvantages on this topic.

However, it is possible to see the repercussions of the use of praise and punishment in language teaching. Putri & Refnaldi (2020) highlights that it is the motivation of the students that is affected after receiving praise or punishment from the teacher. The way the teacher has given praise or punishment for either increasing the motivation of the students or pointing them in the right direction will vary. An example of how the teacher can use praise to see if there has been any language learning is to praise some students after they have participated

orally in class. That way they may feel more comfortable to participate and the teacher get to detect speech error as well as listen to their pronunciation.

There are other ways to use reinforcement than just praising learners. In most English classroom nowadays, the teachers are implementing more technology (i.e., ICT) whether it is programs or devices into their lessons. Koc (2005) states that the use of technology from the behaviorist perspective mirrors traditional classroom practice. Learners are relatively passive when being taught. The content and interaction between the user and the software are predetermined by the teacher and there is also only a few responses that the teacher will find acceptable when teaching with technology. Ihmeideh (2009) states that when learners use computers in a behavioristic way, they usually work with practicing the new language or drill like tasks. Yarahmadzehi, Ghalaee & Sani (2015) explain traditional grammar teaching as a style of teaching where it often involve testing students' knowledge, reproducing what has been learned in the form of text assignments, and translating words or sentences from a foreign language into their mother tongue.

There are various learning activities and learning methods that are associated to behaviorism. Some of them that are well-known are PPP method and Audio-lingual method. According to Criado (2013) the Presentation-Practice-Production method is a traditional activity used to teach new language items to language learners. There are a few ways to use this method but everyone who uses it has to follow the three P's. Maftoon & Sarem (2012) suggests a lesson plan based on PPP method and is as follows:

> ➢ *Presentation stage:* The teacher begins the lesson with creating a teacher-centered focus. During this stage, the teacher uses activities that may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape, or acted out by the teacher.
> ➢ *Practice stage:* Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly. Other practice activities are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language.

> *Production stage:* In this stage the students work more freely with the new language. Often the learners work with the language in activities such as a role play, a simulation activity, or a communication task.

The Audio-lingual method, on the other hand, focuses on being vocal when learners learn a language. Utami (2021) states that in the audio-lingual method the students are being exposed to drilling and vocabulary memorization in order to learn grammar. When teachers use this method to teach language learners, they picks out a few sentences or word they expect their learners to repeat after them. It can be as simple as '' I study in the morning'' which they all keep repeating until it is learned. The point of this method is to enable students to respond quickly and accurately in spoken language. Mart (2013) states that Audio-lingual method mainly consists of the following features:

> The teacher reads a dialogue by modeling it. Normally the teacher will put the subject matter in context, so the students stand a better chance of retaining what they have learnt.
> Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well.
> Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice.

2.3 Cognitive learning theory

Cognitive learning theory emerged after behaviorism had dominated the field of learning theory from the beginning of the 20th century. According to Fevang (2019) behaviorism can be considered the opposite of cognitivism where cognitive theories focus on learning as mental processes. Especially on how information is received and processed, on knowledge, interpretation and understanding, and on how knowledge is formed and processed mentally (Skaalvik & Skaalvik, 2018, p. 57). In addition, Helland (2015, p. 311) points out that the ability to think, remember and recall things, solve tasks and be able to understand their own and others' thoughts and opinions, is all a part of the cognitive theory.

Helland, 2015, p. 330) points out that when people look into the cognitive learning theory, they are bound to come across metacognition since cognitive theory and metacognition is hard to set apart from each other. However, there is a slight difference between them. According to Livingston (2003) metacognition is often defined as "thinking about thinking." Cubukcu (2009) adds to the definition that metacognition refers to the knowledge, awareness, and control of one's own learning. Some activities that involves in metacognition is planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task.

Schunk (2012, p. 287) mentions that there are several activities a teacher can use in order to teach cognitively and meta-cognitively. One learning activity they mention is to let learners work with memory tasks. It can be as simple as giving the learners a list of items to memorize or ask them to put the items into categories. A variation is to visualize a picture that contains the items or associating the items with a familiar setting or task. Another activity that Schunk (2012, p. 297-298) mentions is concept learning. Concept learning involves identifying attributes, generalizing them to new examples, and discriminating examples from nonexamples. Table 1 shows an example of how it works.

Step	Examples
Name concept	Chair
Define concept	Seat with a back for one person
Give relevant attributes	Seat, back
Give irrelevant attributes	Legs, size, color, material
Give examples	Easy chair, high chair, beanbag chair
Give nonexamples	Bench, table, stool

Table 1: *Steps for generalizing and discriminating concepts.*

Some other learning activities that fits into cognitive learning is brainstorming and assignments that require learners to reflect. According to Isaksen & Gaulin (2005) brainstorming is a general problem-solving strategy that is useful for formulating possible problem solutions. Learners have to think fast about a concept or word and usually write down the thoughts so it can be evaluated and sorted out afterwards.

Kumari (2014) highlights that through learning activities that encourage learners to reflect on their task or themselves is a cognitive learning influenced task. Through reflective assignments learners get to activate their mental processes where they constantly recall prior knowledge and think thoroughly about how learn, what they have not learnt or lacks, and how to achieve more knowledge about different topics.

These learning activities and some more can also be used in a digital oriented classroom. There are many ways to teach language using digital tools but in order to use any digital tools there is a requirement that the school has either smartboard, computer, or access to other similar devices.

It is common for teachers with a cognitive focus to use collaborative groups and individual tasks. Learning that happens alone often happens in groups as well when we talk about cognitive learning. Of course, there are some differences and similarities. Hayes & Allinson (1998) for instance, states that when people enter a situation their mind start to process the information they are exposed to. Normally, this information processing involves judging the information, making decisions based on the information, and constructing the information. Ansari & Ansari (2016) highlights that when learners are in groups with other people, they start to create their own knowledge based on interactions with their environment including their interactions with other people. When students work individually, these mental processes continue to go on, but the difference is that they do not get input from others. It becomes a kind of limitation.

Skaalvik & Skaalvik (2018, p. 58) states that it is important to learn language in context because without meaning it will be difficult to understand and grasp the whole meaning behind a concept or a situation. When. for instance, a word is isolated from its meaning people tend to start drawing connections or assuming to what the word means. The way people start thinking when they are exposed to such situation is very similar to what constructivism is all about.

2.3.1 Constructive learning theory

Constructivist theory looks specifically at how people construct new knowledge and understanding based on layers of new experiences and what they already know or believe in (Skaalvik & Skaalvik, 2018, p. 63). In the school context one can see learning as a result of individual exploration. This means that learning is an active process where the individual constructs his own knowledge from his own experiences (Xiaofei, 2018). As students gain new experiences, they develop and change their knowledge and reconstruct their personal perceptions. Jean Piaget, who is a well-known influence in this theory, builds further on this theory of knowledge by drawing connections to various 'forms' that are in the minds of individuals. Helland (2015, p. 278) explain form as what is left as a trace of memory after an action or experience in the external world.

In the learning context, Piaget has chosen to divide the construction of forms into two types. One-part deals with how new information is abstracted in order to adapt to the individual's cognitive structure (Helland, 2015, p. 278). An example is when children taste a dessert for the first time and say it was a delicious dinner. The form the child has for food shows that the meals have been distributed on different health diets. This means that the child put the new taste into something that was familiar, i.e., dinner, and was assimilated. Since dessert does not fall into the dinner category, the child must expand his / her inner form about meals so that it is adapted to both dinner dishes and dessert. This process is called 'assimilation.' The second part is referred to as 'accommodation' where the focus will be on modifying the internal form so that it is able to adapt the new information (Helland, 2015, p. 279). An example of this is when children see an orange and compare it to a ball because of its shape. They try to draw comparisons to what they already know, but since orange is a fruit you can eat, the child has to construct a new form since it does not fit into the previous form.

Children's cognitive development is also an important aspect in constructivism. The learners construct their knowledge to know their world. Therefore, teachers should consider the stages and steps of child's mind development in teaching. Gul (2016) states that in Piaget's work a child must go through four different stages: Sensorimotor stage, Preoperational stage, Concrete operational stage, and Formal operational stage. These stages should be taken into consideration when providing learning materials and doing activities since children will be at different levels or stages cognitively.

There are a few elements that characterize a constructive classroom. Umida, Dilora & Umar (2020) states that in a constructive classroom the focus shifts from the teacher to the pupils. The classroom is no longer a place where the teacher pours knowledge into passive students, who wait like empty vessels to be filled, but a place where pupils are urged to be actively involved in their own process of learning. The teachers usually take on the role of facilitating and managing learning by conducting group activities, dialogues, and other interactive activities which revolves around the pupils' interest and questions (Serhat, 2021). There are various ways of implementing and practicing these elements in an English classroom. Can (2009) highlights that collaborative task is a learning activity that is used in order to teach in a constructive manner. Often collaboration is used in groupwork or working in pairs to explore or solve tasks. Webb, Troper & Fall (1995) states that pupils will have positive affect from working in small groups. In groups they get to receive and give feedback from other classmates which may encourage explainers to clarify or reorganize material in new ways, recognize and fill in gaps in understanding, recognize and resolve in consistencies, develop new perspectives, and construct more elaborate conceptualizations than they would when learning material by themselves.

Wornyo (2016) highlights that when constructive teacher teach grammar, they do not isolate periods or hours to grammar teaching. On the contrary, they makes use of series of stages such as mini-lessons, grammar journals, one-on-one conferences, and peer group activities. There has been conducted a few studies on teachers' belief and classroom practices when it comes to finding out whether some teachers teach constructive or what they think about constructive teaching. In a study conducted in Turkey by Kaymakamoglu (2009) it shows that L2 teachers believe in constructive activities such as pair and group work, and games but their practice, on the other hand, was less constructive. The same results were shown in Hassan (2013) where teachers in Lahore said they would prefer constructive teaching but ended up teaching with a traditional approach.

2.4 Sociocultural learning theory

A common perception within the various socio-cultural directions is that people learns when working with knowledge in a social context. In school this can happen in various ways

depending on for instance the subject and how the teacher plans the lesson, but in order to fully grasp how people learn in a sociocultural approach Lillejord (2015, p. 177) mentions three basic assumptions to be aware of. The first assumption is that people learn when they participate in knowledge processes. What this means is that people tend to learn better when they do things themselves, than when someone tells them how to do something. An example of this is when pupils get to choose which tasks, they want to work on and how to solve it. It does not mean that the pupils should not produce but some pupils may prefer working in groups discussing the tasks and work together, while others may prefer making their answers more visual by for instance drawing. The second assumption is that humans are active co-creators of knowledge. In the school context this can be seen when students are engaged in a project work. They work on a current problem, they divide tasks between them, and they all contribute their share to finish the product. The third assumption is that the sociocultural theorists seems to have a common understanding that knowledge can change. If knowledge is not changeable, it will be impossible to be involved in the process of designing new knowledge. As people gain new insights and a new understanding of the facts, people reject or adjust knowledge that no longer proves to be tenable (Lillejord, 2015, p. 177).

When teachers work towards a sociocultural approach it is necessary to be aware of how children learn. The three assumptions are a great starting point when a teacher wants to practice this approach. However, there are more to sociocultural learning theory that needs to be explored in order to successfully achieve a good teaching lesson and learning outcomes.

Sociocultural learning theory sees learning as a social phenomenon Where knowledge is seen as constructed through practical activities where several people interact with each other. These types of practical activities can be for example groupwork, play-based activities such as games and roleplay, but also general collaborative activities (Skaalvik & Skaalvik, 2018, p. 74-76). Brodova, Germeroth & Leong (2013) points out that in order for role-play to be sociocultural there are three components that need to be met which is children create an imaginary situation, take on and act out roles, and follow a set of rules determined by these specific roles. During these activities it is important that the teacher stay present. The reason why this is important is because Lillejord (2015, p. 178); Miller (2011); Mercer & Littleton (2007, p. 19) all states that a teacher job is to guide and share knowledge with their students. They also state that putting students together in groups is not enough to ensure that they learn.

Sometimes pupils tend to talk about other interesting things in groups. To avoid this from happening the teacher need to give pupils something to work with, and something to learn about. This can for example involve giving the pupils some specific competence aims and goals to achieve, and tasks. Furthermore, pupils will need someone to guide them in the learning process as well as having someone to provide ongoing feedback on the work they do. As a teacher it is possible to guide students by making use of Lev Vygotsky's zone of proximal development (ZPD) and scaffolding (Lloyd & Fernyhough, 1999).

Skaalvik & Skaalvik (2018, p. 70-72) states that in Vygotsky's theories about ZPD, Vygotsky himself considers that the child has two levels of mental development. In figure 1 it shows an illustration on how Vygotsky probably viewed these two levels when referring to ZPD. The first level of development, which is the inner blue circle, represents the child's acquired competence and shows what the child can do on his or her own without help and support. This means that the task's degree of difficulty is within the child's mastery zone. When children encounter tasks that are outside their mastery zone, they end up in a zone where there is no development until you get help from outside. Usually, the help comes from the teacher, but it can also come from classmates, parents or other people who are around the child (Skaalvik & Skaalvik, 2018, p. 70-72). However, now a days children can get help from using technology as well and not only from the people around them. This type of scaffolding can come from using websites, forums, and apps in order to find answers to their problems. A lot of children have various of apps on their phone such as Snapchat, messenger, and discord which gives the opportunity to communicate with others. According to Pilgrim, Bledsoe & Reily (2012) technology can provide scaffolding by using digital textbooks and resources that contain interactive media and provide immediate feedback. When pupils have access to the internet, they will have endless information compared to when they are working with textbooks. Different digital tools may also provide an easier visual learning for those learners who find learning difficult or boring.
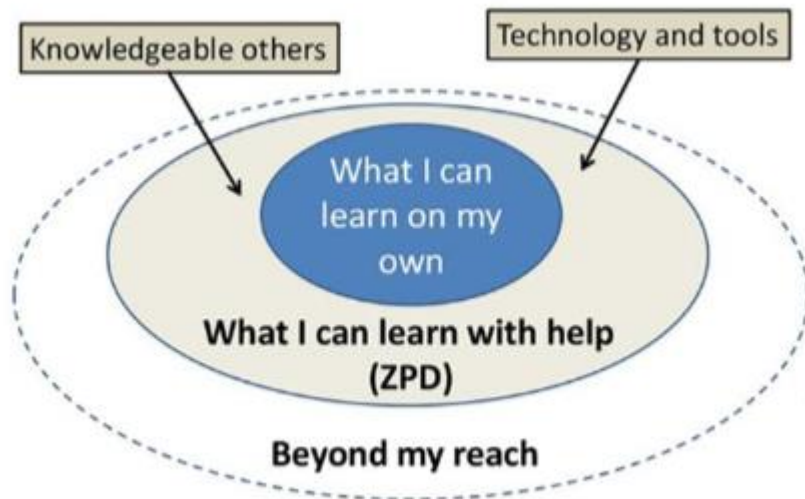
Figure 1: *Lev S. Vygotsky – Zone of Proximal Development.* Source: (McLeod, 2018).

A basic insight into the sociocultural theory is that people learn together with others so that they can learn further alone, and in the next round are better equipped to participate in the social learning community again (Lillejord, 2015, p. 179). Wenger (2005, p. 149) highlights that learner internalizes knowledge through discovering things, getting knowledge transmitted from others, and from experience in interaction with other people. Through interactions, people are exposed to different forms of expression such as gestures and facial expressions. When people are listening to what others think, they get an opportunity to see the world from their perspective, and thus they can change and adjust to their own understanding of the world. Imsen (2014, p. 190) states there are various tools that help in acquiring an understanding of language and social competence. Such tools can be language, technology, and other signs that act as a kind of stimulus like shown in figure 2.
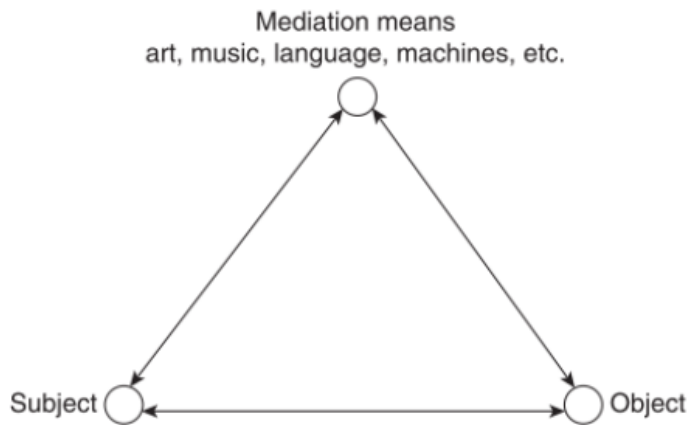
Figure 2: *Vygotsky's Human Learning through mediation* (Francis & Hardman, 2018).

According to Vygotsky (1987 in Mitchell & Myles, 2004, p. 194) people do not act directly on the outside world but rely on tools, activities, symbolic tools, or signs to mediate their relationship with others and with themselves. Imsen (2014, p. 190-191) proceeds to explain that these types of signs such as language or art are drawn into the relationship between a stimulus and action.

In a sociocultural influenced classroom, there are many ways to teach grammar with an interactive approach. One learning activity that covers both interaction and culture aspect is authentic learning activity. According to Andersson & Andersson (2011) authentic learning is connected to situated, real activities, which implies participation in real situations. This type of activity either be created in a digital or physical settings, by creating characters for various roles (Chen, Wang, Yang, & Chang, 2012). Shadiev, Hwang & Huang (2017) states that in authentic learning environments that is influenced by technology, language learners can design and create different materials that helps with stimulating their understanding of certain events. Rasmussen & Ludvigsen (2010) mentions that social media platform such as YouTube, Twitter, podcasts, and blogs can be characterized as interactive involvement which relates to this theory. Adam, Stan, Moanga, Oroian, Mihai & Ciubancan (2010) states that authentic learning material can also be books, newspapers, journals, and magazines.

2.5 Grammar teaching, teachers' beliefs, and practices

A well-debated topic within grammar teaching is whether teachers should teach grammar explicitly or implicitly. Previous research shows a various arguments and opinions on this topic. According to Krashen (1982) grammar is acquired naturally and it does not have to be explicitly taught. He also points out that explicit learning does not really lead to an automatization of skills, so it is therefore unnecessary to focus on explicit learning. Ellis (2006, p. 97) on the other hand, asserts that there is plentiful evidence that explicit instruction is effective in promoting L2 learning. A few studies that favor explicit grammar teaching above implicit grammar teaching is Abduh & Algouzi (2020); Nazari (2013); Erlam (2003); Doughty (1991).

Beside from these studies there are other researchers who believes explicit grammar teaching is necessary such as Zhang (2009). They state that grammar teaching is necessary in order to develop a learner's grammatical competence. Another researcher Dypedahl (2018, p. 200) explain that explicit grammar teaching is beneficial in order to develop a learners language awareness. White (1987) emphasizes that grammar teaching is necessary as some structures cannot be learned naturally. Slabakova (2013) argues that functional morphology, such as agreement and tense markers, represents the 'bottleneck' in language learning and hence should be focused on in language teaching. By challenging conventional views of grammar teaching, Larsen-Freeman (1997) suggests that instruction is essential to enhance the acquisition of grammar and to speed up the process even if grammar is naturally acquired.

The way implicit and explicit learning is taught varies, but often some learning activities and learning methods can fall under both explicit and implicit learning. It depends on what the teacher chooses to focus on in the teaching session. What sets them apart is the fact that implicit instruction focuses on interactive activities and on fluency of the language instead of accuracy. The learners are also more independent and usually learn without being aware of it (Frensch & Rünger, 2003; Alenezi, 2019). While explicit learning involves memorization and rule-governed practice. It also focuses on accurate production of speech with correct grammar and shares the same traits as traditional grammar teaching have (Alenezi, 2019); (Zheng, 2015).

Two learning methods that can be used in both explicit learning and implicit learning is deductive and inductive method. In figure 3 DeKeyser (2003, p. 303) shows an example of how these two methods can be used in explicit and implicit learning. When learners are encouraged to find rules for themselves by studying examples in a text, they are working inductively and explicitly. When learners acquire linguistic competence of their L1 language without knowing it, their learning is implicit and inductive. Most learning activities and learning methods can be used in both explicit and implicit learning. It all depends on the focus a teacher chooses to use during their lesson. While both the cognitive and socio-cultural learning theories allow for both inductive and deductive learning, behaviorism, with its presentation of rules - referred to here as 'traditional teaching' - is firmly associated with explicit, deductive learning.

	Deductive	Inductive
Explicit	Traditional teaching	Rule discovery
Implicit	Using parameters	Learning L1 from input

Figure 3: *The inductive/ deductive and implicit/ explicit dimensions.* (DeKeyser 2003, p. 303).

Although, some researchers voice their opinion on explicit and implicit grammar learning it does not necessary mean that teachers will follow some recommendations. Many teachers may have already formed their own opinion on how they teach grammar and which methods they prefer based on the circumstances. These types of opinions are what people refers to as teachers' beliefs. Lim & Farrell (2005) asserts that belief is some sort of knowledge that is subjective, and experience based. Many of the teachers' decisions will therefore come from a personal judgment formed from their experiences. Lim & Farrell (2005) also points out that teacher beliefs are rather difficult to study because they are not directly observable. However, many researchers have looked into this topic and tried to explain what teacher beliefs really are about. Li (2012) points out that beliefs have a key role in language teaching as well as life in general. They help people make sense of the world, they also seem to impact how new

information is understood, and whether this information is accepted or rejected. Beliefs also touch upon many aspects in language teaching. Tillema (2000), for instance, asserts that teachers' beliefs impact their instructional decisions in the classroom. Their decisions may reflect their beliefs and preferences for certain learning methods and learning activities, structure on their lesson, and performance on different teaching lessons. It may also concern the interaction between the students and between students and teachers as well as how teachers want to present themselves in class and what their aims are.

Even with different definitions of the teacher's beliefs, it is still possible to see how this can affect teaching. Some studies show that beliefs are shaped early in life as a result of persons' education and experience. Johnson (1994) states that teachers often seem to build on their previous experiences with how the teaching sessions were taught by their teacher at the time. This may involve including activities that the current teacher has good memories with, materials that have been interesting and worked for them, and some preferences they have developed about classroom organization. Borg (2003) mentions that based on previous learning experiences teachers can choose to stick with what worked for them as learners or change their beliefs to the opposite of their experience. In Eisenstein-Ebsworth & Schweers (1997, in Borg, 2003) study they interviewed a teacher from United States who explained that they usually used a communicative approach even though they grew up with a very formal language study. The teacher states that learning activities such as memorization, reading, writing, and grammar used to dominate in her language lessons back when she was a pupil. The same learning activities is to some extent being used in her classroom since some of them worked well for her.

There have also been conducted several research studies on English teachers' belief and actual classroom practices. Many of these studies shows a preference for a more communicative approach but when the researchers looks into their actual practice it is more of a traditional approach.

Abduh & Algouzi (2020), for instance, conducted a study on teacher's beliefs in Saudi Arabia where the findings showed that the teachers used a traditional deductive approach. They also found out that the teachers were reading instructions and illustrations from the textbooks and writing grammar rules with examples on the board while their students listen inactively. Most

of the teachers also seemed to always focus on giving students extensive explanations of the forms of grammar rules for examinations without meaningful contexts. Vooren, Casteleyn & Mottart (2012); Nurusus et al. (2015); Chunyi & Qi'ang's (2018); Phipps & Borg (2008); Diaz et. al. (2019) also did a similar study where they asked teachers in Belgium, Malaysia, Chinese, Dominican Republic, and Turkey teachers views on grammar and found out that all studies showed that they preferred traditional teaching style. Some participants in Phipps & Borg (2008) states that the reason why they use traditional approach is because when pupils work with gap-fill exercises they are calmer and do what is asked of them. Even though the participants said they did not find the activity beneficial. Other comments voiced by the participants were that they wished they did not use traditional method as much as they do but it is easier teach this method compared to context-based learning.

Research has shown that various factors may prevent teachers from implementing teaching practices that align with their personal beliefs. Examples of such factors are class size (Schulz, 2001), workload (Crookes, 1997), a lack of teaching resources and strategies (Kissau, Rodgers & Haudeck, 2015), and educational policies (Gorsuch, 2000).

Research also shows that some teachers follow a specific procedure in their grammar classes. Askland (2020) did a study on Norwegian teachers where she investigated the teachers' grammar practice. The study revealed that some teachers start their grammar lessons with explaining a rule and move on to solving tasks. Other teachers taught grammar by making the pupils try before they presents the rules. Their practice also revolved around making the pupils participate actively and solve tasks together or at least try to help solving tasks. Some other findings from this study also shows that some teachers were asked to teach with a teacher-centered instruction, and with power points. However, there were also other teachers who would make their students try themselves a bit first, and then present the rules later. Similarly, a study conducted in Hong Kong revealed that the teachers used to start explaining the rule and then solve tasks or use suitable games (Andrews, 2003). Pawlak (2022) highlights that exposing learner to texts containing multiple instances of the target feature is one way to teach explicit grammar. Another one is to use activities that deals with corrective feedback on errors. The findings from Toprak's (2019) study reveals that English teachers from Turkey favored explicit grammar teaching but also seemed to believe grammar learning should come after using communicative tasks. Similarly, Besoz (2014) reveals that 74.4% of

the participants did not believe that there should be more formal study of grammar in the English language classroom. An overwhelming majority (95,3%) in this study also believes that giving students more opportunities for communication practice leads them to naturally understand English grammar.

There has also been studies on teachers' beliefs when it comes to grammar teaching. Many teachers have different opinions on which learning activity and method is effective in L2 classrooms. Farrell & Bennis (2013) did a study on two Canadian teachers where they investigated the teachers' beliefs about different aspect within language learning. The findings shows that the two teachers in this study believes that frequent error correction on an ongoing basis, even for errors outside the scope of a given lesson, is necessary for improving accuracy. One of them points out that language learners need a lot of correction in order to overcome their errors.

2.6 Technology, teacher beliefs, and classroom practices

According to Yu (2005) the definition of 'game' is difficult to find one definition on. They state that as long as a certain activity is felt to be interesting, entertaining, or amusing, it is likely to be referred as a game. There is many different games one can choose between. Let it be digital games or typical board games and other similar non-digital games.

Guliyev, Imamverdiyeva, Hamzayeva, Mahmudova, Mammadova & Gruzina (2017) states that games are student-focused activities requiring active involvement of learners. Learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games provide learners with a chance to direct their own learning. From an instructional viewpoint, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Therefore, when they completely focus on a game as an activity, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it.

There has been conducted different research on beliefs about teaching with technology in the classroom. Judson (2006) for instance, points out that in some cases there are teachers who maintain tight control and use technology only for presentation purposes. Other teachers, with the same resources and access, allow students nearly full reign of technology decisions. Rakes, Fields & Cox (2006) did a study where they looked at how the participants used technology in their practice and classroom. The findings from this study revealed that many teachers used activities that was student-directed rather than teacher-led. The teachers also used problem solving tasks where the students had to think critically and use their own skills in order to solve the assignment. There was also a few teachers who did use instructional practices where their strategies leaned toward lectures and/ or teacher-lead presentations; student evaluation is traditional. Another study by McKnight, O'Malley, Ruzic, Horsley, Franley & Basset (2015) reported that half of the teachers (22 of 44 teachers) in the study did not use Smart Boards when they were teaching. However, they did in fact use other digital tools such as Google docs, chat rooms, and discussion boards. Wasson & Hansen (2013) investigated Norwegian teachers and their classroom practices with technology. They found out that these teachers used a lot of different digital tools. Some of the tools were Google docs, iPod assessment where the pupils were to film each other carry out a task and send it to the teacher, and assessment and feedback through video. The teachers also used Wall-Wisher which is an online tool where pupils answer anonymously a question posted by the teacher.

Nugroho & Mutiaraningrum (2020) conducted a study on Indonesian teachers in order to find out their beliefs and classroom practices with technology. They interviewed a few teachers as well as carrying out a questionnaire. The findings from this study showed that a few teachers used digital tools such as online platform where their students asks questions and answer the teacher's questions. Some other teachers used to integrate technology such as Instagram, Kahoot, authentic language, and quizzes in their classroom. In Allsop's (2013) study it was revealed that a lot of teachers from Turkey used to implement games in their classroom as a reward for the students.

Sønderlund & Johansson (2018) looked into several teachers where they asked about the teachers' opinion on digital tools and what type of digital tools the teachers would use in teaching English. One teacher stated that they usually use many different digital tools in order to create variety and engagement during their lessons. The engagement is achieved by using

different tools every 15-30 minutes; for example, Padelet, Mentometo, Kahoot, Quizlet, and Exit Ticket. Two other teachers stated that they also would be using different tools such as Quizlet, Kahoot, BBC links, YouTube, spelling aids, and Gleerups. One of the two teachers also said they saw the benefit of using PowerPoint in their lessons. Especially during presentations because the audience can focus on the visuals instead of solely on the speaker.

There has also been studies on different digital tools and opinions on them. Baker, Goodboy, Bowman & Wright (2018) did an investigation on PowerPoint instruction in language teaching. They found a few interesting findings. One being that PowerPoint instruction benefits the students cognitive learning more than traditional instruction. They also proceeds to highlight that when lecture material remained the same but was presented either through traditional methods or by PowerPoint, students' cognitive learning was unaffected. Their results suggest that taking traditional instruction, and only adding PowerPoint as a method of a delivery, may not be worthwhile for instructors.

A few other digital tools that have people have been thinking highly of is YouTube videos. YouTube videos can be used in an ELT classroom for various aspects of English as to enhance vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people (Chhabra, 2012). Paris & Yussof (2012) states that board game is a useful teaching tool to be used in grammar lesson as there are many positive outcomes that can be seen after several activities have been carried out in the classrooms. By using board game as the supplement to textbooks, the students are motivated to learn grammar as they believe that board game is an interesting and useful method to be used in the classrooms. Another popular digital tool that is becoming more known is Kahoot. According to Wang & Tahir (2020) Kahoot is a game-based learning platform used to review students' knowledge, for formative assessment or as a break from traditional classroom activities. They also did a study where they saw the effect of Kahoot. What was noticeable was that teachers' motivation seemed to increase after starting to use Kahoot and that Kahoot enhanced their teaching, was entertaining, resulted in better teaching, and increased attention and concentration. In addition, there is another digital tool which is to some extent similar to Kahoot. Although, they do serve with different functions. Mentimeter is a digital tool which promotes collaborative learning as it allows pupils to share their thoughts as they post their

ideas on the same page. Also, pupils who lack of ideas or who have lower proficiency could refer to their peers' feedback and try to express their thoughts (Wong & Yunus, 2020).

2.7 Second language learning

Xiaofei (2018) refers second language acquisition (SLA) to the learning or acquisition of a language other than a native language. Normally educators and researchers refers this as a second language or by the shorthand term "L2".

There has been a lot of research on this topic and several different views on L2 learning. Over the years, different views of learning have to some extent affected how educators believed a second language was learnt. In the 1950s and 1960s, language learning was influenced by behaviorism. Usually, when learning a first language, the process was seen as relatively simple: all L1 learners have to do is learn a set of new habits as they learn to respond to stimuli in their environment (Mitchell & Myles, 1998, p. 31). However, in second language learning there will be problems if learners tries to follow the same approach as in L1 learning. This is because all L2 learners already have a set of well-established habits in their first language. Learning through this way will involve replacing those habits by a set of new ones. The old first-language habits interfere with this process, either helping or inhibiting it. Mitchell & Myles (1998, p. 31) highlights that if structures in the second language is similar to those of the first, then learning will take place easily. If the structures are different in their first and second language, then learning will be difficult. When teachers teach from a behaviorist perspective, they believe that practice makes perfect. In other words, learning would take place by imitating and repeating the same structures time after time. The only problem is that pupils who have a first language that is structured differently from the second language will need to engage in many drilling exercises in order to produce the correct structures in their L2.

Lightbown & Spada (2013, p. 41) highlights that L2 learners do not learn language simply through imitation and practice. They produce language that is not exactly the same as what they have heard but close and which appears to be based on internal cognitive processes and prior knowledge that interact with the language the learners hear around them. Genesee (1994, p. 16-17) mentions that the environment the children grow up in has an impact on the

children's language development. It appears that all children effortlessly and naturally learn the language of the home by listening and having conversations with members of their family. It was believed that children learned to talk by imitating their parents. More recent research, however, suggest that children learn language by actively constructing principles for the regularities that they hear in the speech of others, such as parents, siblings, and those they interact with on a regular basis. As language develops, children become more capable of dealing with greater degrees of complexity and understand their speech errors. Thus, language learning is a highly cognitive activity.

After the mid-1970s, cognitive learning became a major focus in language learning. More recent research shows that educators and researchers started focusing more on how, for instance, time and environment affected second language learners. There has been research about when teachers should start teaching grammar to their pupils. Ellis (2006, p. 90) asserts that teaching grammar early is valuable because it provides a basis for the real learning that follows. However, the approach the teacher chooses to use in order to teach grammar early is rather controversial. Looking away from the controversial issue of grammar methods, there is also a debate about when teachers should teach grammar and how much time should be put into teaching grammar. Lightbown & Spada (2020) states that L2 learners and EFL learners need to be exposed to massive amounts of language input and opportunities in order to engage in extensive communicative interactions and grasp the new language. However, in most EFL classrooms it varies when it comes to exposure of the target language. Lightbown & Spada (2020) states that there are considerably fewer hours of language teaching in EFL classrooms which suggests that there are even fewer hours dedicated to grammar teaching. To ensure the massive exposure have any effect on the learners' progress, Lightbown & Spada (2019) states that a teacher should focus on intensively teaching for a period of time instead of 'drip-feed instruction'' (also see Ellis 2006).

However, the mechanistic language teaching methods inspired by behaviorism (viz., the PPP and audio-lingual methods) did not only lead to a reaction in the form of a cognitivist turn in language teaching. It also led to a communicative turn in language teaching, where the focus was no longer only on learning the language system perfectly but also on developing a wider language competence, referred to as 'communicative competence' (Hymes, 1972). This competence was defined by Hymes (1972, p. 277) as competence regarding "when to speak,

when not, what to talk about with whom, when, where, in what manner". The focus was, then, shifted from what learners should know *about* language to what learners need to *do* with the language. The communicative turn in language teaching involved the use of sociocultural language learning methods and a focus on authentic texts and situations (Simensen, 2011, p. 47).

3 Method

In this chapter, I will describe the research approach I have used to answer the research question. The chapter will also include examination of validity, reliability, ethical concerns of the study.

3.1 Research design

For my thesis I wanted to find out what sort of opinions English teachers have on grammar teaching in Norway. In order to successfully answer the research question in this study, I have decided to use a quantitative approach. Postholm & Jacobsen (2018, p. 89) explain that quantitative methods are based on information about reality conveyed by means of numbers. This means that quantitative methods focuses on numbers, figures, and usually larger samples. Postholm & Jacobsen (2018, p. 165) also mentions that researcher who choose to use quantitative approach will have the opportunely to go broad with their research and get an overview of how many people look at an issue, and thus get a more representative picture of how the majority sees things.

The choice of using a quantitative approach is based upon the need to reach out to as many informants as possible in order to get a general idea of teachers' thoughts on the topic. To make sure that I manage to generalize the data material as much as possible, I chose questionnaire as my only method. The reasoning for using a questionnaire is to get as many informants as possible to generalize the data material and to get an insight into some common views on grammar teaching among Norwegian teachers of English. Since quantitative research method is often used to gather information from specific groups in our population, there seem to be a few criteria's that needs to be checked. In this case, when the informants

were selected to complete the questionnaire, they were required to be English teachers in Norwegian schools. However, there was no age or experience restricted requirements, but the teachers had to be familiar with grammar teaching.

3.2 The Questionnaire

The questionnaire was conducted in Norwegian because I believed it would prevent misunderstandings or language barrier in the questions as well as the participants get to express themselves better in their first language.

The questionnaire was a web-based questionnaire which means that the URL of the questionnaire was sent through e-mail and social media. Postholm & Jacobsen (2018, p. 184-187) explains that web-based questionnaires allows the researcher to reach out to people through using both internet sites and emails as long the message contains a link that the respondent can click on.

The tool used to create the questionnaire is called "Nettskjema", which is an online tool provided by the University of Oslo. The website allows a researcher to manage and design their data collection. In this case, I used the website to design checkboxes, text boxes, and radio button rating questions so that the questions in the survey were presented clearly but also together under the same topic. I structured the questionnaire this way to avoid what Cohen et al. (2018, p. 492-493) says about losing the participants interest in participating. They states that the ordering of a questionnaire is important to set the mood and a right mindset to answer the questions. It will be important not to ask for sensitive information at the beginning of the survey or anything that may affect their mood because then the probability of dropping and participating is greater. The same goes with poor layout of a questionnaire. The appearance is what makes it interesting and easy to understand what is expected of the participants to do. Complicated layout or non-varied layout may increase the chance to not get participants to participate in the survey.

In order to find out what kind of opinions teachers have on grammar teaching the survey contained different questions about this topic. There are 34 questions in the questionnaire, which focuses on various activities and learning methods. Most of the questions have fixed

answer options whereas one question was open-ended question. Even though Postholm & Jacobsen (2018, p. 178) implies that the drop-out rate for open-ended questions is significantly greater than for questions with closed answer alternatives, and that those who use the opportunity to answer open-ended questions are those who have a negative view of what the question is about, the findings from this question will still be relevant for this study.

The fixed answer option questions asks the participants whether they think that it is necessary to include certain activities and learning methods in their grammar lessons or if certain activities should be avoided. By asking these questions it is possible to see which activities are favored and disfavored by the informants. What the answers do NOT tell us is to what extent the respondents actually use their favored teaching activities and avoid the disfavored ones Gleiss & Sæther (2021, p. 150-153) emphasizes that there are several ways to use closed response options. In this case, a Likert scale with four answer alternatives was used. The answer options were the following: agree, partially agree, partially disagree and disagree. Where the participants could only choose one answer option on each question. A four-point Likert scale was chosen in favor of a five-point scale including a neutral alternative. This was done in order to force the respondents to think and take a stand rather than choosing the easy, neutral option, which is a danger when using a five-point scale (Chyung, Roberts, Swanson & Hankinson, 2017). Cohen et al. (2018, p. 500) states that there should be a balance between negative and positive questions in questionnaires. In this case, there were a few questions that was formulated negatively. The reason they were included was to get the participants to pay attention before answering the questions in the questionnaire. Sometimes when researchers conduct a survey there is this possibility of having participants answer questions or rate statements without necessary reading them thoroughly. I took some precautions to avoid this from happening. I also wanted to avoid leading questions and reduce acquiescent bias.

The questionnaire was structured so that the background information was presented first and goes on to grammar opinions and how the participants complete grammar teaching. The questions about the participants background focused on gender, age and if they had English as their subject or not. This part was included in order to see if there was an age group that dominated in the survey or if it is well mixed. In addition, get an overview of how many women and men chose to participate in the survey. Sometimes it can be unevenly distributed, which makes the study a bit limited if a researcher want to look at the majority or wish to

34

generalize the findings. The last question was also intended to see whether there was a skewed distribution or not. The questions about the participants' grammar opinions were asked to get an overview of what most participants thought about the topic. Last question was included to see more in depth how some participants teach grammar. As noted in chapter two, some of the questions are found to be highly compatible with one or more of the learning theories discussed.

See appendix 1 for the list of questions in the survey.

3.3 The Informants

This sub-section clarifies the process of selecting and reaching out to the participants of the study. The way participants were collected in this study was through voluntary participation. Gleiss & Sæther (2021, p. 44) states the importance of obtaining consent and informing the participants about how the survey or interview is voluntary to participate in, and that one can withdraw from it at any time before conducting any research. In this study the participants was informed about the questionnaire in the mail that was sent out to different primary and secondary schools. The teachers that chose to participate in the research did this due to interest or other personal motivations. The information about the survey and the link to the questionnaire was also shared in a Facebook group for English teachers. This Facebook group includes English teachers teaching different age groups, and as the questionnaire does not request the participants to give information about which age group(s) they teach, or have taught, no information can be given about this issue. Instead, the thesis discusses attitudes to grammar teaching and learning in general.

In addition, there is way of telling whether the informants came from all over the country. Gleiss & Sæther (2021, p. 38-39) highlights that when a researcher have a representative sample, they can find out what a specific sample from the population says about an area. Furthermore, use the findings from that sample to say something about the population. It will be difficult to say whether the participants in this study can be generalized since we do not know if they came from all over Norway. However, it should make the data to some extent generalizable because of the relatively large number of answers because of the relatively large number of answers. There was 57 teachers that participated in the questionnaire and among

the respondents there were 47 female participants and nine male participants. Out of 57 teachers there were 52 teachers who had formal education in English.

There is a possibility that the teachers who think grammar teaching is completely unnecessary may be underrepresented in the survey and that teachers who think it is important are overrepresented. The survey was made for Norwegian English teachers but since it is only 57 participants it makes this survey a little less representative to say it represent all English teachers in Norway. However, their grammar views on this topic is still interesting and relevant for research.

3.4 Methods of data analysis

Data analysis is about spotting the individual parts of the data material and seeing how they relate to each other (Gleiss & Sæther, 2021, p. 170). It also involves data transformation. Postholm & Jacobsen (2018, p. 193) mentions that all web-based data collection programs transfer answers from the questionnaire to a data file. In that file, all the answer options to each question are entered with a numeric value. This process is called coding and is the method of analysis that is used in this study.

3.4.1 Questionnaire analysis

The data material from the questionnaire was analyzed by reading through all the answers to get an overview of the results. The question that was open-ended gave short descriptive answers on how teachers usually teach grammar. These answers were categorized into brackets where answers that were similar and had the same meaning or perception of a topic were put together. The other multiple-choice questions were downloaded into a data file from the website ''Nettskjema''. In this data file I could analyze all the answers and see what each participant answered to each question.

3.5 Reliability

In research, it is common to assess the quality of one's own research work. In some cases, this is done through guidance and feedback, but it is most common to take reliability and validity as a starting point when assessing the quality of the work (Gleiss & Sæther, p. 201).

When researchers are to assess the reliability of their own research, the starting point is often whether the research project is reproducible or not. This indicates that the other researchers should be able to reproduce the study and get the same results as the researcher of the study did. In quantitative studies this is much easier to maintain since it is objectively presented and more stable than interviewing people or focus on social phenomena's which can change with time (Postholm & Jacobsen, 2018, p. 223). Reliability can also be understood in terms of how trustworthy the study is as well as how consistent the data and findings in the study are over time. In questionnaires, researchers can prevent reliability from being impaired by avoiding leading questions, unclear questions where a researcher use unknown terms, double questions where the participant must take several things into account at the same time (Postholm & Jacobsen, 2018, p. 225). Roopa & Rani (2012, p. 276) also states that there is a type of reliability that is called test-retest. Test–retest reliability is assessed when an instrument is given to the same participants more than once under similar circumstances. A statistical comparison is made between participant's test scores for each of the times they have completed it. This provides an indication of the reliability of the instrument.

For this study, test-retest reliability is not guaranteed as I have not used random sampling. However, the relatively large number of respondents, combined with their assumed geographical spread (across schools and locations) strengthen the likelihood that the results are generalizable. The questionnaire did not contain any leading questions nor doble questions which can weaken the quality of this study. When it comes to using terms that are none that I am aware of, but it is hard to know for sure. Some people tend to struggle to understand words or terms more than others. Since there was no retest, it is impossible to know for sure whether there was some participants who misunderstood some questions.

3.6 Validity

The validity of the study is based on the documentation and clarification of the methods used to collect the data. Gleiss & Sæther (2021, s. 204) state that validity refers to the quality of the data material and the researcher's interpretations and conclusions. The quality of the data material can be understood as how accurately the method measures what it intended to measure. in other words, this is about how well the researcher has managed to operationalize a concept. For example, a survey designed to explore reading skills, but which actually measures text comprehension would not be considered valid. In the present study I explore teacher's opinions where the focus is on both opinions on learning methods and general opinions on grammar teaching. The term is thoroughly investigated in theorical background where several international studies and research have investigated teachers' opinions and views on grammar teaching. The results also clearly show that it is researching teachers' opinions, which makes the study valid.

Roopa & Rani (2012, p. 276) also states that there are several types of validity which can be used in order to check if a questionnaire measures what it was intended to measure. Criterion validity refers to the effectiveness of questionnaire in predicting the outcomes of what it measures. The questions in the questionnaire had closed answer options, which made them predictable. It was possible to see to some extent what the results were going to be but not actually what the participants were going to answer. Furthermore, face validity can be understood as a subjective judgment of whether the tool or question is a good measure or not. Does it measure what it is intended to measure? In this case, the questionnaire was not pilot tested by other people except from my supervisor. Since there are no feedback from a larger group of people, it will be difficult to say whether the study has a high face quality or not.

Cohen et al. (2018, p. 277) mentions that validity can be seen from two viewpoints when looking at possibly problems occurring in questionnaires. The first one is whether respondents who complete questionnaires do so accurately, honestly, and correctly. The second one is whether those who fail to return their questionnaires would have given the same distribution of answers as they who did. The present study was conducted online which makes me able to check if there is any dropouts. In this case, there was no one who started the questionnaire and suddenly decided to not complete it. However, there was one participant who seemed to start answering the open-ended question but ended up sending in only a couple of letters. Whether

or not the participants answered all honestly in the questionnaire is impossible to know when it is not followed up with an interview or a retest.

3.7 Ethical concerns

When carrying out a research project that includes research participants and the use of oneself as a research instrument, there are some research ethics aspects that come into play. In Norway all researchers are obligated to follow the Research Ethics Act (2017). This law states that "researchers must act with care to ensure that all research takes place in accordance with recognized research ethics standards". There are different research ethics based on which method a researcher chooses to use in their project. In this study I only used a questionnaire that was made anonymous. In 'Nettskjema' it is possible to choose between having the survey anonymously or not. When the survey is set on anonymous it will not be able to track the participants IP-address nor at any given moment find out who they are. Since I did not collect any personal information that could expose the participants in any way, there was no need to get the questionnaire approved by NSD. ''Norsk senter for forskningsdata (NSD)'' ensures that data about people and society can be collected, processed, stored, and shared safely and legally, today and in the future. Researchers who handle personal data need to go through NSD in order to be allowed to do their research.

Two other ethical guidelines I have followed are informed consent and the consequences of participating in research projects. Informed consent means that the informants are informed about the project before they give their written consent. They then receive information about the research's purpose and design, what the participation entails and what happens to the collected data material (Gleiss & Sæther, 2021, p. 44-46). The informants who were reached by mail were sent an information text attached to the email with the questionnaire linked in as well. To confirm that the informants were informed of what their participation would entail and the significance of the research. The rest of the participants who were reached out through Facebook were only given a short introduction to what this survey was about and an option to choose whether they wanted to participate or not.

There are some advantages and disadvantages when it comes to anonymous questionnaires. An advantage with having a questionnaire anonymous is that the threshold for answering sincerely, without being afraid of being looked down on, may be lower.

A disadvantage in such questionnaires is that it is more difficult for the researcher to get feedback on questions and answers that do not work, and to adjust the questionnaire along the way (Gleiss & Sæther, 2021, p. 158). Since I did not do any pilot testing on my questionnaire besides from getting feedback from my supervisor, I did not get the opportunity to adjust my questionnaire based on other participants' feedback. However, there was one teacher who reached out through email and said that it was difficult to choose an alternative when they agreed on one or more answer options. They also highlighted that the students have many ways to learn, so in many of the answers it will be difficult to choose an alternative. It was too late to change anything by the time I got the email since the questionnaire was already sent out. Gleiss & Sæther (2021, p. 158) points out that participants may be left with a feeling that there is no place for them and their views and experiences in the questionnaire. In this case, some participants may feel like they perhaps did not get out what they really meant even though they had the option to answer partially agree or partially disagree on the statements.

4 Data

In this chapter the data of the questionnaire will be presented. Section 4.1 will focus on the participant's background and then move to presenting some of their opinions on grammar teaching. Section 4.2 focuses on some work conditions. Section 4.3 presents the teachers opinions on grammar teaching. Section 4.4 will look into what the majority of the teachers think about certain learning methods. Section 4.5 presents the teachers' view on explicit and implicit learning methods as well as motivational learning methods. Section 4.6 presents some of the teachers' ways of teaching grammar.

4.1 Participant background

The three first questions in the questionnaire asks the participants about their age, gender and if they have formal education in English or not. These questions was included to see if the

participants were distributed differently across these questions. Table 1 shows an overview of how many women and men participated in the survey, what their status is in terms of professional competence, and which age group they belong to.

BACKGROUND INFORMATION.	FORMAL EDUCATION IN ENGLISH	NO FORMAL EDUCATION IN ENGLISH	FEMALE	MALE
20-29	10	1	8	3
30-39	19	2	19	2
40-49	16	1	15	2
50-59	3	0	3	0
60-69	4	0	2	2
TOTAL:	53	4	48	9

Table 2: *The participant's background.*

In table 2 the results shows that there was 48 female participants and nine male participants in this study. The male participants are divided equally in almost every age group whereas the female participants consist mostly of teachers who were between the age 30-39. Out of 57 participants there is four teachers who do not have formal education in English. While 53 participants have formal education in English. This very high level of education suggests that the participants in this study may not be fully representative of English teachers in Norway. A report from 2019 shows that around half of English teachers did not have any formal education in English. To be sure, the teachers' level of education was shown to vary with the level at which they taught: thus, 64 % of English teachers at the lower primary level (grades 1-4) had no formal education in English, while the corresponding figures for the upper primary level (grades 5-7) and the lower secondary level (grades 8-10) were 44 % and 14 %, respectively (Tuv, 2019). There may, of course, be a large number of lower secondary

teachers among the participants of this study. This is likely since there is an increased focus on grammar teaching in lower secondary school. However, it is also likely that the participants are to a large extent teachers with formal education who feel that grammar teaching is an important topic, or who have at least reflected on the topic, before the survey. This is, of course, a group of teachers whose opinions I am interested in in this study.

4.2 Work conditions

This sub-section presents the participants opinions regarding some work conditions that is necessary in order to get a better view over their grammar opinions. The conditions looks into the participants personal beliefs about themselves as teachers and general grammar beliefs.

WORK CONDITIONS	AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE
Q. 4. I FEEL CONFIDENT IN TEACHING GRAMMAR	33 57,9%	18 31,6%	4 7%	2 3,5%
Q. 5. I GET TO IMPLEMENT MY IDEAS ABOUT GRAMMAR TEACHING	24 42,1%	26 45,6%	6 10,5%	1 1,8%
Q. 6. IF GRAMMAR TEACHING IS TO HAVE ANY EFFECT, AT LEAST ONE FULL TEACHING SESSION	8 14%	15 26,3%	15 26,3%	19 33,3%

SHOULD BE SET ASIDE FOR THIS				
Q. 7. GRAMMAR TEACHING IS NOT A HIGH PRIORITY IN THE ENGLISH SUBJECT	5	30	14	8
	8,8%	52,6%	24,6%	14%

Table 3: *Participants views on work conditions.*

The two personal oriented claims have a large number of adherents. There are 89,5% of the participants who agrees with the claim in Q. 4. 57,9% fully agrees and feel confident when teaching grammar and 31,6% partially feel confident. In Q. 5 87,7% agrees with the statement '' I get to implement my ideas about grammar teaching.'' 42,1% fully agree and 45,6% partially agree to this claim. The participants apparently do not feel that factors such as class size, workload, and educational policies prevent them from teaching in accordance with their beliefs, like the teachers referred to in section 2.8. Thus, a very large number of the participants have a positive view of their own ability to teach grammar and feel that they are given full freedom regarding grammar teaching methods.

The two claims that are classroom-oriented shows two different ratings. Q. 6 shows that the majority of the participants (59,6%) disagrees with having to teach a whole lesson in order for it to be effective. Thus, they seem to disagree with the claim that intensive instruction is needed to achieve progress in SLA (Lightbown & Spada 2020). The results from this claim suggest that a rather large minority believes that 'drip feed' instruction has an effect. However, the formulation of Q. 6 may cause some misinterpretations since it is not specified if it means 45 minutes or 60 minutes. Even so, the finding still suggest that 'drip-feed instruction' has an effect.

As for the claim in Q. 7 where the participants were to rate whether they found grammar teaching not highly prioritized, 61,4% agreed to the claim. This is a rather large proportion given the emphasis placed on grammar teaching in the new curriculum (cf. section 1.1).

4.3 Teachers' opinions on grammar teaching

One of the research questions of this thesis is whether some specific learning theory is more prevalent in teachers' minds and practices than others. In order to conclude on this point, each question has to be linked to a learning theory. The claims in Q. 8, 11 and 15 are first and foremost associated with behavioristic learning theories while those in Q. 9, 13, and 14 are associated with cognitive learning theories and those in Q. 10, 12, and 16 with sociocultural learning theories. Table 3 shows how many of the participants agreed or disagreed to each statement about grammar teaching.

OPINIONS ABOUT GRAMMAR TEACHING.	AGREE	PARTIALLY AGREE	PARTIALLY DIAGREE	DISAGREE
Q. 8. GRAMMAR TRAINING SHOULD TO A LARGE EXTENT BE TEACHER-LED.	7 12,3%	28 49,1%	16 28,1%	6 10,5%
Q. 9. STUDENTS SHOULD ACQUIRE SOME GRAMMATICAL TERMINOLOGY TO GAIN A META-PERSPECTIVE ON LANGUAGE.	27 47,4%	28 49,1%	1 1,8%	1 1,8%
Q. 10. IT IS IMPORTANT TO PUT THE STUDENTS IN PAIRS OR GROUPS WITH DIFFERENT SKILL LEVELS REPRESENTED SO THAT STUDENTS AT A HIGH SKILL LEVEL CAN HELP THE WEAKER STUDENTS.	3 5,3%	25 43,9%	20 35,1%	9 15,8%

Q. 11. IT IS A GOOD IDEA TO REWARD THE STUDENTS WHEN THEY HAVE WORKED WELL ON THE ASSIGNMENTS BECAUSE THEN THEY WILL BE MOTIVATED TO LEARN MORE.	5 8,8%	25 43,9%	15 26,3%	12 21,1%
Q. 12. GRAMMAR TEACHING SHOULD FOCUS MORE ON COMMUNICATING WITH OTHERS THAN FILLING IN WORKSHEETS.	33 57,9%	19 33,3%	4 7%	1 1,8%
Q. 13. STUDENTS SHOULD HAVE THE OPPORTUNITY TO ASSESS THEIR OWN GRAMMAR KNOWLEDGE THEMSELVES.	39 68,4%	16 28,1%	2 3,5%	0 0%
Q. 14. THE DEGREE OF DIFFICULTY OF THE GRAMMAR ASSIGNMENTS SHOULD BE HIGH SO THAT THE STUDENTS SPEND TIME ON THE ASSIGNMENTS.	0 0%	15 26,3%	25 43,9%	17 29,3%
Q. 15. IT IS UNNECESSARY TO MEMORIZE GRAMMAR RULES.	5 8,8%	20 35,1%	18 31,6%	14 24,6%
Q. 16. STUDENTS LEARN A LOT OF GRAMMAR BY PERFORMING PRACTICAL ASSIGNMENTS IN ENGLISH WITH FELLOW STUDENTS.	36 63,2%	18 31,6%	3 5,3%	0 0%

Table 3: *Some teachers' general opinions on grammar teaching.*

Some of the claims that are associated with cognitive and sociocultural learning theories are rated extremely high and much higher than the claims associated with behaviorism. When the participants were asked to rate whether students should have the opportunity to assess their own grammar knowledge themselves, 68,4% of the participants fully agreed to this claim and 28,1% partially agreed. In total there were 96.5% participants who agreed with this statement to some extent. The same proportion fully or partially agrees with the claim that students should acquire some grammatical terminology to gain a meta-perspective on language (Q. 9). However, the informants are less certain about the third cognitively oriented claim. In Q. 14 there was 29,3% participants who fully disagreed to this claim. Another 43,9% partially disagreed while 26,3% partially agreed. The answers here may reflect a worry that if the level of difficulty is very high, this may discourage students. Overall, however, the answers here suggest that the participants view grammar learning as a highly cognitive activity.

Two of the communicatively oriented – or socio-cultural – claims have a large number of adherents, vi. Q. 16 and Q. 12. Q. 16 shows that 63.2 % fully agree with the claim '' students learn a lot of grammar by performing practical assignments in English with fellow students.'' Another 31,6% partially agrees while only 5,3% partially disagrees. The claim in Q. 12: "Grammar teaching should focus more on communicating with others than filling in worksheets" is also favored by a large proportion of the respondents: 57.9 % fully agree with it, while 33.3 % partially agree with it, giving a total of 91.2 % who agree to a larger or smaller extent. This suggests that teachers in this study thinks highly of sociocultural approach. However, the claim in Q. 10 '' students should be put in pairs or groups with different skill levels represented so that students at a high skill level can help the weaker students'', it shows that the informants are less certain about implementing this in their grammar lessons. A total of 29 out of 57 participants disagrees while 28 participants agrees with this claim.

The three behavioristic oriented claims shows a divided opinion whether they agree or disagree with the statements. The claim (Q. 8) about whether grammar training should to a large extent be teacher-led shows that 12,3% participants fully agree and 49,1% partially agree. As for the claim in Q. 11 that students should be rewarded to be motivated to learn

more, it is favored by 52.7 % of the teachers, where 8.8 % fully agree with it and 43.9 % partially agree with it. Interestingly, the claim (Q. 15) about whether it is unnecessary to memorize grammar rules shows that in total there are 56.2 % who disagree. Out of 56,2% there are 31.6 % partially disagree and 24.6 % fully disagree. Only a small percentage fully agrees with this statement, 8,8%. Another 35,1% partially agrees that it is necessary to memorize grammar rules. Although the behavioristic oriented claims are less favored than the cognitively and sociocultural oriented ones, they are nevertheless favored by a relatively high number of teachers. This may seem surprising given that behavioristic learning methods are considered outdated by many.

4.4 Learning methods

This section includes five different questions about learning methods. Each of these claims fits different learning theories. Q. 17 fits into cognitive theory, Q. 18 and 20 are sociocultural oriented, and Q. 19 is behavioristic oriented. Table 4 presents how the participants have rated different learning methods. Q. 21, however, seem to go under a sociocultural approach as well as the cognitive learning theory.

LEARNING METHODS	AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE
Q. 17. ACTIVITIES THAT HAVE SOMETHING TO DO WITH BRAIN TEASERS, MEMORY CARDS, AND FIGURE BUILDING / PUZZLES ARE NECESSARY TO BE ABLE TO FURTHER DEVELOP STUDENTS' GRAMMAR KNOWLEDGE.	9 15,8%	23 40,4%	17 29,8%	8 14%
Q. 18. IT IS IMPORTANT TO USE AUTHENTIC TEXTS IN TEACHING (ARTICLES FROM NEWSPAPERS AND	37 64,9%	13 22,8%	6 10,5%	1 1,8%

MAGAZINES, ADVERTISEMENTS, FICTION TEXTS, ETC.).				
19. THE BEST WAY TO WORK WITH GRAMMAR IS FOR THE TEACHER TO FIRST PRESENT A GRAMMATICAL FORM (OR STRUCTURE), THEN THE STUDENTS WORK WITH THE FORM THROUGH CONTROLLED EXERCISES (FILL-IN TASKS, ETC.), AND FINALLY USE IT IN FREER EXERCISES / ACTIVITIES.	4 7%	19 33,3%	21 36,8	13 22,8%
Q. 20. GETTING INVOLVED IN AUTHENTIC SITUATIONS IN GRAMMAR TEACHING (E.G. SHOPPING IN A SHOP, WRITING AN APPLICATION, TALKING TO OTHERS AT A BUS STOP, SPEED DATE, ETC.) IS TOO CHALLENGING FOR THE STUDENTS AND SHOULD THEREFORE BE AVOIDED.	0 0%	3 5,3%	6 10,5%	48 84,2%
Q. 21. STUDENTS LEARN GRAMMAR FASTER IF THEY HAVE TO USE EACH OTHER TO GET ON OR OUT OF A SITUATION (E.G., THROUGH ACTIVITIES SUCH AS FRUIT SALAD, CARD SHELL, GETTING TO KNOW BINGO, ADJECTIVE STORYTELLING, ETC.)	14 24,6%	33 57,9%	7 12,3%	3 5,3%

Table 5: *Results of the teachers' opinions on learning methods.*

What is most striking about the figures in Table 4 is the widespread support for the sociocultural claims. Thus, 87.7 % fully or to some extent agree that it is important to use authentic texts in grammar teaching (Q. 18). In fact, as many as 64.9 % fully agree with this

claim. Similarly, 94.7 % disagree with the statement that using authentic situations in grammar teaching is too challenging for the students and should therefore be avoided (Q. 20). And here the proportion of respondents who fully agrees is even higher, viz. 84.2 %.

The claim in Q. 21 seem to fit both cognitive learning theory and sociocultural learning theory. The activities mentioned fits into sociocultural approach, but learners will also be challenged cognitively where they need to think actively. Even so the majority of the participants (82,5%) agrees with the claim about learning grammar faster by using activities such as fruit salad and bingo. 24,6% fully agrees and 57,9% partially agrees to this statement.

The behavioristic oriented statement in Q. 19 shows that 22,8% fully disagrees and 36,8% partially disagrees with following a traditional PPP method. However, a large minority of 40.7 % agree that this is the best way of working with grammar.

The cognitive claim in Q. 17 has a large number of adherents. Here the participants were to rate whether activities such as brain teasers, memory cards, and figure building / puzzles were necessary to further develop students' grammar knowledge, 56,2% agreed. 15.8% fully agrees while 40,4% partially agrees to this claim. This shows that the participants in this study are certain about using cognitive learning methods. As we saw above, the cognitively oriented claim in Q. 21 is favored by a large majority. The same goes for the cognitively oriented claim in Q.17.

4.5 Digital learning methods

The claims that were included about digital learning methods are presented in table 5. Some of these claims can be related to specific learning theories. Q. 22, 24, and 27 are claims that can be related to any learning theories based on how the teacher choose to work with the learning activities and methods. Q. 23 and 25 on the other hand, are behavioristic viewed. Q. 26 fits more into what section 2.3 says about cognitive learning theory.

DIGITAL LEARNING METHODS.	AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE
Q. 22. COMPUTER GAMES AND OTHER ONLINE GAMES ARE TOO DIFFICULT TO USE AS PART OF GRAMMAR LESSONS.	4 7%	2 3,5%	18 31,6%	33 57,9%
Q. 23. THE BEST WAY TO CONVEY GRAMMATICAL FORMS IS THROUGH POWERPOINT PRESENTATIONS	0 0%	2 3,5%	17 29,8%	38 66,7%
Q. 24. YOUTUBE VIDEOS ARE TOO COMPLICATED TO USE IN GRAMMAR LESSONS.	0 0%	3 5,3%	18 31,6	36 63,2%
Q. 25. KAHOOT AND QUIZZES ARE USEFUL TOOLS TO HELP STUDENTS REMEMBER GRAMMAR.	20 35,1%	29 50,9%	7 12,3 %	1 1,8 %
Q. 26. ALLOWING STUDENTS TO REFLECT AND SHARE ANONYMOUSLY WHAT THEY HAVE LEARNED IS IMPORTANT FOR THEIR GRAMMAR TRAINING, E.G., THROUGH MENTIMETER, SLIDO AND THE LIKE.	19 33,3 %	25 43,9 %	9 15,8 %	4 7 %
Q. 27. IT IS ALMOST IMPOSSIBLE TO LET STUDENTS USE THE CHAT PLATFORM (FORUM, TEAMS, DISCORD, FACEBOOK, ETC.) TO DISCUSS AND LEARN GRAMMAR.	6 10,5 %	13 22,8 %	25 43,9 %	13 22,8 %

Table 6: *Teachers' opinions on digital learning methods.*

A general tendency in the data is that the respondents are positively inclined towards the use of ICT in grammar teaching. In Q. 22 57,9% of the participants fully disagrees and 31,6%

partially disagrees with online games being too difficult to use in grammar lessons. In Q. 24 when the participants were asked to rate whether YouTube videos are too complicated to use in grammar lessons, 63,2% fully disagrees and 31,6% partially disagrees which in total shows that 94,8% disagrees with this statement. Q. 27 shows that in total 66,7% of the participants disagrees.

The behavioristic oriented claims shows a split rating to whether quizzes and PowerPoint presentations are necessary in grammar teaching. Q. 23 shows that in total there are 89,5% who disagrees with the statement '' the best way to convey grammatical forms is through PowerPoint presentations.'' 66,7% fully agrees and 29,8% partially agrees with this claim. In Q. 25 there was 86% of the participants who agrees to finding Kahoot and quizzes useful in grammar teaching. 35,1% fully agreed while 50,9% partially agrees.

The cognitive oriented claim have a large number of adherents. Q. 26 shows that out of 77,2% there was 33,3% who fully agrees and 43,9% who partially agrees with including reflective tasks through online resources. This suggests that there is widespread agreement that ICT resources are generally valuable learning resources, except for PowerPoint presentations, which are not seen as a valuable resource.

4.6 Motivation and explicit versus implicit opinions

This sub-section presents what the participants think about certain learning activities which is motivation directed activities. It also shows what they think about explicit grammar teaching and implicit grammar teaching. Figure 4 shows the results on what the participants think of these learning activities and figure 5 shows explicit vs implicit opinions.

The two questions which concerned motivation is as followed:

Q. 28. *Grammar instruction should include play-based tasks such as card games, board games, music, and role-playing games.*

Q. 29. *It is better to use lyrics in a literary context than in grammar teaching.*
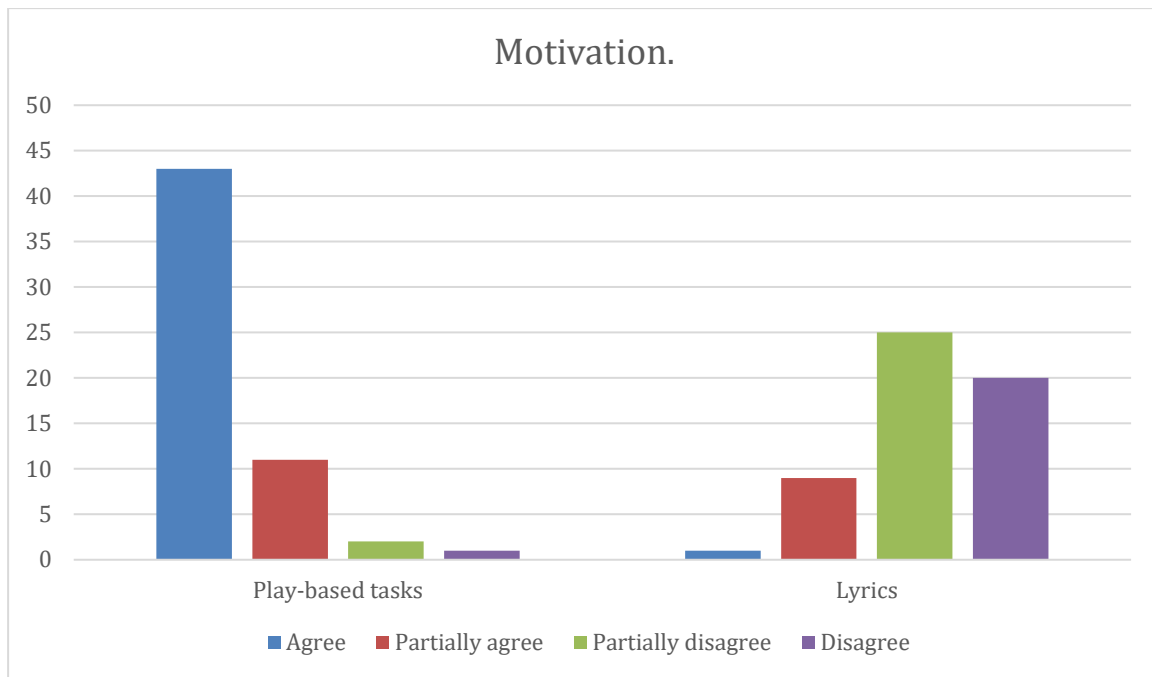
Figure 4: *Motivational tasks.*

The claim about play-based tasks shows that large number of participants thinks such tasks should be included in grammar teaching. Out of 57 participants there is 43 participants who fully agree to this claim. Another 11 participants partially agrees which shows that in total there are 54 participants who agrees. Q. 29 shows that the majority of the informants disagrees with lyrics being more suitable in literary context than grammar teaching. 22 participants fully disagrees while 25 participants partially disagrees which in total is 47 participants. The fact that so many participants thinks highly of using play-based tasks and lyrics The result from figure 4 suggests that these teachers have a focus on motivating their pupils.

The figure 5 below shows the results of four different questions about explicit and implicit grammar teaching. The four questions are divided into two explicit related question and two about implicit grammar teaching, and the questions that were asked are:

Q. 30. *One can learn everything in grammar through massive exposure to a language. Explaining grammatical rules is not necessary.*

Q. 31. *There are grammatical features that second language learners can only learn through explicit grammar teaching.*

Q. 32. *One should not give explicit grammar teaching, but rather try to 'sneak' in the grammar in a fun and engaging way.*

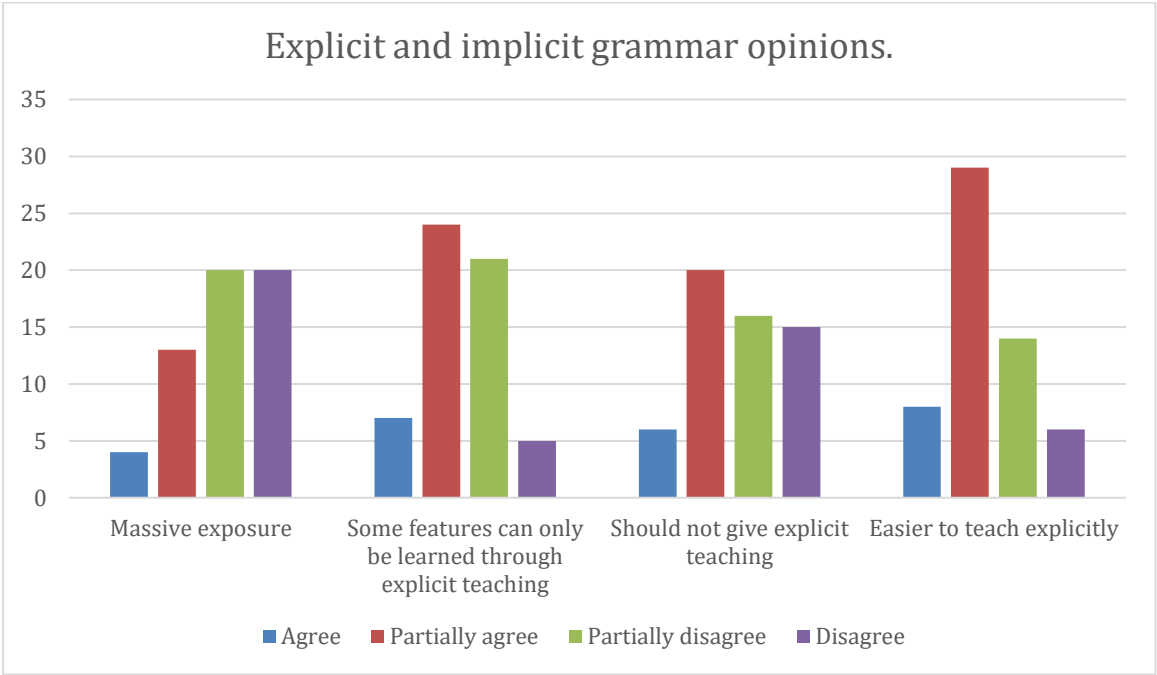Q. 33. *It is easier to teach explicitly than implicitly when it comes to grammar teaching.*

Figure 5: *Explicit and implicit grammar opinions.*

The two claims about explicit learning shows that the majority of the participants agrees to teach explicitly to some extent. Q. 31 shows that there were 7 participants who fully agreed and 24 who partially agreed to the claim that some grammatical features can only be learned through explicit teaching. Thus, 54.4 % of the participants agree with this to some extent. In Q. 33, '' It is easier to teach explicitly than implicitly when it comes to grammar teaching'', there are 8 of the participants who fully agree to this claim. Another 29 participants who partially agrees which in total shows that there were 37 participants (64,9%) who agreed.

The two claims that favor implicit inductive learning is Q. 30 and Q. 32. In Q. 30 where it claims that ''one can learn everything in grammar through massive exposure to a language.

Explaining grammatical rules is not necessary'', there are 40 participants – i.e., 70,2% - who disagree with the claim. Out of these 40 participants there are 20 participants who fully agrees and 20 participants who partially agrees with the claim. Q. 32 shows that the participants were less certain about whether one should give explicit grammar teaching. 31 % - or 54.4 % - disagree with the claim, i.e., believe that some degree of explicit grammar teaching should be given. These are presumably the same informants who in Q. 31 agreed that some features can only be learned through explicit teaching. Overall, a majority believe that some degree of explicit grammar teaching is necessary.

4.7 Examples of grammar lessons

At the end of the questionnaire, I asked the participants if they could write how they normally would teach grammar. There was 33 teachers in total who shared their methods and how they plan their teaching sessions. To avoid unnecessary repetition, I have combined some of the comments that say the same thing.

Comments:
1. Most of the grammar comes "unconsciously" using language in various ways. Listen to and read authentic texts of various types, write texts according to simple model texts, talk, listen, watch movies, listen to music, etc.
2. Correction of own grammatical errors in texts, find the correct word form in the songs, cards on the board after the students have submitted a text and gotten them back to highlight most of the mistakes they made. In addition, several games and engaging themes are used to get students talking. Correction of others' texts, the students then become more aware of their own mistakes as well.
3. Before we practice writing short texts, we review some previous grammar sessions. Then we work with the word classes separately, in separate weeks. We practice the correct inflection of words in the word classes and talk a bit about exceptions from the general rules (5th grade and up). Much of this teaching is written and with quantity practice on the correct inflection of the words, with a focus on using the rules correctly and getting to know the exceptions.

4. Looking in text, building sentences together. Do fill-in assignments, preferably in pairs or groups so they can discuss. Review and repetition in a playful activity. Some drilling and automation.
5. Displays sentences with various grammatical errors and errors in text construction. The students correct these sentences together, with guidance from me when they are stuck. Two new sentences every week.
6. Preferably video clips or explanation of the rule / rules first. Then work on assignments digitally and in groups. Text writing and oral assignments are also used, so that you can apply the grammatical rules in practice. Singing, playing, and playing in the lessons are top notch. The same is true of role-playing games with authentic lyrics.
7. Has had success in showing students sentences that are grammatically correct and wrong, then we discuss what makes them right and wrong. I also use shorter texts where I deliberately make mistakes for the students to find and discuss.
8. Quick review on the board. Maybe a short explanatory YouTube video. Assignments about the grammar, and then use the grammar implicitly in "larger" assignments.
9. Teacher explains and shows. Students are given assignments.
10. When I am teaching a full session, I use activities such as: Station rotation - board games, memory, worksheets, online tasks / games, mad libs, etc. When I teach grammar only parts of session, I use activities such as: all of the above + quizlet, kahoot and short drilling tests.
11. We look at examples, talk together, try out, and solve problems.

Table 7: *Teachers' practice.*

A few of the comments seem to fall under a traditional approach which is associated with behavioristic learning theory. Comment 3, 4, and 9 follow a typical structure which is used when teaching traditional. Some of these learning activities such as drilling, and fill-in tasks also fits into a traditional approach. The teacher from comment 10 on the other hand, uses a number of cognitively oriented activities as well as they mention a few behavioristic oriented activities.

In comment 6 it looks like the participant start of with stating how they teach grammar and then adds their opinion on what learning activities are considered good to use in grammar teaching. Based on the description on how they teach grammar it seem to fit into a behavioristic approach.

The two first comments 1 and 2 seem to be more cognitive oriented because listening to music, watching movie, correlation of their and others' text. However, some of the activities they mention as well can fall under sociocultural approach.

The sociocultural oriented comments seem to be 5, 7 and 11. In comment 5 it is mentioned guidance which can be associated with ZPD. Comment 7 focuses on groupwork and comment 11 mentions communicative activity which can be linked up to what Skaalvik & Skaalvik (2018) mentions in section 2.4.

A few of these comments can fit into an explicit or implicit learning method. The ones that fit into explicit learning are 2, 3, 4, 5, 9, and 11. Some of the activities that is mentioned in these comments (go through mistakes, correct errors, fill-in tasks, automation) focuses on drawing the pupil's attention to a specific rule or concept. Comment 1 mentions ''unconscious'' learning which is what implicit learning is all about.

5 Discussion of the findings against previous research

In this chapter, the findings presented in the previous chapter will be discussed in the light of previous research and relevant theory presented earlier in the thesis. Section 5.1 discloses the teachers' view on grammar teaching in Norway and which learning theory different learning activities and learning methods belong to. Section 5.2 discusses which learning activities and learning methods that teachers from the present study think is useful in grammar teaching. Section 5.3 will discuss which digital learning methods and learning activities the teachers think is necessary to implement in grammar lessons. Section 5.4 will look into the teachers' classroom practices when it comes to teaching grammar.

5.1 What opinions do teachers have about grammar teaching?

The research done in this study shows that teachers differ when it comes their opinions on grammar teaching and which learning methods they see as necessary to include in grammar lessons. It also shows how some teachers from different schools and grades choose to teach grammar. The results presented in 4.3 are interesting when compared to previous research done on the topic. As mentioned above in section 2.8, the majority of the English teachers in Chunyi & Qi'ang's (2018) liked to use traditional grammar teaching. In the present study the findings suggest that the teachers to some extent think highly of traditional teaching which can be connected to the behavioristic learning theory. The majority of the teachers did in fact state that rewarding pupils, having teacher-led lessons, and that it is necessary to memorize grammar rules, are methods that is useful in grammar teaching. However, the number of teachers who value formal teaching methods and activities are less compared to those methods and activities that are less formal. Many as 52 (91,2%) teachers in total thinks grammar teaching should focus more on communicating with other people. This finding is to some extent comparable to Basoz's (2014) findings where their finding reveals 74.4% of the participants did not believe that there should be more formal study of grammar in the English language classroom.

Basoz's (2014) findings also reveals that an overwhelming majority (95,3%) believed that giving students more opportunities for communication practice leads them to naturally understand English grammar. The findings from the present study shows to some extent comparability to Basoz (2014) findings. The teachers think that grammar teaching should in fact focus more on communicating with other people than filling in worksheets. They also think that pupils should preform practical grammar assignments within pairs or groups in order to learn a lot of grammar. However, Basoz (2014) mentions natural understanding of English grammar which can be understood as teaching grammar implicitly. In this case, the Norwegian teachers disagrees with Basoz (2014). The results from figure 5 shows that the majority of the participants believe that teachers should give explicit grammar teaching, instead of sneaking in grammar in a fun and engaging way. They also think that massive exposure is not enough in order to learn a language.

This is an interesting finding when we compare the findings to what Lightbown & Spada (2020) says about L2 learners and EFL learners having the need to be exposed to massive

amounts of language input and opportunities in order to engage in extensive communicative interactions and grasp the new language. There is no evidence on how the teachers in this study think about the number of hours a second language learner need but the findings do suggest that there has to be a balance between explicit grammar teaching and implicit grammar teaching as well as a focus on communicative learning activities.

The participants from the questionnaire also express that they think teachers should give pupils an opportunity to assess their own grammar knowledge themselves. Comparing this finding to what Cubukcu (2009) states in section 2.3 about metacognition having tasks such as monitoring comprehension, it seem to fit into a cognitive learning method. In addition, the teachers think that grammar teaching should focus on teaching pupil grammatical terminology in order for them to gain a meta-perspective on language. This finding is also comparable to what Cubukcu (2009) says about metacognition but also to what Helland (2015, p. 278) says about constructing new knowledge.

An interesting finding from this study is that teachers think that the level of difficulty on tasks should not be too difficult but at the same time they think that pupils with different skill level should be put together in pairs or in groups. Skaalvik & Skaalvik (2018, p. 70-72) mention in section 2.4, working together can be a form of scaffolding where a pupil can ask another pupil for help. However, if the teachers should have any effect with this type of scaffolding, without challenging the learners too much, they need to be aware of the pupils' skill level and adjust assignments that fits each of them.

A finding from section 4.2 shows that that as many as 35 (61.4 %) of the teachers think that grammar teaching is not prioritized. This is rather interesting since in the new curriculum there is a strong emphasis on grammar and language structure. The teachers also states that they feel confident in teaching grammar. Based on this it seems like the problem does not lay with teachers but with the school. Lightbown & Spada (2019) points out that in EFL classrooms there is a small percentage of hours allocated which may be a cause to why the teachers in this study say grammar teaching is not prioritized.

5.2 Teachers' view on certain learning methods

International studies and research have examined, among other things, which approach and methods the L2 teachers prefer. Andrews (2003) reveals that teachers usually teach grammar by presenting a grammatical form and then move on to solving tasks. In this study the findings is not that comparable to Andrews (2003) findings. It turns out that there is a larger proportion of teachers (34 teachers) who believe that following such structure is not the best learning method to use when teaching grammar. This shows that teachers prefers other methods that is not related to the PPP approach. Several other studies also shows comparability to Andrews (2003) where most second language teachers teach grammar by using PPP method or other traditional teaching methods and activities (Toprak, 2019; Vooren et al. 2012; Nurusus et al. 2015).

The teachers also believe that explicit grammar teaching should not be taught but admit that they find it much easier to teach. This is an interesting finding because the teachers do not believe in teaching with PPP method which according to Zheng (2015) explicit grammar teaching shares the same traits as traditional teaching method. As Criado (2013) mentions in section 2.2 the Presentation-Practice-Production method is a traditional activity. However, as DeKeyser (2003) points out that in section 2.5 there are other ways to teach explicit grammar without focusing on traditional approach.

Another interesting finding which turns out to be to some extent comparable to Kaymakamoglu (2009), is that the teachers think interactive learning activities are useful in grammar teaching. The majority of teachers think that learning activities where the learners have to talk and use each other in order to complete or get past a barrier is useful in grammar teaching. This type of learning activity can fall under both sociocultural approach and constructive approach depending on how a teacher chooses to focus on them. However, the learning activity can arguably fit more into constructive theory based on how it targets a person's mental processes. As Schunk (2012, p. 287) and Skaalvik & Skaalvik (2018) states cognitive learning is about drawing connections to what people already know of, understanding a task, and memorization, which is mental processes that is targeted in this finding.

What is interesting about this finding is that when the teachers were to share their opinion on play-based learning activities such as board games, music, role-play games and card games, they rated these activities as it should be included in grammar teaching. Out of 57 teachers there was 54 teachers who thought this. When we compare this finding to the previous finding where teachers did find memory cards, brain teasers, and puzzles necessary, there was 32 out of 57 who thought this. This suggests that the teachers may find sociocultural influenced play-based learning activities more tempting than cognitive influenced play-based activities.

Many teachers also think that authentic teaching activity is highly appropriate for grammar teaching. As Andersson & Andersson (2011) states in section 2.5, authentic learning is connected to situated, real activities, which implies participation in real situations. Based on this it is possible to draw conclusions that learners have to be in an interactive environment in order to be taught authentic. In some cases, authentic teaching can both be sociocultural directed or cognitive directed. Considering the learning activities that is stated in Q. 20: shopping in a shop, writing an application, talking to others at a bus stop, and speed date, one of these falls specifically under a sociocultural approach while others are open for interpretations to whether it is cognitive influenced or sociocultural influenced activities. According to Brodova et al. (2013) role-play where these three features are in focus: children create an imaginary situation, take on and act out roles, and follow a set of rules determined by these specific roles, is sociocultural. The rest of the learning activities can to some extent relate to what Xiaofei (2018), Schunk (2012) and Webb et al. (1995) says about cognitive and constructive teaching. The learning activities stated in Q. 18: articles from newspapers and magazines, advertisements, fiction texts, can also be either sociocultural or cognitive directed depending on how the teacher choose to approach them.

5.3 What do teachers think about digital learning methods?

This chapter of the discussion will look at the teachers view on digital learning methods and see what learning theory they fit into. In technology influenced classrooms there are many different digital learning tools available for teachers to use in their teaching sessions, and ways to apply these learning tools. In a previous study conducted by Rakes, Fields & Cox (2006) they found out that there were only a few teachers who did use instructional practices

where their strategies leaned toward lectures and/ or teacher-lead presentations. The findings from this study shows that these two findings are similar to each other. As Rakes et al. (2006) states there are only a few teachers who use this method, in this study it is only 3 teachers who thinks PowerPoint presentations is the best way to use when they are conveying grammatical forms which indicates that they prefer teacher-led presentations. On the contrary, this finding only deals with a small number of the teachers. The majority of teachers actually think PowerPoint presentations is not the best method to use in order to convey grammatical forms. If we compared this finding to what Koc (2005) says in section 2.2, it shows that the teachers do not think grammatical features in PowerPoint presentations should be presented in a traditional classroom practice. However, the teachers do think that using quizzes and Kahoot useful tools to help students remember grammar. Yarahmadzehi, Ghalaee & Sani (2015) points out that when teachers use traditional grammar teaching it involves testing students' knowledge. By comparing this finding to what Yarahmadzehi et al (2015) states it looks like the teachers think behavioristic influenced digital tools which is testing pupil's knowledge is valuable in grammar teaching.

Rakes et al. (2006) further shows that many teachers use student-directed approach rather than teacher-led, and problem-solving tasks where the students had to think critically and use their own skills in order to solve the assignment. The participants of the questionnaire express similar thoughts to the participants in Rakes et al. (2006) as well as McKnight et al. (2015).

Many teachers in the current study believe that using chat platform (Forum, Teams, Discord, Facebook, etc.) to discuss and learn grammar, is not an impossible learning activity to include in grammar teaching. According to Rasmussen & Ludvigsen (2010) they state that digital learning tools and methods such as YouTube, Twitter, podcasts, and blogs can be characterized as interactive involvement which relates to sociocultural theory. Pilgrim et al. (2012) points out that technology can provide scaffolding by using digital resources that contain interactive media and provide immediate feedback. Combining what these two researchers say with the finding, the teachers seem to think that learning methods that are more sociocultural influenced are methods that can be used in teaching grammar. However, what is interesting to point out is that most of the teachers think that using YouTube videos in grammar teaching is not complicated but 19 teachers out of 57 thinks exploring through chat

platforms is impossible to include in grammar teaching. Based on this they seem to have a preference towards a more controlled learning method.

The teachers also express that computer games and other online games are not too difficult to use in grammar teaching. Game related grammar teaching is rather difficult to place into one learning theory because it can be used in so many ways depending on how the teacher plan to use it and which game they have in mind. The same goes with concluding whether it fits more into an explicit teaching or implicit teaching. So far, the teachers seem to favor both explicit and implicit digital teaching. Learning activities such as Kahoot and quiz naturally falls into an explicit approach because it tests the pupil's knowledge. The rest of the teaching methods that is mentioned can be used in both explicit and implicit approach. However, one can argue that most online games is more constructivist and sociocultural than behavioristic. Depending on the game but normally in games players are immersed in a situated environment where their decisions, actions, and interactions directly impact the understanding, progress, and outcome of the game. The learners needlessly have to use their mind and stay active in order to learn.

The participants in the questionnaire seem to think that the use of digital tools such as Slido and Mentimeter where pupils can share their thoughts and reflection is important for their grammar acquisition. This finding is comparable to Wasson & Hansen (2013). Their findings reveals that other Norwegian teachers use Wall-Writer which is has the same function as Slido and Mentimeter. Kumari (2014) states that reflective learning activities is cognitive directed activity since the learners have to recall and remember pieces of information.

5.4 How do teachers teach their grammar lessons?

The questionnaire gave me some interesting findings. Previous research done by Askland (2020) shows that some Norwegian second language teachers prefers teaching grammar by explaining a rule first and then move on to solving tasks. Some of the findings from the present study seem comparable to Askland's (2020) findings. A few teachers do follow this structure when they teach grammar. For instance, comment nine states clearly that they teach with PPP method while the rest of the teachers seem to change up their teaching method and teaching activities from time to time.

Many of the teachers said that they teach grammar with learning activities such as correction of grammar mistakes. The way they phrase themselves shows some of them teach explicitly grammar as well. However, as DeKeyser (2003, p. 303) points out in section 2.5, it is possible to teach the same learning activities implicitly and explicitly. There is only two comments that specifically mentions teaching with an 'unconscious' focus while the rest of the findings are open for interpretation for whether the teachers use these teaching activities explicitly or implicitly. Moreover, according to Pawlak (2022) and DeKeyser (2003, p. 303) traditional method and exposure to texts containing multiple instances of the target feature is considered a part of explicit teaching. Based on this there is a large number of learning activities mentioned in section 4.7 that fall under an explicit teaching method. Some of the teachers explain that they use methods such as fill-in assignments, PPP method, explanation of rules, and short drilling tests which is typical traditional teaching activities and methods. A few of these findings is also shown in Andrews's (2003) study. The findings from their study reveals that many of the L2 teachers mostly used PPP method. In addition, Abduh & Algouzi (2020) findings shows that teachers in Saudi Arabia teach grammar by writing grammar rules with examples on the board while their students listen inactively.

Another interesting finding is that the comments from the teachers are pretty much split in half when it comes to being more cognitively, sociocultural, or behavioristic influenced. In many of the comments presented in section 4.7 it shows that the teachers use learning activities such as board games, memory tasks, mad libs, worksheets, and communicative activities. A few of the teachers in these comments use memory activities and games in their grammar lessons. Comparing this finding to the number of teachers who think play-based activities should be included in grammar teaching, it shows us that the teachers' belief is not always corresponsive to their classroom practice. However, it is important to point out that this does not involve everyone in this study but only a few teachers.

Many of the comments also mentions groupwork and discussions which Skaalvik & Skaalvik (2018, p. 74-76) states in section 2.4, is a teaching activity that is commonly used in sociocultural approach. They also point out that practical activities such as groupwork, play-based activities, games, roleplay, and general collaborative activities is sociocultural influenced learning activities. However, there is a possibility that these types of learning activities are cognitive directed as well. When learners are exposed to an interactive

environment, their mind start to process information. Ansari & Ansari (2016) highlights that when learners are in groups with other people, they start to create their own knowledge based on interactions with their environment including their interactions with other people. It is necessary to point out that one cannot avoid this from happening because we are always using our mind. However, certain learning methods and learning activities can help with evoking the learner's cognition processes. Looking at how there is no specifications in this finding it is possible to say it fits more into sociocultural learning theory since it focuses on groupwork and discussion.

A few teachers states that they use music and lyrics in their grammar lessons which is interesting compared to the results in figure 4. As many as 47 participants thinks lyrics fits more into grammar teaching than literary context. Even though there was only a few teachers who left a comment on their grammar teaching it is too little information to conclude that the teachers in this study believe in lyrics fits in teaching grammar, but their practices shows the opposite. However, the findings does tell us out of these comments that lyrics teaching is only used in role-play context or listen to music and not explicitly teach grammar through music.

The findings from this study shows that the participants beliefs about certain learning activities and learning methods is useful in grammar teaching, adds up to their actual classroom practices. At least to some extent since there is only a small number of teachers, we compare these findings to.

6 The research questions and some finishing remarks

The aim of this study has been to try expanding the field of research that already exists on grammar teaching in English in primary and secondary schools in Norway. Previous studies on the topic have looked at international teachers' beliefs and classroom practices (Abduh & Algouzi, 2020; Besoz, 2014; Andrews, 2003; Nugroho & Mutiaraningrum, 2020). This chapter will summarize the thesis in relation to the three research questions:

1. How do L2 teachers of English in Norway evaluate various language learning methods and activities?

2. Are L2 teachers of English in Norway more influenced by some learning theories than by others?

3. What view do L2 teachers of English in Norway have of implicit and explicit grammar teaching?

In the present study I have tried to formulate an answer to what the current teachers' beliefs are with regards to grammar instruction and which learning theories these beliefs are influenced by. To answer this research question, I used a questionnaire which provided this study 57 different opinions from Norwegian L2 teachers.

Regarding question 1, the findings show that teachers vary on what learning methods and learning activities they believe is useful and necessary in grammar teaching. The findings in section 4.3 shows that a large number of teachers think that grammar lessons should be teacher-led, rewarding pupils should happen, grammar memorization is unnecessary, too difficult tasks should be avoided, pupils should have the opportunity to assess their own grammar knowledge, focus more on communicating tasks, focus also on practical assignments within groups, and that pupils should acquire some grammatical terminology to gain a meta-perspective on language. However, the teachers were split between whether mixing pupils with different skill level in groupwork is good or not. Although, there is more teachers agreeing to this activity being of good use in grammar teaching.

Concerning the findings from section 4.4 and 4.5 the teachers believe in teaching with both digital games and brain activity games. They also believe that digital tools such as YouTube, Kahoot, chat platforms, and Mentimeter is useful. Authentic teaching and activities such as fruit salad is also thought highly of, but the PPP method is not.

Regarding question 2, it has been shown that certain findings suggests that the teachers are more influenced by one or more learning theories. Apparently, Norwegian L2 teachers of English think highly of cognitive learning and sociocultural learning approach whereas behavioristic learning view was less favored. Some of the learning activities and learning methods presented in the questionnaire seems to go in hand with cognitive learning theory and sociocultural learning theory which makes it difficult to separate them and be specific to which learning theory is most valued among the Norwegian teachers.

Regarding question 3, the findings shows that the majority of the teachers in this study think that explicit grammar teaching should be avoided but at the same time is necessary because not everything can be taught implicitly. The teachers also states that that it is much easier to teach explicit grammar. The few teachers who left a comment on their teaching practice in grammar teaching shows a variety of usage of implicit and explicit teaching. Only two teachers specifically states they use implicit grammar teaching while the rest of the teachers more or less tells us indirectly which type of grammar approach they use.

However, there are a few certain limitations to this research which should be considered when anticipating further research. In this study there was one participant who openly admitted they were a high school teacher but still did the questionnaire. Even though there was just this one participant who stated this, it is impossible to know for sure whether there are other high school teachers in this study. There is also some misleading formulation in Q. 6 in table 3 where it states a whole lesson but is not specified whether it means teaching for 60 minutes, 45 minutes or less.

6.1 Contribution to the field

During my time as a L2 learner and student teacher, I noticed that some grammar lessons seemed to be taught the same way as it did years ago. Based on the findings from the present study it is still too vague to draw any conclusions that my impression is correct. However, my contribution to the field is to provide information on how English teachers in Norwegian schools think about using certain learning methods in grammar teaching and their thoughts about grammar teaching.

By examining what Norwegian teachers think about grammar teaching, the research project contributes to mapping this area, which can provide a greater insight into what international studies say about the topic. The research project will also help to lay the foundation for further research on both the topic of grammar teaching but also on learning views and learning theories.

6.2 Future research

This thesis has examined how English teachers at primary and lower secondary schools in Norway view grammar teaching. When I started researching this topic, I noticed that there is little research on learning views in relation to the English subject. Future research can look further into teachers practice and connect it to learning theories in order to get more depth in this research field. In section 1.1 it is mentioned that my motivation for this study was to explore teacher's beliefs about grammar teaching since language learning, including grammar, is emphasized in the new curriculum. It has only been one year since the new curriculum was introduced, so it would be interesting to see more research about to what extent and how grammar is being taught.

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Appendix 1 Questionnaire

Bakgrunnsinformasjon.

Har du engelsk som fag eller underviser du bare i engelsk? *

○ Ja, har engelsk som fag.

○ Nei, men underviser i engelskfaget.

Hvor gammel er du? *

Kjønn? *

○ Mann

○ Kvinne

Arbeidsbetingelser.

Jeg føler meg trygg i å undervise grammatikk. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Jeg får gjennomført mine ideer om grammatikkundervisning. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Dersom grammatikkundervisningen skal ha noen effekt, bør en sette av minst en hel under-
visningsøkt til dette. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Grammatikkundervisning er lite prioritert i engelskfaget. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Meninger rundt grammatikkundervisning.

	Enig	Delvis enig	Delvis uenig	Uenig
Grammatikkopplæringen bør i stor grad være lærerstyrt. *	○	○	○	○
Elevene bør tilegne seg en del grammatiske terminologi for å få et metaperspektiv på språk. *	○	○	○	○
Det er viktig å sette elevene i par eller gruppe med ulike ferdighetsnivå representert slik at elever på høyt ferdighetsnivå kan hjelpe de svakere elevene. *	○	○	○	○
Det er lurt å belønne elevene når de har jobbet godt med oppgavene for da blir de motivert til å lære mer. *	○	○	○	○
Grammatikkundervisningen bør fokusere i større grad på å kommunisere med andre enn å fylle ut oppgaveark. *	○	○	○	○
Elevene bør få anledning til å vurdere egne grammatikkunnskaper selv. *	○	○	○	○

Vanskelighetsgraden på gramma-
tikkoppgavene bør være høy slik at
elevene bruker tid på oppgavene. *

○   ○   ○   ○

Det er unødvendig å pugge
grammatikkregler. *

○   ○   ○   ○

Elevene lærer mye grammatikk
gjennom å utføre praktiske oppga-
ver på engelsk sammen med
medelever. *

○   ○   ○   ○

Læringsmetoder

Aktiviteter som har noe med hjernetrim, memory card, og figurbygging/ pusling er nødvendig
for å kunne bygge videre på grammatikkunnskapene. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Det er viktig å bruke autentiske tekster i undervisningen (artikler fra avis og ukeblader, an-
nonser, skjønnlitterære tekster osv). *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Den beste måten å jobbe med grammatikk på, er at læreren først presenterer en grammatisk
form (eller struktur), så jobber elevene med formen gjennom kontrollerte øvelser (fyll-inn-
oppgaver osv.), for til slutt bruke den i friere øvelser/aktiviteter. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Å involvere seg i autentiske situasjoner i grammatikkundervisningen (f.eks. handle i butikk,
skrive søknad, prate med andre på et busstopp, speed date osv.), er for utfordrende for ele-
vene og bør derfor unngås. *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

«Elevene lærer grammatikk raskere hvis de må bruke hverandre for å komme seg videre eller ut av en situasjon (f.eks. gjennom aktiviteter som fruktsalat, kortskalle, bli kjent bingo, adjektivfortelling osv.) *

○ Uenig   ○ Delvis uenig   ○ Delvis enig   ○ Enig

Digitale læringsmetoder.

Dataspill og andre online spill er for vanskelige å bruke som en del av grammatikkundervisningen. *

○ Enig

○ Delvis enig

○ Delvis uenig

○ Uenig

Den beste måten å formidle grammatiske former på er gjennom PowerPoint presentasjoner *

○ Enig

○ Delvis enig

○ Delvis uenig

○ Uenig

YouTube videoer er for kompliserte til å brukes i grammatikkundervisningen. *

- ○ Enig
- ○ Delvis enig
- ○ Delvis uenig
- ○ Uenig

Kahoot og quiz er nyttige verktøy for å hjelpe elever med å huske grammatikk. *

- ○ Enig
- ○ Delvis enig
- ○ Delvis uenig
- ○ Uenig

Å la elevene reflektere og dele anonymt hva de har lært, er viktig for deres grammatikkopp-læring, f.eks. gjennom Mentimeter, Slido og lignende. *

- ○ Enig
- ○ Delvis enig
- ○ Delvis uenig
- ○ Uenig

Det er nesten umulig å la elevene bruke chatteplattform (Forum, Teams, Discord, Facebook osv.) for å diskutere og lære grammatikk. *

- ○ Enig
- ○ Delvis enig
- ○ Delvis uenig
- ○ Uenig

Diverse

Grammatikkundervisning bør inkludere lekbaserte oppgaver som kortspill, brettspill, musikk, og rollespill. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

Man kan lære alt i grammatikken gjennom massiv eksponering for et språk. Å bli forklart grammatiske regler er ikke nødvendig. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

Det passer bedre å bruke sangtekster i litteratursammenheng enn i grammatikkundervisningen. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

Det finnes grammatiske trekk som andrespråksinnlærere kun kan lære gjennom eksplisitt grammatikkundervisning. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

En bør ikke gi eksplisitt grammatikkundervisning, men heller forsøke å 'lure inn' grammatikken på en morsom og engasjerende måte. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

Det er lettere å undervise eksplisitt enn implisitt når det kommer til grammatikkundervisning. *

| ○ Enig | ○ Delvis enig | ○ Delvis uenig | ○ Uenig |

En vanlig grammatikkøkt for meg består av:

Eller (hvis du ikke underviser hele grammatikkøkter): Slik underviser jeg vanligvis grammatikk: