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How English Teachers Report Teaching Vocabulary in 1st Grade in Norway

Master's thesis in Primary and Lower Secondary Teacher Education for Years 1-7

Supervisor: Mehmet Sercan Uztosun

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Abstract

Vocabulary is an essential part of language learning and is a field that has been the subject of extensive research. To learn a foreign language, learners need activities that help them achieve a broad and ever-growing vocabulary. However, the youngest learners have been neglected in this field of research. It is a common assumption that young learners acquire foreign languages better than older learners. Consequently, this assumption has led several countries to lower the starting level of foreign languages in school, especially in English. Also in Norway, English has been a compulsory subject in 1st Grade since 1997. The purpose of this thesis is to investigate how in-service teachers in 1st Grade teach vocabulary. To explore this topic, the objective of this qualitative research was to explore how English teachers report teaching vocabulary, the vocabulary activities they use and teachers' espoused beliefs of vocabulary learning and teaching.

In this dissertation, the subjects were 5 in-service teachers working in 1st Grade in Norway. Through qualitative research methods, the data was collected using observation, interviews and field notes. The data was analyzed by applying the methods back-translation and content analysis for the interview transcripts. The data was then analyzed by deploying open and analytic coding to discover recurring themes. The findings showed that most of the teachers use English activities in the morning routines, implement activities that involve watching videos in English or use "Talking Cards" in class. The focus of these activities mostly involved movement to practice pronunciation. The teachers' most frequent beliefs were that involving varied activities during sessions was important as well as creating a safe learning environment for students. Lastly, observations revealed that both teachers included English in their morning routines, as well as counting activities, simple English phrases and singing in English.

Keywords: Vocabulary studies, teaching vocabulary, vocabulary learning activities & EFL classroom

Sammendrag

Vokabular er en viktig del av språkopplæringen og er et tema som er nøye undersøkt av forskere. For å lære et fremmedspråk trenger elever aktiviteter som kan hjelpe dem oppnå et bredt og stadig voksende ordforråd. Imidlertid har de yngste elevene blitt neglisjert i dette forskningsfeltet. Det er en vanlig antagelse at yngre elever lærer seg fremmedspråk bedre enn eldre elever. Som følge av dette har flere land valgt å senke trinnet fremmedspråkopplæringen innføres i skolen, spesielt i engelsk. I Norge har Engelsk vært et obligatorisk fag i 1. trinn siden 1997. Formålet med denne oppgaven er å undersøke hvordan praktiserende engelsklærere i første trinn selv rapporterer å undervise innen vokabular, hvilke aktiviteter de bruker og hvilke tanker og oppfatninger de har om vokabularopplæring.

Subjektene i denne avhandlingen er 5 praktiserende lærere som jobber i 1.trinn i Norge. Gjennom kvalitative forskningsmetoder ble dataene samlet ved å bruke metodene observasjon, intervju og feltnotater. Gjennom innholdsanalyse og «back-translation» ble transkripsjonene fra intervjuene analysert. Dataene ble så analysert videre ved å utføre åpen og analytisk koding for å oppdage gjennomgående temaer. Resultatene viste at de fleste lærerne har engelske aktiviteter inkludert i morgenrutinene, har aktiviteter som involverer å se på videoer på Engelsk og å bruke «Talking Cards» i klasserommet. Fokuset i aktivitetene var hovedsakelig å involvere bevegelse eller å øve på uttalelse. Lærernes mest vanlige overbevisninger om vokabularopplæring var at det er viktig å ha varierte aktiviteter i Engelsktimene og at det var viktig å ha et trygt læremiljø for elevene. For å konkludere så viste også observasjonene at lærerne brukte engelsk i morgenrutinene sine, samtidig som de brukte aktiviteter som å telle, si enkle setninger og synge sanger på engelsk

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Abbreviations

ELF	English as a Foreign Language
CHP	Critical Hypothesis Period
VL	Vocabulary learning
FL	Foreign Language
L1	First language
L2	Second Language
TL	Target Language
SLA	Second Language Acquisition
LK20	The Knowledge Promotion of 2020 in The Norwegian Curriculum ("Kunnskapsløftet 2020")
L97	The National Curriculum for the 10 year long Primary Education (L97) ("Læreplanverket for den 10-årige Grunnskolen")

1 Introduction

Vocabulary is a significant and an essential part of language learning and, due to its importance, it is a widely researched field (Adolphs and Schmitt, 2003). Overall, there are studies that support the statement that vocabulary knowledge is crucial for successful teaching and acquisition of a new language (e.g., Harmon, Wood & Kendall, 2009; Milton & Alexiou, 2012). Vocabulary is important in foreign language teaching and learning as well because learners need to understand the meaning of words to comprehend what they hear or read (Teng, 2014). Schmitt (2008) claimed that a learner is required to understand 95-98% of the vocabulary to understand a text. Therefore, to become proficient in a new language, learners need a broad and ever-growing vocabulary.

To be fluent in a language, the learner must be competent at several basic skills. According to the Norwegian curriculum, the basic skills in English are oral skills, writing, reading and digital skills (Ministry of Education and Research, 2019). These 4 basic skills are defined in the curriculum in detail. Firstly, oral skills refer to learning by making meaning through listening, speaking and participating in conversations, formal and informal, with recipients from different linguistic backgrounds. Secondly, writing in English means being able to express ideas and opinions appropriately in different types of media such as text on paper and on screen. Thirdly, reading means being able to understand and reflect on the content of different types of texts. Finally, digital literacy defined by Flognfeldt and Lund (2016) as being able to comprehend the written word (2016, p. 325). More specifically, digital literacy refers to being able to use digital media and resources to promote language learning. This can be done by encountering authentic language models and acquiring relevant knowledge in English through digital sources like the computer (Ministry of Education and Research, 2019). Classroom activities can have a varied focus on these basic skills, but as the curriculum states, the expectation of the English teachers is to develop the student's literacy (Ministry of Education and Research, 2019).

Literacy is more than being able to read a text. The focus is to be able to understand and reflect on the written words independently. For a young learner, it is common that they first learn some words in English by knowing what they sound like and what their basic meaning is. An example of this can be that the learner knows how to say "sunny", then can learn how to use it in a simple sentence like "it is sunny today" and understands that this means in Norwegian "det er sol i dag". To develop the learner's literacy, this knowledge needs to be transformed to paper, where the learners starts writing "sunny" first, then can start writing the word in simple sentences like "it is sunny today". Though this development has been simplified in this example, the learner here knows then the basic meaning of a word and has developed their literacy skills and are able to write it and read the word and understand what it means independently. When this literary knowledge is developed, the written word form will be learnt and learners become familiar with some simple sentence patterns that these words can be used in (Flognfeldt & Lund, 2016).

Young students are underrepresented in research on second and foreign language acquisition. According to Sun and Dong (2004) "most studies of L2 vocabulary learning in context have used samples of adults or adolescents; there have been few studies of children, especially those beginning to learn a second language" (p.134). This gap is not just at an international level, in Norway as well where English has been a compulsory

school subject in Grade 1 for 20 years (since 1997), there is surprisingly little research on the practices of English language learning for 1st Grade students (Dahl, 2014).

Due to this, this project aims to gain a better understanding of how teachers teach in young learners in the EFL classroom as there is little research on this, as most research on this mostly focused on older age groups or adults (Dahl, 2014). To address this gap, this dissertation reports an investigation into teachers reported ways of teaching vocabulary, activities that are used, and the focuses these activities. The research will also investigate teachers' beliefs about vocabulary learning and teaching. The research questions are:

1. How do English teachers report teaching vocabulary in 1st grade?
 - 1 a) What are the focuses of activities that teachers report doing?
2. What are teachers' espoused beliefs about vocabulary teaching and learning?
3. How do English teachers teach vocabulary in 1st grade?

1.1 Motivation for this study

In Norway, English was introduced as a subject for all students in 1969 (Simensen, 2011). English has been compulsory subject in Grade 1 since 1997 (Dahl, 2014). Nonetheless, there is a gap in the research field that creates uncertainty of how EFL classrooms should be adapted to young learners (Dahl & Vulchanova, 2014). As the researcher was born in 1998 and started school in 1st Grade in 2004, English had then been a subject for 7 years. In the National Curriculum at the time called L97 (The Department of the Church, Education and Science, 1996) it was stated in the description of the English subject that "it is only natural that Norwegian students learn English as the first foreign language. English is an important international language, and it is in the language family we have the most connections to geographically, culturally, and in language history" (1996, p.223). As a concluding remark, it is stated that "learning English at an early stage will give the students a good foundation to be able to acquire other foreign languages later" (The Department of the Church, Education and Science, 1996, p.223). This shows the attitude and motivation for English at the time.

In this project, my goal is to gain a deeper understanding of how in-service teacher implement their English lessons in 1st grade. From my own experience, vocabulary teaching in the English subject was mostly glossary tests each Friday from 4th grade to the 10th grade. Glossary test was usually taken from the textbook and based on the topic of the week. We would get a list of English words that we were supposed to learn by the end of the week as homework. Each Friday, when the test was held, only the Norwegian translation was given a piece of paper and you had to remember the English word and write it down correctly and hand it in. Preferably, you should have memorized the relevant words in the right order and were able to quickly write them down and hand it in to the teacher as the first student in the class, to then have a victory gloat walk with head high and get eye-contact and smile to all your competitive peers on your way back to your desk and sitting down with a loud thud, breaking the quiet low sound of other students pens working just to make sure everyone noticed you were first to hand it in. I had the same experience in learning vocabulary in my other foreign language, Spanish, where the same glossary test module was used, where many of my competitive peers were also attending the same class. However, from being in practicum in Schools during the Teacher Education Program at NTNU, there seem to be less use of the glossary tests

today, which is interesting. English is a compulsory subject from 1st to 11th grade (1st year of upper High school). I do not remember if the glossary test already occurred in 1st grade, but probably from 4th grade and up to 10th. The English subject in the Norwegian curriculum has had several drastic changes of focus the last decades, and I want to better understand what in-service teachers do in their EFL classes in 1st grade today. English had been a mandatory subject in 1st grade for 7 years when I started 1st grade, so to see what occurs in classes today after 26 years is my main motivation for this project.

1.2 Age and Vocabulary Learning

In addition to the importance of vocabulary in foreign language (FL) learning, there has also been popular theories like Critical Period Hypothesis theory (Lenneberg, 1967) stating the benefits of exposing young learners to a FL (Djigunović & Vilke, 2000; Larson-Hall, 2008). Due to this, there has been a trend of lowering the starting age of FL learning in school (Dahl & Vulchanova, 2014). This will be further discussed in section 2.3.

In Larson-Hall study (2008), the researchers indicated that even with minimal effort, the younger learners with early exposure achieved a modest improvement in vocabulary comprehension. The exposure is claimed to lead to natural acquisition due to the nature of Grade 1 activities that significantly increase learners' vocabulary (Dahl & Vulchanova, 2014). At this early stage of foreign language learning, the activities usually rely heavily on visuals as well as the L1 of the students. The focus is often directed to learning simple word and phrases, as well as on repetition of learnt vocabulary (Flognfeldt & Lund, 2016). As stated by Dahl and Vulchanova (2014) "what younger learners need above and beyond all else is exposure to the target language" (p.1). This focus in foreign language learning in 1st grade makes the English lesson here also ideal for children with other linguistic backgrounds, as the visual representations in these vocabulary activities allow the learner to connect direct links to their L1 instead of having to learn the Norwegian word as well as the English meaning (Flognfeldt & Lund, 2016). To conclude, the young learner can gain modest benefits from being exposed to a foreign language with visual aids and simple vocabulary and phrases in focus. It is significant to investigate further vocabulary learning in 1st Grade as it will ensure that all students will gain this modest improvement of the learners' vocabulary that activities in this grade is proven to accomplish (Dahl & Vulchanova, 2014).

1.3 Context of this study

In this section, previous studies on vocabulary learning and teaching with young learners will be presented, as well as the participants of this study and the context of the study with EFL in Norway.

1.3.1 EFL in Norway

At the time of writing this dissertation, the reality of war in the world causes people to flee from conflicts. As a result, one can assume that there will be an influx of immigrants around the world. In Norway 16% (877 227 people) of the population are immigrants or have immigrants as parents according to Statistics Norway (2023). English is a mandatory subject in many school systems around the world, like Norway. However, some countries like Ukraine, which is at war with Russia, do not teach English as a mandatory school subject (The University of Winnipeg). In Norway, many Ukrainians

have taken asylum. In 2022 around 35 700 refugees fled to Norway, most of them Ukrainians, making it the largest annual number of refugees ever recorded (Statistics Norway, 2023). This makes Ukrainians the second largest group of refugees in Norway, after Syria, where almost 8 out of 10 refugees are from Ukrainian today (Statistics Norway, 2023). Due to political tension and unrest around the world, the future classroom will have students with more diverse linguistic backgrounds.

In Norway, English is often referred as English as a second language (ESL). This term is defined by Cameron (2000) in her statement that "the central characteristics of a foreign language learning lie in the amount and type of exposure to the language (...). In the case of a global language like English, however, even very young children will encounter the language" (p.11). Cameron states that what makes a foreign language foreign is the amount and type of exposure. An example could be the Ukrainian immigrants that do not have English as a mandatory subject in school, contrary to Norway. Due to this, Ukrainians would have English as a foreign language according to Cameron's definition (2000). For the Norwegian students, English would be more considered an ESL due to the exposure in the daily life and encountering the language even at a young age in video games, tv-series and music (Cameron, 2000). Therefore, it would be wrong to assume that all immigrant students in Norwegian classrooms today have the same amount of exposure to English outside of school and earlier in their lives. This is changing the English classroom in future 1st Grade classrooms by creating a large difference in the amount of English exposure outside of school between pupils that could be considered to have ESL and those with EFL.

This thesis uses the term EFL (English as a Foreign Language), as students in 1st grade are still learning the basic skills of their L1. An example of this is that the students at this age are still learning basic pronouns and discourse skills in their L1s (Cameron, 2000) and teachers need to keep in mind that first language skills are still developing while being exposed to other language such as in English classes. English has been argued to hold a unique status as a second language in Norway (Rindal, 2015), where among other things, the national curriculum here presents English separately from other foreign languages (Flognfeldt & Lund, 2016). This has created a dispute about whether it is correct to call English a foreign language. According to Cameron (2000), "in foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities" (p.11-12). It is the activities in the English lesson that have to ensure exposure and opportunities for learning. As the number of refugees in Norway are increasing, it is important that English teachers have this in mind when encountering students with EFL. As English is already a mandatory subject in 1st Grade in Norway (Dahl, 2014), the activities have to be suitable for all learners with different linguistic backgrounds. This dissertation will investigate what teachers in 1st grade in Norway report doing in their sessions. By looking at the activities and the in-service teacher's beliefs of vocabulary learning and teaching, the awareness of creating these language learning opportunities for vocabulary learning will be of focus.

2 Literature Review

This chapter begins with theories about vocabulary learning (VL) in general. Furthermore, it presents theories about vocabulary teaching in the classroom. Lastly, the focus will be specifically on age and VL. The three main sections in this review are: Learning Vocabulary, Teaching Vocabulary and The Age Factor.

2.1 Learning Vocabulary

This section will present research and theories related to learning vocabulary. Specifically, it will focus on the complex nature of vocabulary, the goals of VL and how we can count words.

2.1.1 The Complex Nature of Vocabulary

Firstly, vocabulary is complex due to the semantic and orthographic nature of vocabulary in English. To discuss the semantic qualities of vocabulary, there are some terms needed to describe such as lexemes, lexical chunks, synonyms, orthographic and semantic. Semantic linguistics refers to how words and meaning are connected and examines how words structure meaning, acts in grammar and are used with other words, as well as how words are used. Some words may not have a one-to-one word correspondence with their meanings (Schmitt, 2000; Nation, 2020) such as the word units "die", "pass away" and "kick the bucket" (Schmitt, 2000). The three synonyms are all lexemes. However, they have slightly different meanings. Lexemes are, according to Nation (2020), a word unit or several units that have the same semantic meaning. Lexemes have orthographic differences, meaning how they are spelled, but in this example, they have the same semantic meaning though they are not the same words.

Secondly, the number of word units can differ as well, even though the words combined can have the same semantic meaning. In the example "die", "pass away" and "kick the bucket" (Schmitt, 2000), there are one or multiple units of words, also called lexical chunks (Flognfeldt & Lund, 2016), that carry the same meaning and function as one unit (like pass away and die). The words here are all synonymous with the verb to die but have different contexts in which they would fit better (Schmitt, 2000). To illustrate, in a funeral it seems more sensitive to use "pass away", whereas when discussing flowers, it is more appropriate to state that the flowers have died. This can be assumed to be linked to the fact that flowers, though alive, are objects more than human, and not seen as having a soul that can pass over to "the other side" like humans can be believed to do. Due to semantic and orthographic differences with vocabulary, it complicates learning vocabulary for the students with EFL.

Thirdly, there is not a one-to-one word correspondence with meaning which complicates learning vocabulary. The context in which words are written or spoken decides which is more appropriate. Multi words units are common in English. These are the words that are used together with a specific meaning. For example, the idiom "kick the bucket". Here, "kick the bucket" is a synonym of the verb *to die*. When looking at the other multi-word units mentioned in the paragraph above, the context decides the meaning of them (*pass away* and *kick the bucket*) where the word units apart would have a different meaning (*pass* and *away*, *kick* and *bucket*) (Schmitt, 2000). Again, this

complicates learning vocabulary as there is not one meaning for each word learnt in English.

Fourthly, vocabulary is complex in nature because of how words 'behave' and how words can take grammatical affixes in certain contexts. With for example verbs with inflections, such as words with grammatical affixes, like climb, climbed, climbing and climbs the lexeme climb is the same and all the examples belong to the word class verbs. Nonetheless, the affixes can in some circumstances change the word class, like for example *sweet*, which is an adjective, can become *sweetness* with the affix *-ness*, which then becomes a noun referring to a taste (Cambridge University Press & Assessment, n.d.). When there is a change in word class, the lexeme becomes derivative. Both *sweet* and *sweetness* are in the same *word families*. Word families include all inflections and derivatives of a root word (Nation, 2020). This term will be revisited when discussing how to count words in section 2.1.2.

Lastly, words usually have a core meaning sense which is the most common and frequent meaning of a word. The core meaning of a word is commonly what is first acquired by L2 learners, but knowing other meanings builds on the understanding of the core meaning of a word (Schmitt, 2000). This core meaning can be relatively universal, making it easier to connect to learners L1. However, this connection can also be tricky as there can be words that appear to have similar meaning by having the same word form, but with subtle differences in meaning which can be difficult to understand when learning a new language. Knowing the meaning of the word 'climb' does not automatically mean the learner knows how to use the word, what affixes to add when in need of inflections or all idioms the word climb might be involved in. Therefore, it is difficult to state whether someone "knows" a word or not, as the use of words varies from the context, the language and the several meanings a word can carry. To continue, the goal of learning vocabulary will be of focus.

2.1.2 The Goals of Vocabulary Learning

The goal of vocabulary learning can be to know enough words to be able to use the language in a practical setting. To understand a text, Schmitt (2008) claimed that a learner is required understand 95-98% of the vocabulary. To be able to read and understand a text, an EFL learner will need to learn a great number of words during the limited school-course time (Lotfolahi & Salehi, 2017). To set a number for a learning goal, a method can be to decide how many words a learner of the English language needs to know (Nation, 2020). The argument is "a major reason for trying to see how many words there are in English is to set the boundaries for measures of learners' vocabulary size" (Nation, 2020, p.13). There is too much uncertainty regarding the research done to try to answer this argument yet (Nation, 2020). Undoubtedly, looking at all the words of a language and aiming to learn them all is ambitious. There is a need to have an idea of what words are important to learn first to be able to use the language in a practical setting.

A way of setting a vocabulary learning goal is to find the words that are most useful and most used in the target language, which are called high-frequency words. This is because, as argued by Nation (2020), "a relatively small number of well-chosen words can allow learners to do a lot" (p.15-16). It is suggested to learn high frequency words first because of their common occurrence in text and speech. The list of these includes predominantly the most common function words and content words like "in, for, a" (determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, qualifiers,

and question words) and “forest, production” (nouns, adjectives, adverbs and verbs) (Nation, 2020). Both word classes are important to learn as they carry lexical and grammatical information and the most useful words to learn (Nation, 2020). Mid-frequency words are words with moderate frequency and are mostly general-purpose words like *indigenous* and *timber* (Nation, 2020). Low-frequency words are the largest group of words in the language and are technical words for specific subject areas. For example in cooking, these words could be “cup, baking soda and scale”. They are rare to meet elsewhere in other subjects. Commonly, such technical words refer to a related subject or topic and can easily be linked to their topic as you rarely see them elsewhere in other contexts. Due to these differences in frequencies of words, the learners of a language should focus on the words they will meet most commonly before trying to learn technical words. Again, the goal should be to learn the high-frequency words first since Schmitt (2008) states that to understand a text 95-98% of the vocabulary has to be known to the learner.

Word types or word families are one of the most common ways to count words in a language. It is common to set a goal for vocabulary size when learning a new language depending on the context it is used. However, this requires knowledge about what size of vocabulary is necessary for these contexts (Nation, 2020). By deciding what should count as a word, we gain a better understanding of the several levels of vocabulary and how to distinguish between them (Nation, 2020). When counting, the similar quality of words that belong to the same word family or word type can be categorized into one group, like a verb with inflections. This is useful when answering questions like “how many words are there in a language?” (Nation, 2000), or “how many words do you need to know to read this book?” (Nation, 2000), where you might want to ignore very similar words when counting.

Another common way to decide what should count as a word is to count *running words*, also called *tokens* (Nation, 2020). Counting tokens means to count every word in a spoken or written text. If the same word occurs several times, the occasions of this is counted as well. This method is useful for counting words in a book, counting how many words is read per minute or when counting how many words a person utters per minute. When counting word types, these repeated words would not be counted.

Being aware of the complex nature to determine what constitutes a word in vocabulary allows us to understand and describe vocabulary in a more precise way (Schmitt, 2000). Being able to answer questions about vocabulary helps highlight the need to be aware of this complexity to understand and teach vocabulary (Nation, 2020). To conclude this section then, to know what the goal of a learner’s vocabulary should be, what words are important to learn first and how we can count words in a language, we can better conceptualize the idea of vocabulary size goals when teaching vocabulary.

2.2 Teaching Vocabulary

This section will present theories related to teaching vocabulary and is divided into two sections: ‘Knowing a word’ and ‘General Principles of Teaching Vocabulary’. Some of the topics that are included are ‘knowing a word’, ‘explicit and implicit learning’, ‘personalisation’, ‘meaningful input’ and ‘fluency development’.

2.2.1 Knowing a word

There are several aspects of knowing a word which is described by using the terms receptive and productive knowledge. Nation (2022) states that “there are many things to

know about any particular word and there are many degrees of knowing" (p.49). To describe this, receptive knowledge is seen as being able to understand a word, while productive knowledge is being able to produce a word independently when writing or speaking. Receptive knowledge can be to recognise a word in speech or in text, but not necessarily being able to use the word yourself. It is believed that receptive knowledge comes before productive knowledge. On the contrary, there are examples of knowing how to use a word productively, in for example speech, but not knowing how to write it (Schmitt, 2000). To further explain how these types of knowledge affects the learner, Nation (2020) states that "the strength of the connection between the form and its meaning will determine how readily the learner can retrieve the meaning when seeing or hearing the word, and retrieve the word form when wishing to express its meaning" (p.75). The more times a word is "successfully retrieved", the stronger the link between form and meaning become. The stronger this links become, than the more certain it is that the learner have knowledge of the word both receptively and productively. This is necessary to be able to become an independent second/foreign language user. This type of repetitive learning is recommended when teaching vocabulary, which we will further be discussed in a study in section 4.

Learners of a second language (L2) or foreign languages (FL) are usually exposed to both implicit or explicit learning. The vocabulary development does not start from scratch, as is the case with their first language (L1) learners. With their L1, children are usually exposed to a lot of incidental/implicit learning. These terms usually refer to all kinds of understandable input a learner might experience without explicit teaching, but due to context and the constant amount of target language input, the associations between words and meanings develop in a naturalistic context (Flognfeldt & Lund, 2016). Explicit learning means that the learner engages with the target language (TL) deliberately and actively through tasks such as the independent study of a workbook with exercises in the TL or being in a classroom with a teacher giving instructions in the TL. Implicit learning is more incidental, as one is not purposefully sitting down to learn new words when reading a book or when watching TV-series in the TL. By reading or hearing TL words being used in different, meaningful contexts, vocabulary is learned implicitly through comprehensible input. Both implicit and explicit learning is a part of language acquisition, and the next section will present arguments on how teachers can develop a vocabulary course with both in mind.

2.2.2 General Principles of Teaching Vocabulary

In this section, explicit and implicit teaching are presented as well as several teaching principles that are important for EFL classroom. These include meaningful output, fluency development and personalisation. Lastly, teacher's role in the classroom is mentioned.

To achieve a well-structured vocabulary program, educators must balance the strands of explicit and implicit teaching, while creating opportunities for deliberate input and output (Nation, 2020; Schmitt, 2000). With beginners it is necessary to explicitly teach certain words until they are comfortable to use unknown words they meet in a given context (like the much used animals on a farm). Being faced with the same vocabulary in different contexts will aid the learner in improving the quality of their vocabulary knowledge. Several aspects of word knowledge can only be learned through numerous exposures. It is not sufficient to only learn through explicit learning. Teacher-led or self-study will not cover all aspects of lexical knowledge necessary for vocabulary learning (Lotfolahi & Salehi, 2017; Schmitt, 2000). Explicit teaching can be a good

introduction for new words, but the chance of forgetting a word increases if it is not repeated. This means the teacher must ensure repetition of the same vocabulary in several activities to ensure it is not forgotten later. Explicit learning can be beneficial if the learner encounters the word several times incidentally later, this can help in understanding lexical aspects of the word that cannot be taught explicitly. As there are benefits and weaknesses with both methods, it is not sufficient to only learn using an explicit approach. Therefore, both explicit and implicit learning is recommended to be included in a course with vocabulary learning.

Meaningful output should be included to ensure that learners are given opportunities to use the TL. When learners can express meaningful messages, they can test out vocabulary in different contexts. Being able to communicate in these settings will boost the learner's self-esteem and motivation for learning. By repeating only words they know in an activity at the end of a session in class, they are allowed to produce meaningful output (Cameron, 2000).

Fluency development is encouraged by allowing students to use what they have learned by repeating it and internalising what they learn. In the language classroom, there are not many repetitions of known words in incidental learning activities (Cameron, 2000; Lotfolahi & Salehi, 2017). Schmitt (2000) argues that for implicit learning and repeating new words, the most efficient way is through reading extensively. A book should be at the learner's level to ensure it gives meaningful input and preferably the contexts should be relevant for their age (Flognfeldt & Lund, 2016).

Lastly, vocabulary instructions should focus on personalisation. In classroom activities, learners should be given opportunities to learn words that are of a personal significance. It is beneficial if students sometimes choose what words are important to learn for themselves. An example of this could be to allow learners to choose their own topic for a written task (Flognfeldt & Lund, 2016).

The teacher's role in the classroom is important to mention as well. Lightbown (2000) claims that teachers cannot use research alone as a guide to what activities to include in class. Research can function as an important source of information to help teachers set realistic and obtainable goals for their students but should always be applied as a guideline. The teacher usually knows their classroom dynamic, as well as their students' capabilities the best, and should always apply activities accordingly (Lightbown, 2000).

2.3 The Age Factor

In this section, the focus is on young learners of a second/foreign language and second language acquisition (SLA). First, there is summary of the historic debate on SLA to give insight in earlier beliefs on VL for young learners. After that, the focus is on today's beliefs on how young learners are usually defined as learners between the age of 5 to 11 years old (Adnyayanti & Paradini, 2022). Though many countries have jumped on the trend of lowering the starting age when learning a second language like English, there is little research supporting if this should be encouraged (Dahl, 2014). Lastly, some common problems for young learners of a second/foreign language acquisition are mentioned.

As stated by Dahl (2014) in her doctoral dissertation, "it is a common assumption that children acquire languages a lot more easily than adults do". To understand this

belief, there is a need to mention some of the historic debate regarding the role of age in SLA. The role of age is the most studied and debated issue within SLA (Dahl, 2014). One impactful event was the creation of the Critical Period Hypothesis (CPH) theory (Lenneberg, 1967) which has been debated by researchers and influenced how we think about SLA today. The theory stated that pre-pubescent children learn a language faster due to a more sensitive period occurring in childhood (Muñoz, 2009). During this critical sensitivity period, language is learned more effortlessly. This theory is often referred to as the founder of a common view that is still relevant today that children learn new languages faster than adults. Some empirical studies support this statement, meanwhile several contemporary studies disagree with this theory. In Krashen, Long and Scarcella's study (1979) where they have compared immigrants of different ages of arrival and their different acquisitions of the target language of the country, the researchers found support for the CPH theory. They state that there is evidence that "learners who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adult" (Krashen et al., 1979, p. 573). By pointing to several short-term studies done (Asher & Price, 1967; Snow & Hoefnagel-Hole, 1978), the researchers claimed that there was overwhelming evidence for CPH (Krashen et al., 1979, p.581). Due to much attention and support that this hypothesis has gotten, it is seen as one of the main events of SLA history even today (Dahl, 2014).

However, CPH have been criticised as well by several researchers claiming that there is no such critical sensitivity period before puberty (Walburg, Hase & Rasher, 1978; McLaughlin, 1977). Walburg et.al (1978) claimed that there was no evidence to support an early-age sensitivity to language acquisition in their study of Japanese students moving to the United States, and that children in all ages acquired language at a fast rate. They stated that:

The more rapid gains that occasionally have been observed among younger children may be more attributable to a behavioural cause – a more sudden change in the language environment- than to an inherent early stage of sensitivity. (p.436)

Others have occasionally been critical to the CPH by stating that the evidence used to support this theory is often impressionistic, pointing to a popular study by Chomsky's (1959) with "the immigrant child who apparently acquires English easily while his parents struggle ineffectively" (Walburg et al., 1978). The opposing researchers point to variables in children's environment at home or in school. Examples of this can be the amount of English exposure at home, parents speaking other languages than English at home or starting school (here in the United States), which can contribute to the rapid second language acquisition used to support CPH. Dahl (2014) explains the opposing researcher's main argument as that "other researchers have taken the idea of the critical period to mean that language cannot be acquired to a native-like level at all after a certain age, regardless of circumstances" (p.15). Here, Dahl (2014) underlines the main problem pointed out by the opposition of the CPH.

This ongoing debate is still relevant today, though the focus on native-like proficiency has been somewhat replaced. Cameron (2000) states that "many advantages are claimed for starting to learn a foreign language in the primary years; more evidence is needed to judge how far claims turn into reality" (p.16). According to Cameron (2000) there might be an advantage for an early start if the goal is to gain native-like proficiency, but if communication skills are the goal, then the advantage is less clear. Communication skills are of focus in the new curriculum for the English Subject in

Norwegian schools (LK20). The curriculums Core Values for the English Subject (Ministry of Education and Research, 2019) reads:

The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. (...) Through working with the subject the pupils shall become confident users of English so that they can use English to learn, communicate and connect with others. (p.2)

Native-like proficiency has become less of a focus in the Norwegian LK20-curriculum, as there now is more focus on developing communication skills that can be used globally.

Though the LK20 gives insight to what the main goals of the subject English should be, there is little information on how the young learners should be accommodated for in the EFL classroom. Young learners acquire a second language differently than older learners, and hence encounters different problems than adults. Typically, these difficulties are claimed to be based on three main problems which are shortly summarised here:

1. Only TL input might not be the optimal input for young learners as the input could be incomprehensible for some learners.
2. Limited L2 knowledge can cause phonetic problems as learners might not yet understand the rules of pronunciation and can find it hard to learn these rules from only listening to a new word without being aware themselves of how the word is pronounced.
3. The learners that are less experienced with L2 input might not pay attention to the important cues in a context and with multi-sensory environment they could be distracted by the superficial scenario in a context (Sun & Dong, 2004, p.134-135).

In the study by Sun & Dong (2004), the researchers focused on contextualised and decontextualised learning. Their study examined the effect of two types of learning support on Chinese children learning English words. The subjects were 7 years old, and the methods for support that were used was sentence-level translation and target warm-up. Sentence-level translation support in this study was that the children in the group with this support would watch a cartoon with the translation of every sentence in their L1. This type of instruction is referred to as contextualized learning as the focus is on learning words in a given context like the cartoon. Another group had the Target warm-up support as well as the sentence-translation, which meant that this group read the target words before watching the cartoon, making this a decontextualise learning support. In contextualised learning, where the students must make informed guesses to what the new word means depending on the context, students may use relevant knowledge about the topic and the world in general, as well as their linguistic knowledge. Though this might seem difficult for younger learners, the thought behind this kind of "challenge" is that having to invest a greater mental effort to solve the task of what the word will make it more memorable and easier to recall successfully later. The researchers claim that "for young children, this can be a motivating and effective way to learn a second language, especially when they have very little or no access to L2 input in daily life." (Sun & Dong, 2004, p.133). However, though the contextualised learning method has been a pedagogical learning trend, the researchers state that there is no empirical research that has proven it to be more effective than the decontextualised learning. How the researchers in this study intended to battle these difficulties by using specific methods as support is further described in section 2.4. The following section will continue to focus on previous research on VL and teaching for young learners.

2.4 Previous Research on Vocabulary Learning and Teaching for Young Learners

This section will present previous research on young learners of EFL. There has not been conducted much research on primary school students in the EFL classroom in first grade students, and therefore, research from similar age groups will be reported. The previous research touched upon a range of topics: Multisensory Input, a 3D vocabulary learning program, WordWall, Sentence-level Translation & Target Warm-up and Spaced & Massed learning practices.

Andrä, et al. (2020) conducted a study on multisensory input. Multisensory input is claimed to be beneficial for the learners by using gestures and pictures when teaching vocabulary. The study conducted three experiments with German 8-year-olds by using a vocabulary recall and translation test. During several occasions within 6 months, the participants' memory was tested and it was checked whether they were affected using both gestures and pictures. The study showed that the application of gestures and pictures enrichment enabled the students to remember both abstract and concrete words for up to six months. Although it is claimed to be beneficial for learning, the researchers state there has been little research on this topic.

A study by Tseng, Liou and Chu (2020) aimed to investigate the effects of implementing a 3D vocabulary learning program on EFL young learners' vocabulary acquisition. They investigated the interplay between two learning factors: learner autonomy and collaboration. Learner autonomy means the ability the learner has to take charge of one's learning and be responsible for choosing the objective in tasks by deciding the content and the progression, methods to be used and evaluate their learning. Collaboration means learning with learning partners. The goal of the study was to examine the effects of 3D virtual environment mediation, learner autonomy, and pair-work cooperation on vocabulary learning. The researcher's study result claimed that for successful vocabulary learning on a 3D program there is not only a need for the learner autonomy, but also their active engagement with the artifacts. They also highlighted the importance of the collaboration with their learning partners when using such programs.

According to Pradini and Adnyayanti (2022), the web application Wordwall increased students' vocabulary achievement and their motivation to learn English. In this one-shot case study had one participant that was given the treatment by using a word wall application during online lessons. According to the researchers, a Wordwall has several features that provide bulletin boards with various themes and activities. The material used here focused on three vocabulary components which was noun, adjectives and verbs to try to improve the English vocabulary of this student. A Wordwall also provides various game activities such as match up, quiz, missing words and is a resource for EFL teachers to help young learners keep their concentration during online classes and being more motivated to learn new vocabulary in English. To use a Wordwall optimally, there is however a need for suitable smartphone or laptop equipment and a good internet connection. The study had a pre- and a post-test. After the treatment, there was an overall raise in the mean score of development for the students' vocabulary by 37.50% (Pradini & Adnyayanti, 2022). This result supports their statement that a use of a Wordwall in class help develop a students vocabulary and motivate for learning English for young EFL learners.

In a study by Lotfolahi and Salehi (2017), the researchers investigated the results of having spaced and massed learning practice for vocabulary learning. Spaced learning happens when the learner is introduced to new vocabulary and then have the same vocabulary repeated after a certain period such as a couple of days later or weeks later. In massed learning, vocabulary is presented and repeated several times in the same session. The subject of this study ranged from 7 to 11 years old. Spaced learning is about learning something with breaks in-between every time it is repeated, like having three days a week with an English lesson where 10 minutes every lesson the same 10 words are repeated each time. Spaced vocabulary learning is inspired by the spacing effect where memory is enhanced when learning episodes are spread throughout a longer period of time. The opposite, massed learning, would be to have one long English lesson of 30 minutes where the 10 words are repeated three times in the same lesson, and then move on to new vocabulary in the next English lesson. Here, participants learned 20 word pairs with English-Farsi words (L2 and L1 translation) through both spaced or massed learning. Learning condition refers to the amount of time between each session of studying these words and the amount of repetition. Massed learning condition had only two sessions with 5 new word pairs each time and no repetition, whereas the spaced learning condition the learners studied 10 word pairs in the first session and then restudied them in session two. The results showed that spacing learning conditions had a better long-term retention than massed learning conditions, where the subjects could after 5 weeks recall more of the spaced word pairs than the massed ones. The researchers claims that the main reasons for the good results of the treatment was that there was an aim to have similar activities and conditions that are regular EFL classrooms. These activities and conditions are such as focusing the learners' attention to both meaning and form of a word, having the learners' practice the words in pairs, having the learners repeat the words after the initial presentation.

2.5 Summary

This literature review has provided research around the topics of the complexity of vocabulary learning, what the goals of vocabulary learning should be and what it means to know a word. It has looked upon some important teaching principles for vocabulary learning as well as the most common main problems to occur when teaching young learners. The age factor led the review to the historic background of Critical Period Hypothesis and its critics and how the theory is still highly debated today. Lastly, the review presented some previous studies within the topic of young EFL learners which ranged from trying out new web applications or 3D programs in class, to different research on vocabulary learning practices and support for learning.

3 Methodology

The present study investigates teachers' vocabulary teaching, activities, and beliefs about vocabulary learning in the EFL classrooms in 1st grade. The research questions are as follows:

1. How do English teachers report teaching vocabulary in 1st grade?
 - 1 a) What are the focuses of activities that teachers report doing?
2. What are teachers' espoused beliefs about vocabulary teaching and learning?
3. How do English teachers teach vocabulary in 1st grade?

This section gives a detailed description of the methodological design of the research. The first part provides a short description of Qualitative Research Design (section 3.1), followed by information about the data collection and instruments in this project (section 3.2). Then a description of the participants (section 3.3) and the procedure (section 3.4.) will be detailed. These will be followed by data analysis (section 3.5) and the ethical considerations (section 3.6).

3.1 Qualitative Research Design

The characteristics of qualitative research are in line with the objectives of this research project. It is common within qualitative research to do research in the natural environments of the participants. Qualitative research is emergent and changing in nature and researchers are key instruments that are involved in data collection through different methods (Creswell & Creswell, 2017). As stated by Mackey and Gass (2011) "qualitative research often draws upon multiple methods and sources of data in order to achieve triangulation and strengthen the validity of interpretations" (p.186). In this project, the researcher used interview, observation and field notes to ensure the validity of this study. Having three different methods of data collection allowed for ensuring triangulation. This creates a more complete and multi-layered description of the phenomenon investigated, which is important when describing a phenomenon in qualitative research studies (Richards, 2013). A qualitative analysis was conducted using two coding processes: initial coding and axial coding (Mackey & Gass, 2011) which will be further explained in section 3.5.

3.2 Data Collection

The research was carried out in Trøndelag. There are 5211 pupils in 1st grade (where 5263 teachers work in Primary school 1st - 7th grade) (Trøndelag fylkeskommune og Statsforvalter i Trøndelag, 2022). For this study, the researcher contacted 20 different schools in Trøndelag of which 5 teachers volunteered, 5 teachers were unable to participate, and 10 schools/principals did not reply.

For data collection, the instruments used are a structured observation protocol called "Vocabulary Teaching Class Observation Checklist" (Sa'd, & Rajabi, 2018, p.163) (see Appendix A) and individual interviews. When choosing the methods for collecting data, there was a need for consideration of how the data was obtained from the teachers in 1st grade. As stated by Mackey and Gass (2011), "the researcher must consider how much and what kind of data are needed to adequately address the research questions" (Mackey & Gass, 2011, p.186). Since the researcher was interested in hearing the

teacher's thoughts and reflections about VL teaching and learning, interviews seemed most appropriate because they allow interviewees to elaborate on their choices of activities and methods (Richards, 2013). As there is a need to verify the interview data, the goal was to observe all teachers in the sample, but unfortunately this was not possible to carry out. Two of the five teachers were observed before the interviews. Below is the more in-depth description of the instruments used in this project.

3.2.1 Instruments

Observations took place at two different schools in Trøndelag county. Any identifiable information about the school or participants have been anonymized, only the participants of the interview's gender, age and information about their education were included. Their education was stated by their own initiative at the start of the interview after the researcher explained the focus of the interview which will be described in section 3.3. To follow, more information is given about the instruments used in the study.

3.2.1.1 Observation

Observation was the initial data collection method as it provided a better understanding of the participants' vocabulary teaching in their English lessons or activities. This way, the results would not rely only on what participants stated during the interviews. The observation data could serve as a basis for some of the interview questions where the researcher could ask questions about particular behaviours or activities to the teacher. The observations were both structured and unstructured by using an Observation Checklist and writing unstructured field notes during the observation. This was to ensure that the data collected was valid by having a triangulation of methods, meaning three methods of data collection to validate the findings. When observing the subject first before the interview, the field notes of the observation was a helpful reminder if there was anything that needed further elaboration or could be commented on during the interview.

3.2.1.1.1 Structured Observation: Observation Checklist

A part of the observation was a structured observation (Mackey & Gass, 2011) by using the checklist entitled "Teaching Class Observation Checklist" (Sa'd & Rajabi, 2018, p.163). The checklist was used in a previous study with a focus on teacher's vocabulary teaching techniques (Appendix A). It has no copyright and is free to share and adapt to own research. The checklist was preferred as it was constructed to observe teachers' vocabulary teaching techniques during ELF lessons. An example of this could be "Technique 3: Teacher draws figures on the board to explain new vocabulary" and the researcher can check "yes" or "no" after the observation. In total, there are 15 techniques listed as examples in this checklist. This type of structured observation is recommended as it gives unexperienced and experienced researchers specific things to look for during the observation (Birks & Mills, 2015). Here the goal was to on the teacher's beliefs of VL and teaching. The checklist was completed immediately after the observation. was already set before the observation, so the researcher used unstructured field note during the observation to record the activities, and a structured observation checklist at the end of the session to keep a record of the teaching techniques for VL.

3.2.1.1.2 Unstructured Observation: Field Notes

In addition to completing a structured observation checklist, there was a need for an taking field notes during the observation to list the VL activities. Field notes are notes taken by the researcher during the data collection at the research site (Creswell &

Creswell, 2017). Open observation is unstructured and is described as when the researcher creates categories that could emerge during observation by taking detailed field notes (Mackey & Gass, 2011). The activities were sorted into groups during the observation depending on their focuses. Field notes are a vital part of recording the activities during observation (Birks & Mills, 2015). As stated by Mackey and Gass (2011) "a researcher often begins with open observation and then moves to a more structured observation once a phenomenon has been identified as possible focus" (p.187). In this research, the phenomenon of focus was VL activities, which during observation emerge possible themes that the activities could be sorted into. In qualitative data analysis, it is common to work inductively and allow categories and themes emerge during the data collection (Creswell & Creswell, 2017).

3.2.1.2 Semi-structured Interviews

Interviews are beneficial for this project because it gives the participants the opportunity to provide in-depth explanations about what and why they choose the activities they do in the classroom. The interviews were conducted in Norwegian. The interviews were semi-structure, in that the researcher did not ask questions strictly but considered interviewees' responses to ask further questions. The interviews were audio-record as it is a simple but effective way of allowing participants to elaborate as much as they want and it makes the conversation more natural as the interviewee does not have to make pauses to allow the interviewer to take notes (Mackey & Gass, 2011). This allows researchers and interviewees to focus on the dialogue. As the researcher wanted to ensure that the interviewees were as comfortable as possible, it was important to start the interview in a good manner. The first question of the interview was something the interviewees would know well to ensure that they feel more comfortable and give an extended answer (Richards, 2003). This will help the answers later in the interview for the participants.

3.3 Participants

The subjects were all in-service English teachers in 1st grade from schools in Trøndelag county in Norway. Here, English teachers are not referred as having English as a focus of subject in their teacher education, but that they have the subject English. In Norway, it is common for the lower grade teachers to have most of the subjects during the week as well as English. Some of the participants were recruited through the researcher's own network. The participants were four women and one man. They were all between the ages of 35 and 60. Two of the participants worked at the same school.

In this study there were 5 participants. When the participants are mentioned by name here and in the transcriptions, they are all referred to using pseudonyms. Teacher 1 called Veronica is female who is 60 years old and had studied English at university for one year and works as a 1st grade teacher. Teacher 2, called Kine, is a female who is 48 years old. She had studied English at university as well and works as a 1st grade teacher. Teacher 3, called Madeleine, is a female who is 42 years old and had recently completed her teacher education for primary school but had before worked as a pre-school teacher. However, she has re-educated herself to become a teacher for primary school where she works in 1st grade today. Teacher 4, called Johan, is a male and is 51 years old. He had studied English one year at university and working in 1st grade. Teacher 5, called Pia, is a female and 35 years old and working in 1st grade. She had recently, 2 years ago, completed a master's degree at teacher education and is working in 1st grade.

3.4 Procedure

For this qualitative study 5 interviews were conducted. All interviews were conducted in Norwegian. Two of the participants were observed first in the classroom during a session. Two classes of first graders were observed at two different schools where in one class there were 9 students with teacher Madeleine, meanwhile the other class with teacher Pia had 19 students.

On the day of the data collection, the researcher observed the teacher for 45 minutes. In these sessions, the teachers had planned some type of English activities. The researcher was introduced to the class, explained the person was there to observe them quietly, and sat in the back of the classroom. During observation, the researcher took field notes of English VL activities and completed the Observation Checklist. Afterwards, the individual interviews were conducted. For the three subjects that were not observe first, the interviews were conducted at the school in the afternoon.

Before the first interview was conducted, there was a pilot interview where the interviewee was a teacher that was not in the target group for this study (not an English teacher and not working in 1st grade). This pilot interview was conducted to check if there were something unclear with the interview questions or the procedure that should be considered before starting the real data collection. As the interviews were voice-recorder, this was also a chance to test the equipment. Even though the interviews were voice-recorded, the researcher took field notes during the interviews. This also gave the researcher an opportunity to write down the mood and other relevant information that the voice-recorder would not pick up to further enlighten the data analysis later.

3.5 Data Analysis

Content analysis is commonly used for interviews (Mackey & Gass, 2011) and is most appropriate to the goals of this research project. Content analysis involves "coding the data in a systematic way to discover patterns and develop well-grounded interpretations" (Mackey & Gass, 2011, p. 191). Thanks to this, the researcher can develop themes and categories from the data. Content analysis explores and tries to understand the meaning individuals or a group have of a social or human problem (Creswell & Creswell, 2017). This is appropriate in this study because there is no predefined answer to what should be or should not be done in 1st grade. Teachers are the ones that have knowledge of what VL activities work in their class, what they want to focus on during these activities as a part of their teaching and what beliefs they may have of VL. These are valuable findings, as it is a recent trend to lower the starting ages of foreign language learning (Dahl, 2014). To ensure that these sessions are as beneficial as possible for the learners, there is a need for more research on the topic (Dahl, 2014) which this study is trying to contribute with.

The data was then analysed by using open coding and analytical coding to discover main themes in the data. Open coding is what you do first time you read through the data, when you are open to anything, and write what you notice of themes in the data (Merriam & Tisdell, 2016). These open codes help find reoccurring themes in the data collected (Merriam & Tisdell, 2016). The themes could be reoccurring activities in different interviews or if the teacher's beliefs were similar. Then, by using axial coding the themes similar to each other are grouped together to find patterns within the data (Birks & Mills, 2015). This makes the data more readable and easier to see general themes in the data.

3.5.1 Analysing the Observation Checklist and Field Notes

Observation and interview are two data collection methods that are commonly used to collect qualitative data as they can either confirm the data collected or shed light on interesting differences within the different data results (Creswell & Creswell, 2017). An example could be if the teacher states in the interview that they start every morning with a bit of English, but the observation that day does not confirm this. However, as this is a popular pair to choose, Richards (2013) argues that:

the relationship between these two methods of data collection is not simply a matter of checking interview 'facts' against our own observations, or confirming our own insights with statements from the actors themselves. If we truly seek to understand better the professional world we inhabit, we need to be sensitive to all aspects of the ways in which it presents itself to us, and aware of our place within it. (Richards, 2003, p.61-62)

As emphasised by Richards (2013), being aware of your own role as a researcher in the data collection is important. The results from the observation, fieldnotes and interviews are enlightening a topic that is complex and could be affected by several variables during the data collection. There is more to the data from for example the interview and observation than checking of a list to compare the two (Richards, 2013). As described by Creswell and Creswell (2017), a qualitative researcher aims to report multiple perspectives and to develop a complex picture of the problem/issue of study. There is a need to understand that there might be reasons the data collection did not cover, for why there could be differences within the data collected from the interview and the data observed in class. An example of a variable that could affect the observation or interview is that the teacher did not use English as they normally would in class as the subject might have been uncomfortable being observed or interviewed. The picture that the researcher develops aims to be as close to a real life setting as possible, so being aware of your own role as a researcher and how that could give misleading data is important. The triangulation of data, by having a variety of methods for data collection, is helpful when trying to avoid misleading data.

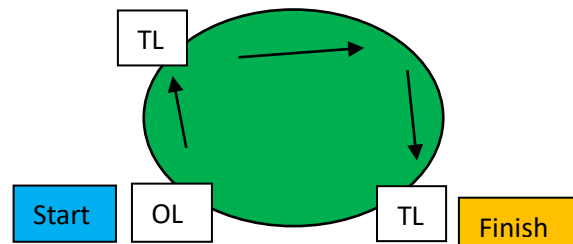
Furthermore, as an interviewer it is necessary to keep in mind that teachers are experts at reasoning for their decisions and therefore it could be difficult to get "real answers" in a formal situation like an interview. Teachers used to explaining reasons for activities, lesson plan and such. In interviews, when asked to explain these choices, the responses could easily be these practiced answers which Richards calls post hoc constructs, meaning that the interview data alone, due to teachers being practiced reasoners, can be misleading in understanding teachers' real thought process (Richards, 2003). This is important to take into account when analysing the data.

3.5.2 Analysing the Interviews

The researcher transcribed the voice-recorded data in Norwegian, as the interview had been in Norwegian. After, the transcriptions were translated with a focus on maintaining the meaning by using content analysis and editing the transcriptions where it was necessary. To help the translation process go quicker, I used the website DeepL (<https://www.deepl.com/translator>), a free translator and edited the translation afterward. As it is often recommended that there should be more than one person doing the translation (Mackey & Gass, 2011), I used an independent translator. This was encouraged for ensuring the meaning from the original language was conveyed in the English transcription.

The English version of the transcriptions was used when analysing the data which ensured that the correct meaning was being conveyed in the transcriptions. When translating the interviews, a back-translation method was used. To visualize it, the symbols TL (Target Language English) and OL (Original Language Norwegian) is used in the figure below to illustrate the process (See Figure 1).

Figure 1.1 Circle of the Back-Translation Method



This method encourages the researcher to translate from original language to the target language two times. This means that the researcher translates to the TL, then the TL translation is translated back to the original language again before translation it to the TL again, finally. This ensure that the meaning is conveyed correctly in both languages. Here, the method involved to translate the transcripts from Norwegian to English, then back to Norwegian, to then finally translate it to English.

3.6 Ethical considerations

Before the study started, it was a requirement to seek approval from the Norske Senter for Forskningsdata (NSD) [The Norwegian Centre for Research data]. In this submission, the researcher states the purpose of the study and how the data will be collected. In the submission the chosen method of interviewing with a voice-record was described as well as observing teachers. The interview guide, observation protocol and the information letter to the participants were also included (see Appendix A-C). The application was approved by the NSD.

The participants were given information form about the projects and what their rights were. The project's method was described, how their personal details would be handled and that this research was voluntary and consensual. They had to sign the information sheet and hand it in person before the data collection could start. The participants were informed that they could withdraw from the study any time without any consequences.

The personal information in the project like the participants names and school was anonymized. The only information kept was the participants age and gender. In the interview transcriptions the subjects were given pseudonyms. All data was safely stored where the researcher only had access and will be destroyed after submission.

3.7 Validity and reliability

As stated by Silverman (2020), validity is the researcher's credibility referring to the researcher's interpretations of the data. In this dissertation, to further enhance the validity of the findings, triangulation was used. The data collection was based on three

methods: interviews, observations and field notes. This helps enlighten multiple perspectives of the problem or issues of focus and ensure that the justification of the findings are reliable (Creswell & Creswell, 2017). As the interviews were conducted after the observations, the researcher could gain a deeper understanding and were able to ask for clarifications. The field notes from the observation were crucial for ensuring the observation was described correctly later.

Reliability refers to whether the process of data collection was systematic and the consistency of the results of the research (Silverman, 2020). To ensure the research reliability, it is necessary for the researcher to be transparent and thorough when documenting the process of data collection methods and the analysis of these. In section 3.2.1 the instruments are described in detail, as well as the analysis process in section 3.5. For the interview and the observation, a protocol was used to ensure that the data collection had the same focus throughout the process (See Appendices B & E). The researcher is encouraged to create a complex picture as possible of the issue/problem of study. "This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges" (Creswell and Creswell, 2017, p.182). Multiple factors cooperate in different ways, and identifying these factors involved in a situation like in a classroom setting, is an important part of a qualitative study reflections. For the transcripts, each word was transcribed to ensure that the correct meaning was conveyed. An independent translator help the process of translating the Norwegian interviews to English where conveying the same meaning though both languages was in focus.

4 Findings

In this chapter, the results of the data collection are presented. The study addressed the following research questions: 1. How do English teachers report teaching vocabulary in 1st grade? 1a) What are the focuses of activities that teachers report doing? 2. What are teachers' espoused beliefs about vocabulary teaching and learning? 3. How do English teachers teach vocabulary in 1st grade? The subjects were five teachers and the researcher observed two of them in class before carrying out individual interviews. During the data analysis, different methods of qualitative data analysis were used. The findings are presented in two main sections: Findings from the interviews and Findings from the observations.

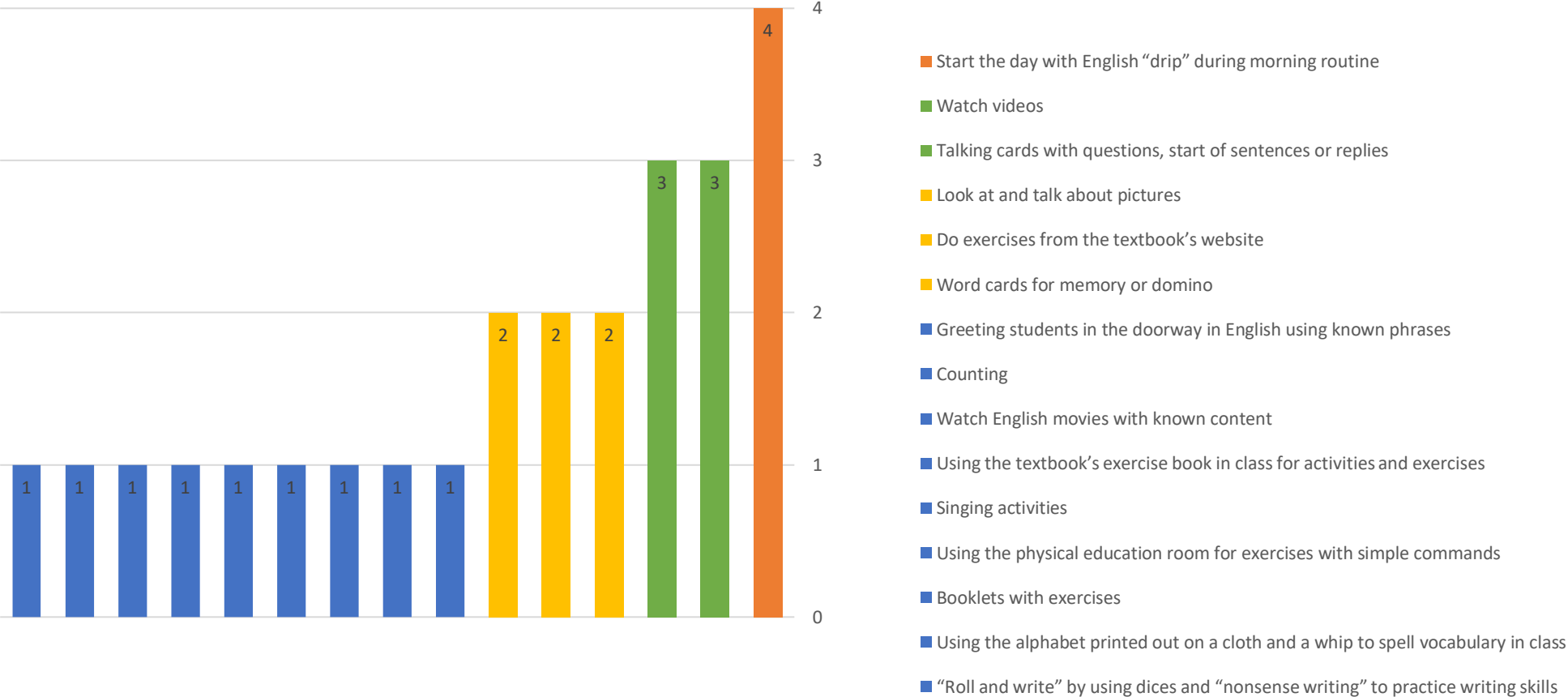
4.1 Findings from the Interviews

Each section will begin with displaying the findings in tables. Here, the graph will be introduced in the relevant section on a separate page. This is to ensure readability.

4.1.1 Teachers' report on their vocabulary teaching practices

The first research question sought to investigate what activities in-service teachers report doing in the EFL classroom in 1st grade. Through interviews of the teachers, the objective was to become more aware of what activities were the most common. The findings are displayed in Figure 2.

Figure 2 Reported Activities



4.1.1.1 Morning Routines in English

Four out of five teachers reported doing their morning routines in English. This is done either in small parts of the routine every day, do the whole routine in English after doing it in Norwegian, or repeating each section in English after the Norwegian. Some might mix in a bit of English the days that there will be an English session, and some do it occasionally. Teacher 2 described it as "we usually compare the words in English with the Norwegian ones and see if they can find words that are similar to the ones we have in Norwegian, and compare the languages". When explaining why this was a good activity, Teacher 3 said:

It is natural to start with what we do every day, so they get it repeated. Like saying the day of the week in both Norwegian and English, counting how many we are in class every day in Norwegian and English, talking about what the weather is like today. Things that come naturally. And use picture support all the way as far as possible.

Here, the teacher reports doing this every day during the morning routine to ensure repetition of unknown vocabulary, numbers in both languages and simple phrases with as much visual support as possible.

4.1.1.2 Activities using Talking Cards

Three out of five teachers reported using 'Talking Cards' during English sessions. Talking Cards are cards the students are handed out before the activity starts with either a question like "How are you?" or a response "I am fine, thank you. How are you?" to simulate a normal conversation. Usually, students then walk around freely in class and say what is on their card to other students they encounter and see if their cards match, meaning if they have the fitting response or question to the other students cards. If not, they continue roaming the class and talk with other students until they find the matching card. This is an example of how this activity can be conducted.

Teacher 3 explained further how the cards are implemented in class by saying:

They can sit in pairs and practice trying to speak with the cards, but then it quickly becomes a mix between Norwegian and English (...). So all the English words and everything they remember, some remember whole sentences, some need a few reminders, and some say something a couple of times before they forget it again.

However, though there might be a mix of languages during the activity, Teacher 3 states that "The most important thing is that they dare to try [to speak English]".

When the researcher asked what information are usually included on these cards, Teacher 3 replied:

It can be "this is a ...", "I have" and sentence starters like such. We have also practiced asking "how is the weather today?", and then they have to answer "the weather is..." by drawing different cards, switching roles (whether they ask or answer) and practicing saying complete sentences such as "It is sunny".

Here, before the activity starts, the teacher split the students into pairs, sitting down at an assigned place in the classroom, and the teacher hand out only a question which they then switch who is the one reading the card and who is the one replying to the card. The students then have to remember the appropriate reply, and then it is repeated several times as they switch roles. When doing this, Teacher 3 states that "they have a lot of fun

with these cards". Here, the teacher encourages use of similar activities since the students enjoy the activity as well.

4.1.1.3 Watching videos in English during Class

3 out of 5 teachers reported watching videos in English during their English sessions. The videos can be an introduction to the topic of today's session like a song with a video on YouTube, or a more informative video like someone practicing saying simple phrases in English or common English nursery rhymes with a video included. Teacher 1 claimed that "whatever the topic is, we use a lot of songs with movements and pictures. We always start out with a learning-video on YouTube. (...) Especially if it contains a lot of movements." Teacher 4 explained the benefits of using videos in class by stating that:

We use a lot of YouTube videos (...) If there are any phrases or themes with phrases and words they need to learn, then just search for it. It can be phrases like "My name is..." "I am..." and "I like..." "I don't like..." "I am wearing..." and "What are you wearing...".

Here, the teacher states that there are videos for most topics you will encounter in English, and that they are beneficial for engagements of young learners.

Another teacher, Teacher 3, claimed the importance of including such videos by saying:

I also like to vary with some small, simple songs, because it's a good approach for them. It gives them a few more hooks to hang things [aids the student to remember something better by for example remembering the verse of a song about the topic] (...) If you know a song about, for example, the color of the rainbow, you can sing your way to a color.

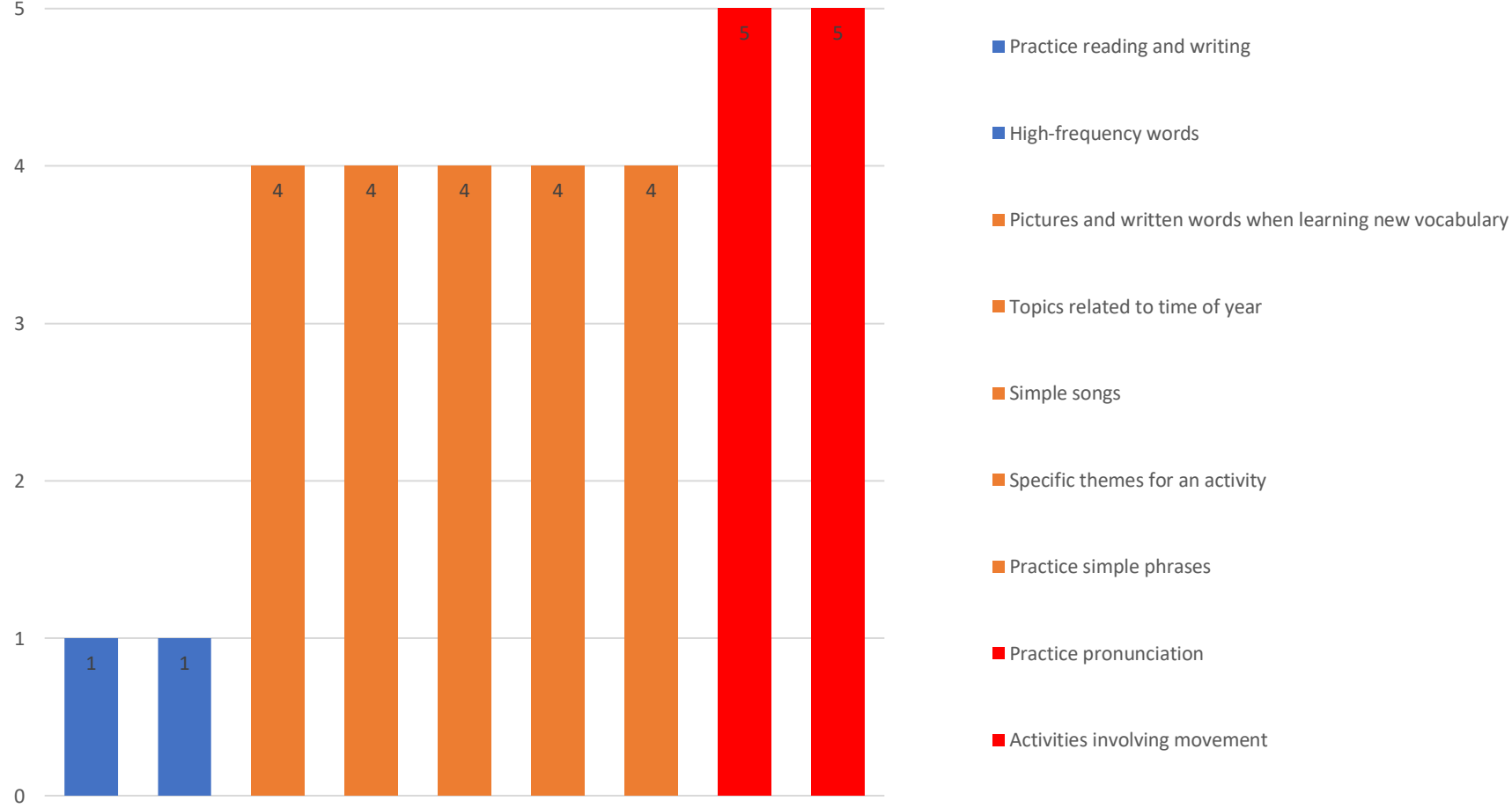
Here, the teacher states that having songs in class helps students remember new vocabulary and terms better as songs are easier to remember. The visuals in a video also help the students be more engaged when learning these songs.

The next section will present more about the focuses of these activities.

4.1.2 Teachers' report on focuses of vocabulary learning activities

The second research question investigated the focusses of activities that participants reported doing in 1st grade. Through interviews of the teachers, the objective was to become more aware of what focuses are most common when choosing activities. The findings are displayed in Figure 3.

Figure 3 Reported Focuses of the Vocabulary Activities



4.1.2.1 Activities with a Focus on Movement and Active Learning

5 out of 5 claimed that they focus on activities that involve movement of some kind to ensure that learners are active. Teacher 1 explained that there is a need for active learners by stating "without any engagement from the students [activities that involve some type of movement], they don't bother to engage in class for more than 10 minutes at a time. Such activities [sitting still, listening to the teacher] have no importance to them. Here, the teacher claims that it is necessary to ensure that the pupils are physically active during class to ensure that they are engaged in what they are supposed to learn.

As a suggestion for this type of exercise, Teacher 4 stated it could be an activity like "in the gym (physical education room), it is possible to hang up commands/words on the wall, where it can say 'go to the ...' and they have to run to that word. Then they get a little more of the visual while combining it with a little exercise which is very nice." Here, the teacher claims that an activity with visual presentation where learners are physically active is preferable in English sessions as well.

4.1.2.2 Activities with a Focus on practicing Pronunciation

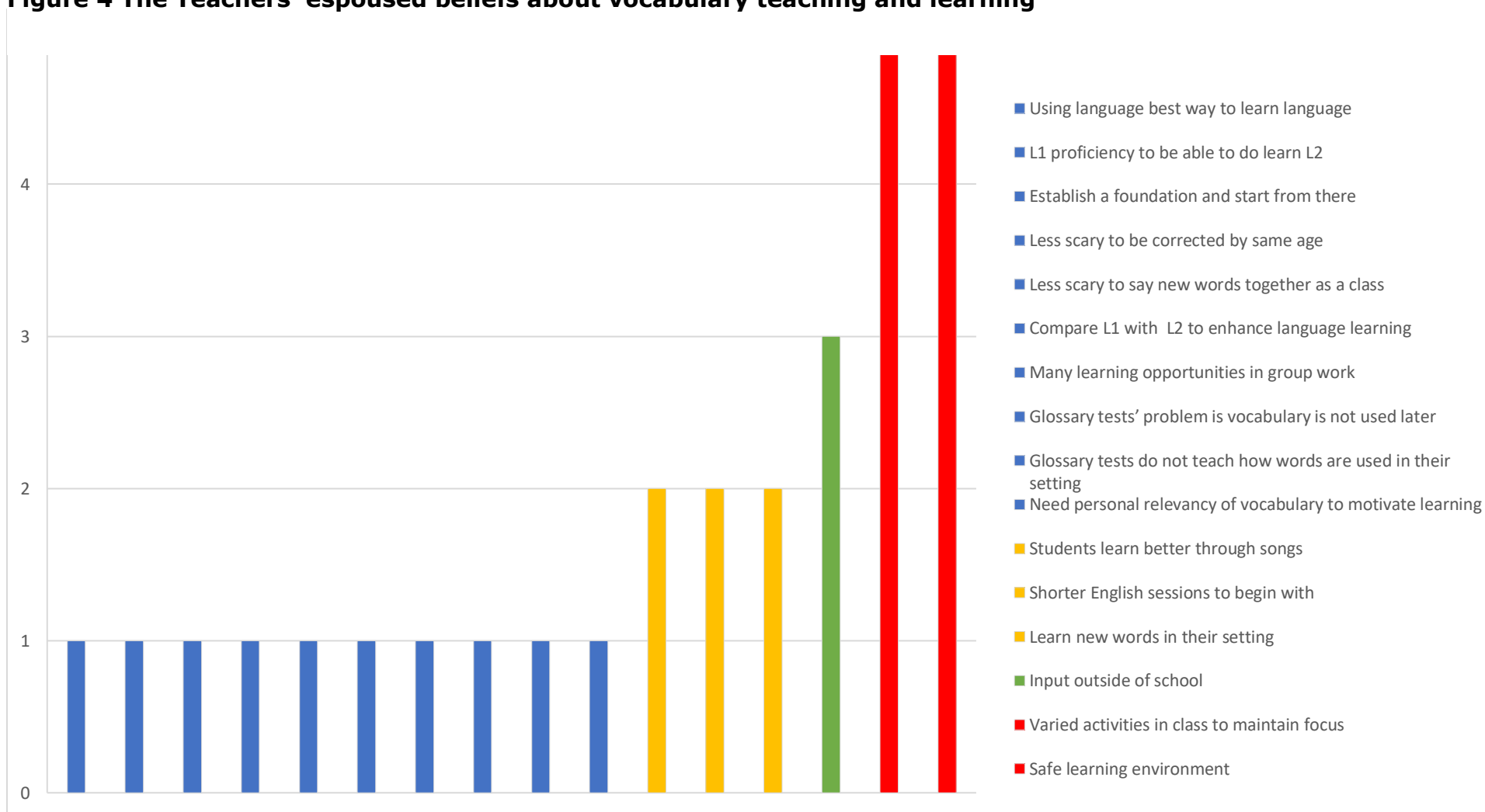
5 out of 5 teachers claimed to focus on activities that involve practicing pronunciation. Teacher 4 explained the need for a focus on pronunciation by saying that the students' "vocabulary and being able to make themselves understood is important." Here, the teacher is clear that the goal of the focus of pronunciation is to be understood by others when talking English.

Memory is a game where there is an even number of cards where one side of the card is blank and the other has a word or phrase on it. Each card has a matching pair, which could be the translation of the word. The cards are laid out on a surface with the blank side up and the goal is for students to find all the pairs. They take turns turning two cards at a time and try to remember where the cards they draw are when drawing new cards that could match. An example of an activity with the focus of pronunciation, Teacher 3 claimed it could be "memory (...), where they say the cards they turn over. If it is wrong, they should say it out loud anyways so they can use practice pronunciation." Here, the teacher states that even games similar to memory can involve some pronunciation practice if the teacher set rules like "you have to say the cards you turn over out loud".

4.1.3. Teachers' espoused beliefs about vocabulary teaching and learning

The third research question investigated teachers' beliefs about vocabulary teaching and learning. Through interviews of the teachers, the objective was to understand the focuses of most common activities. The findings are displayed in Figure 4.

Figure 4 The Teachers' espoused beliefs about vocabulary teaching and learning



4.1.3.1 More Varied Activities to maintain the Learners Focus

All participants claimed that there should be varied activities during a class, which creates a varied program for lessons. This, as stated by teachers in previous findings, helps to maintain focus by involving more movement and play. Teacher 3 claims that varying activities is necessary because "it is important to have a varied program as they are at very different levels [of English]. (...) the desire to learn becomes a little greater, I think." Here, the teacher states that the varied program of a lesson will help the motivation for the students to learn during the English lessons.

Another teacher, Teacher 4, stated that "there should be a mix of play and lots of singing and music at the start [of the first year]. They learn a lot through that." Another teacher, Teacher 2, claimed that:

The most important thing to consider is that you get some variety in the lesson, and that what you work with in English is closely related to other topics the children have in other subjects, as in Norwegian or Social Studies.

Here, the teacher states that crossing lines throughout the different topics in other subjects is encouraged and allows the teacher to vary the topics of the lessons in a more coherent way for the students.

4.1.3.2 A Safe Learning Environment is Important for the Students

All teachers claimed that a safe learning environment is important for the students to be able to dare to produce output in class without feeling insecure and inferior of other students. Teacher 3 stated that:

We talk a lot about being at school to practice and to learn, and things might be wrong sometimes, because we have to practice to become good at something. Talking about such things helps make the class environment a safe place to learn.

Here, the teacher explains that talking about the goal of being in school: that they are here to practice and learn new things, which means that there will be some mistakes at time. That is how we learn new things. Talking about such topics with the pupils in class will allow the students to understand that mistakes are not something bad and that the important thing is to try your best. This, the teacher claims, will help the learning environment feel safer.

Another teacher, Teacher 4, stated that the safe learning environment comes from being a safe teacher in the classroom and being a good example for the students. This was because:

The teacher's role is probably important (...) [that you] feel safe so that it should not be horrible to say something wrong. That the teacher should be an authority in the class and [make sure] that the class shows respect for the others, that there is a sense of security in the class.

Here, the teacher claims that the teacher's role is to ensure that there is a safe learning environment by talking about the purpose of learning English in school is a way to practice the skills in English. The teacher should be a good role model if a mistake is made and ensure that other students as well do not make fun of others when a mistake is made.

As Teacher 3 stated, a safe learning environment does also mean that the teacher should ensure that all students are "seen" during a session. Through having a different activities the teacher can ensure that all students feel accomplishment during an English

session. In the observation of Teacher 3, she had to clarify with some student that even though they know the answer, others might not understand or be able to answer as quickly as them. Teacher 3 explained it in the interview as:

It is allowed to “pour out” the answer, but they must give others the opportunity to respond so there is room for everyone. Fellow students are important like if there is no room for error, because then it becomes difficult for others to try to answer.

Teacher’s role is important to ensure that same students do not answer quickly by allowing other students as well to answer.

4.2 Findings from the observation

In this section, the observations of Teacher 3 “Madeleine” and Teacher 5 “Pia” are described in detail. The observations were conducted at separate schools in Trøndelag, Norway. The observations have a focus on the vocabulary activities that took place during two different observations. For the observation, field notes were taken by the researcher during the session of 45 minutes. Immediately after the session, an Observation Checklist Protocol called “Vocabulary Teaching Class Observation Checklist” (See appendix A) was crossed out as well according to what had been observed during the session, see Table 1 and Appendix D and E.

Table 1 Activities seen during the observation lesson of Teacher 3 that were mentioned during the interview

Activities observed	Activities not observed
<ol style="list-style-type: none"> 1. Singing with video on the smartboard 2. Morning routine in English and Norwegian 3. Individual task in the textbook’s exercise book ‘odd one out’ 4. Simple phrases 5. Group task ‘odd one out’ 6. Read aloud task, write the correct number on the correct picture 7. ‘Hide and seek’ with pictures on the floor, asks ‘which one is missing?’ 8. Teacher shows pictures, asks ‘what is this?’ 9. Practice describing the pictures: big, small etc 10. Memory game with cards including pictures and words 	<ol style="list-style-type: none"> 1. Watch English movies (sometimes) 2. Talking cards with questions or starts of sentences

4.2.1 Observation of Teacher 3: Madeleine

The first lesson that the researcher observed was a 45-minute English lesson with 9 pupils. The focus was English vocabulary learning with the topic of animals. The students were all either 6 or 7 years old. The observation was conducted in April when students had started school in August and were about 8 months into the school year at the time. The observation activities are displayed in Table 1. The observation protocol checklist is included in the appendices (Appendix D). There was a varied level of English skills among the students.

4.2.1.1 Description of the Lesson with Teacher 3

The lesson started with the teacher doing the morning routine in Norwegian and English by asking what day it is today, what the weather was like today and what season they were in. Then the teacher showed an English music video from YouTube "Old MacDonald Song" by Cocomelon. They watched it two times.

Then, the teacher asked students to find their English workbook. In this exercise book, the tasks were to match the pictures of several animals that had been mentioned in the video ("cow, sheep, hen"). They also practiced simple description of the animals in the pictures like "big, small, white, black". In the following task, they wrote the word next to the right picture. The teacher also had similar tasks on the blackboard in English by drawing four animals on the blackboard and what they are called underneath, and then asked the students which animal was the odd one out.

After that, there was a read aloud test in the book where the teacher read a short story and the students wrote down the correct animal and number on their page in their work book while listening to the story. An example could be "the dog has four legs" and the students would write down dog next to the correct picture of an animal in the book.

For the next tasks, all the pupils gathered in the "listening corner", in a circle on the floor sitting on a large, thick foam mat. The students were handed one card with a picture of an animal with the word on it. Then, the teacher and pupils would ask one student at a time "what is it?" and one pupil would answer by saying what it is and show their card, then it was the next pupils turn. After that, the teacher collected the cards and laid them out on the floor with the pictures-side down. Each student took one card and said it out loud. Afterwards, the teacher played "Kim's game" by using a blanket to cover the cards, pointing upwards this time. While they were hidden, the teacher took away one of the cards and the pupils had to remember which one was missing when the blanket was removed.

Lastly, the teacher put on the video of the song at the start again. Then the class was dismissed.

The activities that were not observed, but mentioned in the interview were two activities. One was Talking cards, which has been mentioned earlier in section 5.2.1.2. Another activity was watching English movies. Here, the teacher explained that they would watch movies where the storyline was known, like in famous fairytales that the teacher knew the students were very familiar with.

On the Observation Checklist, the teacher did all the techniques described (See Appendix E). Technique nr. 7 "teacher asks students to look up words in their dictionary" was not relevant for this study as dictionaries in a foreign language were not appropriate for the students to use in 1st Grade.

4.2.2 Observation of Teacher 5: Pia

The second lesson that was observed was 45-minutes long. There were 15 pupils with different levels of English skills. The teacher told the researcher before class that there would only be some English activities at the start of the lesson and at the end. The explanation was that they had planned other subjects for the day of the observation. It was also the last day before the Easter break, where there would be a week holiday from school. The focus of the lesson was on why we celebrate Easter and vocabulary in Norwegian, but also in English. The students were either 6 or 7 years old in 1st grade. The observation was conducted in April, when the students had been going to school for the last 8 months. The observation activities are displayed in Table 2. The observation protocol checklist is included in the appendices (Appendix E).

4.2.2.1 Description of the Lesson with Teacher 5

The activities observed are listed in a table (See Table 2).

Table 2 Activities observed during the session of Teacher 5 that were mentioned during the interview

Activities seen during observation	Activities not seen during observation
<ul style="list-style-type: none">• In Norwegian, but with drips of English in the morning routine• Counting• Simple phrases• Worksheet about Easter of tasks with pictures and words together, simple crossword (See "Easter Booklet used in Class during Observation")	<ul style="list-style-type: none">• Word cards with pictures• Using the alphabet printed out and a whip to spell vocabulary• "roll and write" with dices and "nonsense writing"

The lesson started with all the pupils gathered in the "listening corner" in front of the blackboard. Here, the students sit in a circle of benches called listening corner. The teacher started, in Norwegian, to say good morning and did their morning routine. This involved singing two songs in Norwegian. Then, the teacher asked what day it was, what the weather was like today, and then asked in English the same questions. The students then sang a song about the weekdays in English. They then counted how many students were present today, in Norwegian first and then in English.

Then the topic is changed to Easter, and the teacher started asking, in Norwegian, what they know about Easter's history, why it is a holiday and such. The teacher occasionally says English terms as well, like "Easter" and talk about it being a "candy day" were children eats a lot of candy. The session continues without any English activity before the end.

Lastly, the students were given an individual worksheet called English Easter Booklet (See Figure 5).

Figure 5 Pages from the Booklet used during observation

Provided underneath is a translation for some pages.

Page 1:

Navn - Name

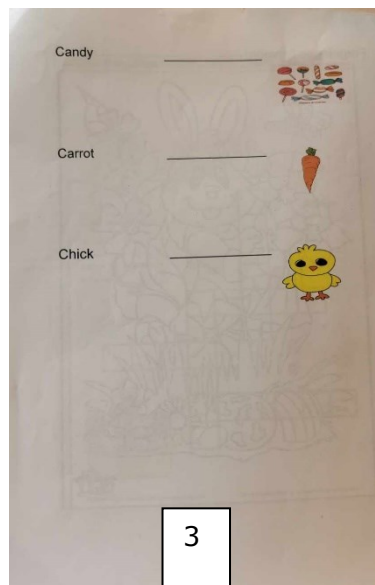
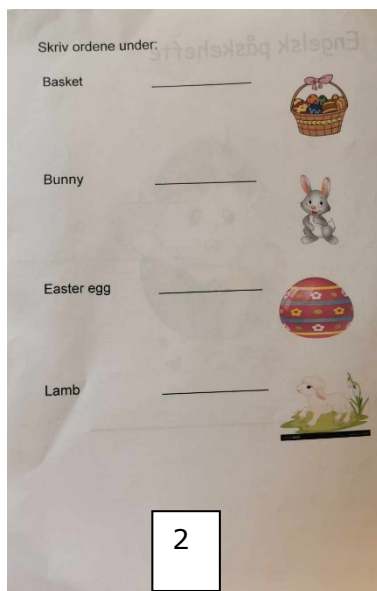
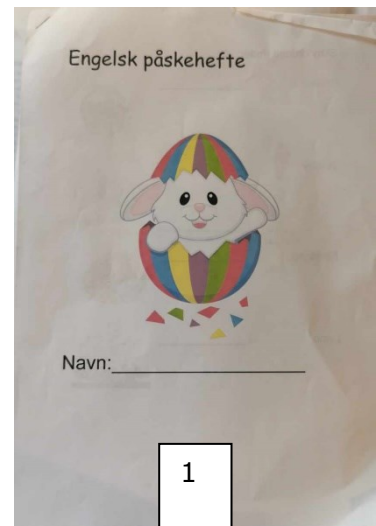
Engelsk påskehefte - English Easter booklet

Page 2:

Skriv ordene under: Write the words under

Page 4:

Fargelegg kaninen: Colour in the bunny



The booklet included several tasks. On Page 2 and 3, students were supposed to write the Norwegian translation of English words. Page 4 was a colouring task. Page 5 was an Easter themed crossword puzzle where the English words were provided and has to be inserted correctly for all words to fit. Page 6 was a colouring task where they have to colour everything with the same number in the colour set for that number. The different colours and numbers that are paired was listed next to each number (for example 1 means blue, 2 means green). Page 7 has two tasks that were both a "Spot the difference"-exercise. Here, students were supposed to compare the two similar pictures with each other and find the 5 or 10 details that was not the same in each pair (The top pair is a "Spot the 5 differences"-exercise, meanwhile the pair underneath is a "Spot the 10 differences"). Usually, picture on one side is a complete picture, while the other has a missing a number of details. If you find a difference, you are supposed to mark it with an "x".

After the observation, the Observation Protocol Checklist (See Appendix E) was completed. In this session, not all of the techniques were observed. The techniques observed was for example "2: The teacher explains the new words in the students' native language" and "9: Teacher uses example sentences to explain and contextualize new words". The techniques that were not observed were 6 of the ones mentioned in the Checklist. One of them was "10:Teacher tells a short story, an anecdote or a joke to explain new words." As mentioned in the last observation, technique nr. 7 "Teacher asks students to look up words in their dictionary" was not relevant for this study as dictionaries in a foreign language are not appropriate for the students to use in 1st Grade

The activities that were not observed during the observation, but mentioned in the interview were several. The activities were "Word cards with pictures" or what has earlier been referred to as Talking cards in section 5.2.1.2. Another activity was one that was explained to the researcher during the interviews that when they had practiced learning to spell in English, they had used a blanket with the alphabet printed out and a whip to spell words in class. Other activities that were not observed but explained in the interview involved dices, where each student got a dice and a list of words that was grouped together with a number from 1-6. When the pupils rolls the dice, they try to write the word that is the number they got on the dice. An example could be if they rolled 4 – pig, then they would try to write pig. For those that might have thought spelling was difficult, they could choose to use "children writing" or here called "nonsense writing" where the student scribble something that is similar to the word pig to just practice on writing with a pencil. This was to ensure that the difficulties with writing, which might be something some students struggle with in their L1, is not transferred to the English subject as well. To ensure that students feel like they are not demotivated by writing, the teacher stated that this was a helpful method.

4.3 Conclusion

In conclusion, most of the teachers reported to use activities like including English words and phrases in the morning routines, watch videos in English and use Talking Cards in class. The focus of these activities was usually to have activities that involve movement and to practice pronunciation to be understood. The teachers' most frequently mentioned espoused beliefs for VL and teaching was about involving varied activities during the session and creating a safe learning environment for the students. Lastly, observations revealed that both teachers included English in their morning routines, counting activities, simple English phrases and singing in English.

5 Discussion

The aim of this study was to investigate how in-service teachers in 1st Grade report teaching vocabulary in the EFL classroom. This dissertation aims to gain more insight on the topic by examining what VL activities they use and what focuses these activities have. To understand the choices behind these activities, the study sought to explore what espoused beliefs these teachers have of VL and teaching. Accordingly, the four research questions in focus was 1) How do English teachers report teaching vocabulary in 1st grade? 1a) What are the focuses of activities that teachers report doing? 2) What are teachers' espoused beliefs about vocabulary teaching and learning? 3) How do English teachers teach vocabulary in 1st grade? The findings of this dissertation are discussed with reference to the theory in section 2, results of previous studies and the researcher's interpretations and reflections.

The major findings revealed that most teachers include English in their morning routines, focus on activities involving movement and pronunciation, and claim that having varied activities during a session are important. Four out of five teachers reported including English words and phrases in the morning routine. Three out of five teachers said they watch videos in English and use Talking Cards in class. Five out of five teachers reported to focus on activities that involve movement, as well as activities that practice pronunciation. The teachers' most frequent espoused beliefs for VL and teaching was five out of 5 teachers said that there should be varied activities. Five out of five teachers stated the importance of a safe learning environment as well. Lastly, from the observations, both teachers included English in their morning routines. They both included counting activities, simple phrases and singing in English. An important difference was the length and amount of vocabulary activities during a session "where some English activities" was planned. One teacher had a full 45 minutes English session, while the other included English in the morning routine and an English booklet with exercises, but the focus of the session was not dedicated to the English subject.

This section discusses the findings to investigate further the attitudes and the practices in the EFL classroom and will consider the teachers' espoused beliefs in further detail.

5.1 English in the morning routines

There are several positive arguments for why English should be included in the morning routine. The findings revealed that four out of five teachers reported doing their morning routines in English. By including English in their morning routine, the learners are exposed to high-frequency content words like "weather" and "sunny", which is recommended to focus on first when learning a foreign language (Nation, 2020). This type of teaching ensures that the students develop their receptive knowledge, meaning that they are able to understand the word and repeat after others. It does not ensure that they have productive knowledge to be able to independently use the word in writing or speech. But by ensuring that there are visual aid and the form of the words are visualised for the learners, the connection between the form and its meaning becomes stronger (Nation, 2020). This aids the learner to become able to retrieve the word independently.

Another positive argument why English should be in the morning routine is that it is an opportunity for repeated, spaced learning. The routine is a repeated, daily learning

task that could be considered a spaced learning practice of vocabulary learning (Lotfolahi & Salehi, 2017). Though, there are not a list of a set number of vocabulary practiced in each session, most of the same vocabulary is repeated in the routine and is repeated daily or occasionally, which enhances the memory when the learning episodes are spread out and repeated (Lotfolahi & Salehi, 2017).

A third reason why including English in the morning routines could be beneficial is because it allows the students to learn vocabulary in their context in an explicit learning setting. Simple phrases like "it is sunny" allows for contextualised learning, where students must make informed guesses of what new words means from the context (Sun & Dong, 2004). Morning routines allow for explicit learning of vocabulary and allows the student to encounter the same vocabulary numerous times to become comfortable using the vocabulary themselves (Nation, 2000).

There is however a possible negative effect by only having the same vocabulary in the morning routines if the students are not allowed other opportunities in class to with implicit teaching (Lotfolahi & Salehi, 2017; Schmitt, 2000). Explicit learning does not cover all aspects of knowing a word and is most beneficial if the learners encounter the same vocabulary in other implicit teaching activities later to not forget words.

Another possible negative effect by having English in the morning routine is that there might be the same students that answers the questions, being the students that are probably most comfortable in using the FL. As the activity is very repetitive, the students that are most proficient might be the fastest to put their hand up to answer every day. Teacher 3 had a similar situation during the observation where she had to clarify with a students that even though they know the answer, others might not understand or remember it as quickly. Teacher 3 explained it as:

It is allowed to "pour out" the answer, but they must give others the opportunity to respond so there is room for everyone. Fellow students are important like if there is no room for error, because then it becomes difficult for others to try to answer.

The teacher's role is important here to ensure that there are not the same students that answers quickly during the morning routine by allowing other students as well to answer.

A study by Noroozi & Siyyari (2019) where they investigated how meaning-focused input and output activities affect active and passive vocabulary learning. They explain passive vocabulary knowledge as being able to recognize a word when it is heard, knowing the meaning of the word, recognizing it in written form and being able to understand that it is made up of different parts and that these parts relate to its meaning. Active vocabulary learning happens when words are produced when they are pronounced correctly, with the correct stress, written correctly and are used in settings correctly. The Iranian subjects in this study were between the age of 18-25 with English as a foreign language and data was collected using an 3 types of tests: Oxford placement test, vocabulary pre-test and a vocabulary post-test. The results showed that both meaning-focused output and input had a significant, positive effect on the active and passive vocabulary learning. There were also found no meaningful difference between meaning-focused input and output effects on active and passive VL. Noroozi & Siyyari (2019) stated that "it was the combined effect of focus on input and output and also the meaning-focused nature of the input and output that greatly impacted the learning of the vocabulary." (p.16). According to this study's results, it can be stated to support using

activities like English in the morning routines as it is an opportunity for the learners to both obtain meaning-focused output and input which helps develop the learners active and passive vocabulary knowledge.

5.2 The focuses of the vocabulary learning activities

All teachers in this study reported to focus on activities that involves movement and active learning. This was claimed to be necessary to ensure the students are engaged in what they are supposed to learn. Here, contrary to active vocabulary learning, the teachers refer to an active learning activity where the learn is physically active in some way by being allowed to interact with others in a groups or moving around in the room, like the activity Talking Cards is promoting students to do.

A learner can also be active by being given a task that occupies them either mentally or physically (Halliwell, 1992). An activity that promotes mental engagement is for example an activity similar to what Teacher 3 had during observation where the students were supposed to show their animal on the card and *remember* what its called and then say it out load in front of the class. Meanwhile, a task that would only occupy the learner without the learner having to be mentally active is for example a task given to copy a list of words onto a sheet of paper (Halliwell, 1992). Other examples of activities that only occupies the learner without mental engagement, Halliwell (1992) claims is reading aloud, writing, drawing and repetition. These are typically activities where the whole class is engaged in an activity, whereas with the animal cards, only one student is engaged at a time even though it is an activity done with the whole class. Ideally, as a teacher you should mix having both types of activities during a session to increase the student's involvement in class and avoid "restless and silly behaviour, even when the classes are big" (Halliwell, 1992, p.22). As there are several ways to describe active learning, the main point in all of them is that there is small amounts of activities like "sitting still and listen to teacher talk" during a language session in the earlier grades.

Several researchers would agree with the teachers' focus on pronunciation in the EFL classroom. All teachers in the study claimed to focus on practicing pronunciation in VL activities. Meaningful output should be included to ensure that learners can express meaningful messages and test out vocabulary in different contexts. Being able to communicate in these settings will boost the learner's self-esteem and motivation for learning (Cameron, 2000). Sun & Dong (2014) claims that one of the main problems with young learners is too limited L2 knowledge that can cause phonetic problems as they do not understand the rules of pronunciation yet. These can be hard to learn if the students are only listening to a teacher saying the words without trying themselves to pronounce it. This would as well allow the students to gain active vocabulary knowledge by producing words that are correctly pronounced (Noroozi & Siyyari, 2019).

5.3 Vocabulary teaching and learning

Halliwell's (1992) argument for varying having active and mentally occupying activities can be argued to agree with the findings of teachers' espoused beliefs of VL and teaching. All teachers in this study reported their focuses on activities to be having more varied activities. The reasoning for this was to maintain the learners focus for longer during whole sessions of English. Several studies agree that there should be varied types of activities for different reasons. Sun & Dong (2014) claims that both contextualised and decontextualised learning, which involves very different types of activities for learning

vocabulary, should both be included in class. Though contextualised activities have been a trend for a period of time, there are no empirical research proving that decontextualised research is less beneficial and should not necessarily be avoid in vocabulary teaching (Sun & Dong, 2014).

All teachers in this study claimed that having a safe learning environment is important if the students who feel less proficient in the L2 are to participate in class. Teacher 4 stated that the teacher's role in the classroom is crucial here, as they are the role model and have to clarify that they are in the classroom to practice their language skills. Another reason why the teacher is important is because they are deciding what activities to use and not to use in class. Lightbown (2000) claims that teachers cannot use research alone as a guide to what activities to include in class. Research can function as an important source of information to help teachers set realistic and obtainable goals for their students but should always be applied as a guideline. The teacher usually knows their classroom dynamic, as well as their students' capabilities the best, and should always apply activities accordingly (Lightbown, 2000). Teacher 3 stated that by having varied activities in a lesson, you ensure that you meet the students at different levels and varying activities is beneficial since they learn best in different ways.

5.4 Vocabulary activities in 1st grade

The findings from the observations gave more insight on how these activities was conducted in class. Though four out of five teachers claimed to include English in their morning routines, the actual practices of doing so where very differnt during the observation. Teacher 5 conducted mostly the morning routine in Norwegian but involved some English questions halfway through to the end of the activity. Teacher 3 asked from the start all questions during the morning routine in both languages. This gives an indication that the amount of English in the morning routine is not the same though they report doing the same activity.

Another example of how they used activities differently was the use of English songs. Teacher 3 introduced the topic with a music video where the new vocabulary was mentioned during that song, and at the end of the session played the song again. Teacher 5 had a singing activity as well, where they sang the weekdays in English during the morning routine. The approach for how the different activities are conducted are not visible in the interview findings, which will be further elaborated in section 6.6.

5.5 Validity and reliability

As stated by Silverman (2020), validity is the researcher's credibility referring to the researcher's interpretations of the data. In this dissertation, to further enhance the validity of the findings, triangulation was used. Here, the data collection was based on three methods which were interviews, observations and field notes. This helps enlighten multiple perspectives of the problem or issue of focus and ensure that the justification of the findings are reliable (Creswell & Creswell, 2017). As the interviews were conducted after the observations, the researcher could gain a deeper understanding and were able to ask for clarifications. The field notes from the observation were crucial for ensuring the observation was described correctly later.

Reliability refers to if the process of data collection was systematic and the consistency of the results of the research (Silverman, 2020). To ensure the research reliability, it is necessary for the researcher to be transparent and thorough when

documenting the process of data collection methods and the analysis of these. In section 3.2.1 the instruments are described in detail, as well as the analysis process in section 3.5. For the interview and the observation, a protocol was used to ensure that the data collection had the same focus throughout the process (See Appendix B & E). The researcher is encouraged to create a complex picture as possible of the issue/problem of study. "This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges" (Creswell and Creswell, 2017, p.182). Multiple factors cooperate in different ways, and identifying these factors involved in a situation like in a classroom setting, is an important part of a qualitative study reflections. For the transcripts, each word was transcribed to ensure that the correct meaning was conveyed. An independent translator help the process of translating the Norwegian interviews to English where conveying the same meaning though both languages was in focus.

6 Conclusion and implications

To learn a foreign language, learners need activities that help them achieve a broad and ever-growing vocabulary (Schmitt, 2008). However, the youngest learners have been neglected in this field of research (Cameron, 2000; Dahl, 2014; Sun and Dong; 2014). It is a common assumption that young learners acquire foreign languages better than older learners. This assumption has led several countries to lower the starting level of foreign languages in school, especially in English (Dahl & Vulchanova, 2014). Also in Norway, English has been a compulsory subject in 1st Grade since 1997. The purpose of this thesis is to investigate how in-service teachers teach vocabulary after 26 years of having English as a subject in 1st Grade.

The findings showed that most of the teachers implement such activities as using English in the morning routines, watching videos in English, and using "Talking Cards" in class. These activities mostly involved movement and the practice of pronunciation. The teachers' most frequent beliefs were that involving varied activities during sessions was important as well as creating a safe learning environment for the students. Lastly, observations revealed that both teachers included English in their morning routines, as well as counting activities, simple English phrases and singing in English.

Based on the findings of this research, the in-service teachers prioritise that the students have a varied program during the lessons and that their learning environment in these lessons should be accepting of making mistakes and practicing their language skills. The teachers focus on motivating the students to learn by using English videos such as music videos with nursery rhymes which is simple to learn and sing along to. The use of "Talking Cards" as well encourages the students to produce meaningful output in collaboration with other students. The teachers focuses are also on pronunciation and to be understood. This is in line with the new curriculum (LK20) for the English subject in Norwegian schools. The findings include creative and vocabulary-focused activities that could be inspirational for other English teachers as well to include in their lessons.

Although, there is no way to claim that these findings are what is common in other EFL classrooms in Norway, and it is a common assumption that there are little English teachers with an teacher education background which includes the subject. The researcher proposes that the teacher education programme should include English as a mandatory subject. This should also include vocabulary learning strategies that incorporate the young learners in the EFL classroom. As there are many immigrants fleeing from their home countries, which increases the amounts of students with different linguistics backgrounds in the EFL classroom. English teachers should prepare to meet these students, especially those with little English input outside of school.

Another point for making English mandatory in the teacher education programmes is that it is common for other subjects to include English research. Subjects like Mathematics and Norwegian at the Teacher education uses articles and research in English according to the researcher's classmates, which was surprising them. Reading English with a high density of low-frequency words for the subjects research field, is difficult when some of today's teacher students have not been reading English books or articles since 11th grade (first year of upper secondary education). If English was mandatory, the student teachers would be more prepared for this when writing their master's degree, which has become obligatory for teacher in Norway in year 5.

6.1 Limitations of the study

Reflexivity is encouraged in a qualitative research project where there should be a reflection around the researcher's role in the study and their personal background (Creswell & Creswell, 2017). This is a small study that only obtained observation data from 2 of the teachers in the sample, though all 5 teachers were interviewed. Consequently, this dissertation had a limited scope with few subjects from 4 different schools in Trønderlag, Norway. The researcher has grown up and lived in the same county as this research was conducted in. Creswell and Creswell (2017) argues that researcher's culture and experiences which can influence the direction of the research project, how the data is analysed and interpreted. The facts that this study is limited in its scope and the researcher shares the same background with the geographical area of research, further research is needed to understand the issues related to vocabulary learning and teaching in other places in Norway or in the world.

6.2 Future Research and Suggestions

To be able to get a better view of how English teachers teach vocabulary and their beliefs of VL, there is a need to conduct more research on the topic. By gaining an understanding of what is commonly used to teach vocabulary in classrooms, further research can investigate the effectiveness of these activities in teaching English to young learners.

Some researchers questioned whether teachers are properly trained to help students find effective strategies for VL. They argued that there is a need for EFL teachers to know more strategies themselves and to be able to help students find VL strategies (Sa'd & Rajabi, 2018). The subjects that were English teachers in this dissertation did not have specialised pedagogical backgrounds within English subject, but three of them had English as a subject in a university. Prior to starting the teacher education programme, the researcher has studied English as a One-Year Programme at university. English as a subject in Norwegian universities is ever-changing and deals with several important aspects of the language like literature, grammar and pronunciation. Nevertheless, none of the university subjects dealt with teaching these aspects of English in a learning-situation such as in school. So what? What is your suggestion?

The Norwegian teacher education does not list English as a mandatory subject for students. This means, if a student teacher does not choose English as a subject during their education in Norway, they receive no specialized pedagogical training for teaching pupils English. Even after choosing English as a subject, like the researcher of this project did, there is little to no focus on the young learners in EFL classrooms. Experientially, the English subject is coloured by professors who focus on young adult-literature and other aspects of English. Few professors have real experiences from elementary schools, with most of them focusing on secondary education. The Norwegian student teacher programme does not clearly distinguish between 1st to 7th grade student teachers and 5th to 10th grade student teachers. This results in the focus of the education being partially skewed, with a larger emphasis being put on students from 5th grade and up. As such, the youngest of learners are not a focus throughout the entire subject, simply because they are not relevant to the whole class. Thus, the youngest future EFL learners in elementary schools are neglected as new teachers are not properly equipped to teach them English.

Because of this, there is a need for more research on vocabulary learning in English, as it is fundamental for foreign language learning. In conclusion, it should be a topic of more interest for future teacher education programmes. EFL teachers must ensure that young learners maximize their benefit from early input of the TL. By gaining a better understanding of in-service teachers' priorities, future research can be conducted on how effective these activities are and continue research on how teachers' perceptions of VL affect their choices in the classroom.

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Appendices

Appendix A: Observation protocol

Appendix B: Interview protocol

Appendix C: Statement of consent

Appendix D: Observation checklist findings Teacher 3

Appendix E: Observation checklist findings Teacher 5

Appendix A - Observation Protocol

No.	Technique	Yes	No
1	Teacher explains the (new) words in the foreign language.		
2	Teacher explains the (new) words in the students' native language (i.e., use of translation).		
3	Teacher draws figures on the board to explain the new vocabulary.		
4	Teacher uses body language, gestures and motions to explain new words.		
5	Teacher asks one or some students to explain words to other students.		
6	Teacher asks students to make guesses as to what the new words mean.		
7	Teacher asks students to look up words in their dictionaries.		
8	Teacher shows pictures to explain new vocabulary items.		
9	Teacher uses example sentences to explain and contextualize new words.		
10	Teacher tells a short story, an anecdote or a joke to explain new words.		
11	Teacher associates new words with previously learned words to explain meaning of new words.		
12	Teacher asks students to make a mental image of something or someone to explain meaning of new words.		
13	Teacher groups words under one topic and attempts to relate them to each other in terms of meaning on the board.		
14	Teacher uses objects in class and realia to explain meaning of new words.		
15	Teacher contextualizes meaning of new words by bringing new texts to class and reading them aloud.		
16	Other:		

The observation protocol used during classroom observation "Appendix B: Vocabulary Teaching Class Observation Checklist" (Sa'd & Rajabi, 2018, p.163).

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Appendix B - Interview protocol

Interview guide protocol in Norwegian [translation in English]

1. Hvordan introduserte du/ville du ha introdusert dine elever til Engelsk for første gang i 1.trinn?

[How did you/would you introduce your students to English for the first time in 1st grade?]

2. Hva tenker du er viktigst å tenke over som lærer når elever skal begynne å lære engelsk i 1.trinn? Hvilke forberedelser gjør du/ville du ha gjort før slike timer for i din klasse?

[What do you think is most important to consider when your pupils shall start learning English 1st grade? How did you/would you prepare before that session in your own class?]

3. Beskriv en aktivitet du aldri ville brukt selv i din klasse. Hvorfor er det en dårlig aktivitet?

[Describe an activity you would never use in class. Explain why it is a poor activity.]

4. Hvordan lærer du selv best nytt vokabular på Engelsk, etter din mening? Tror du den metoden hadde vært effektiv strategi i 1.trinn? Hvordan måtte du ha endret på den for å at den skulle ha fungert? Hadde du ville brukt denne metoden selv i klasserommet?

[How do you learn new vocabulary in English the best, in your opinion? How would you have to change it to be able to use this strategy in 1st grade? Would you, or would you not use it?]

5. Hvilken vokabularopplæring i Engelsk hadde du selv på skolen som du husker? Hvilket trinn var du i da? Hvilken effekt hadde disse aktivitetene på din læring?

[What characterizes your own vocabulary learning in English in School? Do you remember what class it started in, the activities and what effect it had on you?]

6. Beskriv aktiviteter du liker å bruke når det er fokus på nytt vokabular på Engelsk.

[Describe activities you would like to use when focusing on new vocabulary in English.]

7. Hvor viktig er lærerens rolle når elevene skal lære nye ord på Engelsk? Hvor viktig er medelevers rolle i denne læringen?

[How important is the teacher's role when the pupils are learning new vocabulary in English? How important is the fellow pupil's role in this learning process?]

8. I et scenario der du har en elev som ikke kan kommunisere på norsk nettopp har startet i klassen, hvordan ville du tilpasse læringsaktivitetene på Engelsk for hen?

[In a scenario where there is a pupil who cannot communicate in Norwegian have recently started in your class, how would you accommodate the learning activities in English for that pupil?]

Appendix C Statement of Consent



Vil du delta i forskningsprosjektet
om Hvordan lærere legger opp til Engelsk vokabularlæring i 1.trinn?

Formålet med prosjektet og hvorfor du blir spurt

Dette er et spørsmål til deg om å delta i et forskningsprosjekt for å lære mer om hva praktiserende lærere i 1.trinn mener er gode aktiviteter for å lære nytt vokabular på Engelsk. Du har blitt spurt om deltagelse da du er kontaktlærer på 1.trinn.

Hva innebærer prosjektet for deg?

Prosjektet innebærer evt. observasjon og et intervju. En evt. observasjon varer 45 minutter i klasserommet før et individuelt intervju. Under observasjon vil studenten ta notater selv og krysse av et skjema for hva som blir observert i timen, dette er for å huske hva som blir observert til intervjuet. Under intervjuet vil det bli gjort lydopptak, og intervjuet vil ta ca. 30 minutter med opptil 10 spørsmål der deltageren bestemmer hvor utfyllende svarene skal være.

I prosjektet vil vi innhente og registrere opplysninger om deg. Opplysningene vi innhenter vil være kjønn, alder, telefonnummer, epost og lydopptak. Alle deltagere vil bli anonymiseres i etterkant og få et tilfeldig kallenavn. Opplysningene som innhentes vil på ingen måte bli delt med andre utenfor prosjektet og telefonnummer slettes av studenten ved endt intervju eller om deltager trekker seg fra prosjektet.

Mulige fordeler og ulemper

I dette forskningsprosjektet vil studenten som leder prosjektet jobber for at du som deltager skal ha en god opplevelse, og studenten vil med samarbeid fra deltager legge til rette for at (observasjon og) intervju ikke skal føre til videre ulemper utenom tiden intervjuet tar. Deltager kan avbryte intervjuet om det går over avtalt tid eller de satte 45 minuttene.

(Ved observasjon vil studenten følge råd fra deltager om hvordan hun skal beskrive sin rolle i klasserommet til elevene og grunn til at hun er til stedet. Om studenten tar mye oppmerksomhet fra timen, kan deltager be student ta en pause eller evt. forlate klasserommet til enhver tid.)

Frivillig deltakelse og mulighet for å trekke ditt samtykke

Det er frivillig å delta i prosjektet. Dersom du ønsker å delta, undertegner du samtykkeerklæringen på siste side. Du kan når som helst og uten å oppgi noen grunn trekke ditt samtykke. Det vil ikke ha noen negative konsekvenser for deg eller din behandling dersom du ikke vil delta eller senere velger å trekke deg. Dersom du trekker tilbake samtykket, vil det ikke forskes videre på dine opplysninger. Du kan kreve innsyn i opplysningene som er lagret om deg, og disse vil da utleveres innen 30 dager. Du kan også kreve at dine opplysninger i prosjektet slettes.

Adgangen til å kreve destruksjon, sletting eller utlevering gjelder ikke dersom materialet eller opplysningene er anonymisert eller publisert. Denne adgangen kan også begrenses dersom opplysningene er inngått i utførte analyser.

Dersom du senere ønsker å trekke deg eller har spørsmål til prosjektet, kan du kontakte prosjektleder (se kontaktinformasjon på siste side).

Hva skjer med opplysningene om deg?

Opplysningene som registreres om deg skal kun brukes slik som beskrevet under formålet med prosjektet, og planlegges brukt til 2023. Eventuelle utvidelser i bruk og oppbevaringstid kan kun skje etter godkjenning fra REK og andre relevante myndigheter. Du har rett til innsyn i hvilke opplysninger som er registrert om deg og rett til å få korrigert eventuelle feil i de opplysningene som er registrert. Du har også rett til å få innsyn i sikkerhetstiltakene ved behandling av opplysningene. Du kan klage på behandlingen av dine opplysninger til Datatilsynet og institusjonen sitt personvernombud.

Alle opplysningene vil bli behandlet uten navn og fødselsnummer eller andre direkte gjenkjennende opplysninger (=kodete opplysninger). En kode knytter deg til dine opplysninger gjennom en navneliste. Det er kun Eva Lein Arna som har tilgang til denne listen.

Etter at forskningsprosjektet er ferdig, vil opplysningene om deg bli slettet umiddelbart etter endt intervju.

Kontaktopplysninger

Dersom du har spørsmål til prosjektet, opplever uønskede hendelser eller ønsker å trekke deg fra deltakelse, kan du kontakte prosjektleder Eva Lein Arna.

Dersom du har spørsmål om personvernet i prosjektet, kan du kontakte personvernombudet ved institusjonen: thomas.helgesen@ntnu.no

JEG SAMTYKKER TIL Å DELTA I PROSJEKTET OG TIL AT MINE PERSONOPPLYSNINGER
BRUKES SLIK DET ER BESKREVET

Sted og dato

Deltakers signatur

Deltakers navn med trykte bokstaver

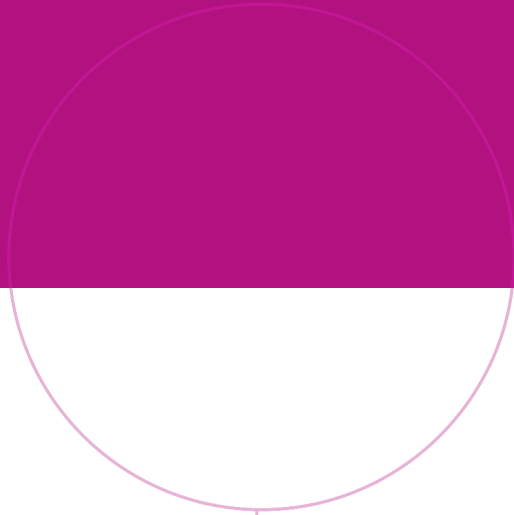
Appendix D Observation Checklist Findings Teacher 3

No.	Technique	Yes	No
1	Teacher explains the (new) words in the foreign language.	X	
2	Teacher explains the (new) words in the students' native language (i.e., use of translation).	X	
3	Teacher draws figures on the board to explain the new vocabulary.	X	
4	Teacher uses body language, gestures and motions to explain new words.	X	
5	Teacher asks one or some students to explain words to other students.	X	
6	Teacher asks students to make guesses as to what the new words mean.	X	
7	Teacher asks students to look up words in their dictionaries.		
8	Teacher shows pictures to explain new vocabulary items.	X	
9	Teacher uses example sentences to explain and contextualize new words.	X	
10	Teacher tells a short story, an anecdote or a joke to explain new words.	X	
11	Teacher associates new words with previously learned words to explain meaning of new words.	X	
12	Teacher asks students to make a mental image of something or someone to explain meaning of new words.	X	
13	Teacher groups words under one topic and attempts to relate them to each other in terms of meaning on the board.	X	
14	Teacher uses objects in class and realia to explain meaning of new words.	X	
15	Teacher contextualizes meaning of new words by bringing new texts to class and reading them aloud.	X	
16	Other:		

Appendix E Observation Checklist Findings

Teacher 5

No.	Technique	Yes	No
1	Teacher explains the (new) words in the foreign language.		X
2	Teacher explains the (new) words in the students' native language (i.e., use of translation).	X	
3	Teacher draws figures on the board to explain the new vocabulary.		X
4	Teacher uses body language, gestures and motions to explain new words.	X	
5	Teacher asks one or some students to explain words to other students.	X	
6	Teacher asks students to make guesses as to what the new words mean.	X	
7	Teacher asks students to look up words in their dictionaries.		
8	Teacher shows pictures to explain new vocabulary items.	X	
9	Teacher uses example sentences to explain and contextualize new words.	X	
10	Teacher tells a short story, an anecdote or a joke to explain new words.		X
11	Teacher associates new words with previously learned words to explain meaning of new words.	X	
12	Teacher asks students to make a mental image of something or someone to explain meaning of new words.		X
13	Teacher groups words under one topic and attempts to relate them to each other in terms of meaning on the board.	X	
14	Teacher uses objects in class and realia to explain meaning of new words.		X
15	Teacher contextualizes meaning of new words by bringing new texts to class and reading them aloud.		X
16	Other:		



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