



**Inland Norway
University of
Applied Sciences**

LUP - Faculty of Education

Åsmund S. Bakosgjelten

Master's thesis

**The death or revival of translation in
the English subject in Norwegian
upper secondary school**

5-year Lecturer Education in Language and Literature (English)

2022

Acknowledgments

Ronan Keating wrote in the year 2000 a hit song where he sings that life is a rollercoaster and that we just gotta ride it. Even though I think Ronan is alluding to love in his song, I believe the rollercoaster metaphor applies to this master's thesis project. The rollercoaster metaphor could also be fitting to describe the five years I have spent at Inland Norway University of Applied Sciences. These five years have been filled with frustration and moments of hopelessness, only for me to remember the friendships I have formed over the last five years and the feeling of continually developing as a person.

I want to thank my classmates who have been of invaluable support throughout these five years and especially during the time we have been working on the master's thesis project. Thank you for allowing me to share both frustration and new hope with you. You have all been top-notch!

I also want to thank my supervisors Gjertrud Flermoen Stenbrenden and Siri Fürst Skogmo. You have been absolutely crucial throughout the master's project period, and you have supported and guided me when I needed it the most. Thank you!

Gjertrud, I want to thank you for your wise words and how you point out angles I could never have figured out on my own.

Siri, I want to thank you for giving me feedback and assistance from the advent of this project in the spring of 2021. Your genuine enthusiasm for my project has been an inspiration for me in the writing process.

Finally, I want to thank my parents for always supporting me and discussing ideas with me. You kept me going with your words of encouragement and wise advice.

Hamar, May 2022

Åsmund Strømme Bakosgjelten

Engelsk sammendrag (abstract)

In this project, I have explored if translation is used and if so, how and why translation is used in English classes in Norwegian upper secondary school. This has been done by conducting three interviews, collecting twenty-four questionnaire responses, and investigating nineteen textbooks.

The investigation of the textbooks shows that translation tasks are used, both for vocational studies and general studies, and that translation-linked tasks are found in textbooks across the timescale from 1985 to 2021.

Among the questionnaire respondents, there were diverging responses in terms of who used translation or not for English language and communication teaching. Among the respondents that used translation in English lessons, several respondents said they used translation to explore similarities and differences between another language and English.

The interviewees were skeptical about using translation in the English subject classroom. The three interviewees expressed that they all had knowledge about translation and that they had used translation for some projects and in some situations in the classroom. However, none of the interviewees viewed translation to be an integral part of their English language teaching.

I conclude that translation is used in combination with other teaching methods and as one of several methods in English language and communication teaching. However, I have also noted the trend that many teachers claim they do not use translation and that few look to translation as one of their main pillars in English language and communication teaching.

Norsk sammendrag

I dette prosjektet har jeg utforsket om oversettelse blir brukt og hvordan og hvorfor oversettelse blir brukt i engelskfaget i norsk videregående skole. For å belyse dette temaet, så har jeg utført tre intervjuer, samlet inn tjuefire svar på spørreskjemaet mitt og analysert nitten lærebøker.

Undersøkelsen av lærebøkene viser at oversettelsesoppgaver blir brukt både i yrkessfag og i studiespesialiserende studieretning. I tillegg så kan en finne oversettelsesoppgaver i lærebøkene fra 1985 frem til 2021.

Ulike meninger ble innhentet gjennom spørreskjemaet, hvor respondentene både uttrykte at de brukte oversettelse i engelskundervisningen, mens andre valgte å se vekk fra oversettelse. Mine funn viser at blant respondentene som svarte at de brukte oversettelse så var det flest som brukte oversettelse til å sammenligne engelsk og et annet språk.

Intervjuobjektene var mer skeptisk til bruk av oversettelse. De tre intervjuobjektene hadde alle kjennskap til oversettelse og de har brukt oversettelse i enkelte sammenhenger, men oversettelse ble ikke sett på som en hovedstrategi i undervisningen av språk og kommunikasjon.

Konklusjonen er at oversettelse blir brukt i kombinasjon med andre undervisningsmetoder, og er en av flere undervisningsmetoder som lærere bruker i engelskundervisningen av kommunikasjon og språklæring. På den annen side, så har jeg også konkludert med at dette ikke er entydig siden mange lærere ikke bruker oversettelse på grunn av ulike årsaker og få ser på oversettelse som ett av de viktigste didaktiske verktøyene i engelskklasserommet.

Table of Contents

Acknowledgments	1
Engelsk sammendrag (abstract)	2
Norsk sammendrag	3
Table of Contents	4
Table of Figures	7
1. Introduction	8
1.1 Translation and the curriculum	8
1.2 Translation and intercultural competence	10
2. Theoretical framework	13
2.1 How translation is reflected in the curriculum	13
2.2 From Grammar-Translation to monolingual approaches	15
2.3 The return of translation in language teaching	19
2.4 Previous studies involving the use of translation in language teaching	25
3. Method and materials	34
3.1 Textbook analysis	35
3.2 Teachers' perceptions through questionnaires	37
3.3 Teachers' perceptions through interviews	39
3.4 The project's validity and reliability	41
4. Data	44
4.1 Textbook tasks	45
4.1.1 Glossary in textbooks	45
4.1.2 Grammatically-focused tasks	47
4.1.3 Vocabulary awareness	51
4.1.4 Translation tasks linked to life outside of school	55
4.1.5 Understanding of text	59
4.2 Questionnaires	61
4.2.1 Attitudes to translation in English teaching	61
4.2.2 Differences in competence level and use of translation	64
4.2.3 Translation's usefulness in and outside of school	64
4.2.4 Translation's influence on linguistic competence	65
4.2.5 Translation's influence on intercultural competence	66
4.3 Interviews	67
4.3.1 Translation and the curriculum	67
4.3.2 Attitudes to translation in English teaching	68

4.3.3 Differences in competence level and use of translation	70
4.3.4 Translation's usefulness in and outside of school	72
4.3.5 Translation's influence on linguistic competence	73
4.3.6 Translation's influence on intercultural competence	75
5. Analysis and discussion	77
5.1 Translation and the curriculum	77
5.2 Attitudes to translation in English teaching	79
5.3 Translation and differences in competence level	80
5.4 Translation's usefulness in and outside of school	83
5.5 Translation's impact on linguistic competence	87
5.6 Translation's impact on intercultural competence	90
5.7 Machine translation in English upper secondary classroom	92
6. Conclusion	95
6.1 Summary of my findings	95
6.2 Suggestions for future research	97
Reference list	99
Appendices	109
Appendix A	109
Appendix B	126
Response 1:	126
Response 2:	128
Response 3:	130
Response 4:	132
Response 5:	134
Response 6:	136
Response 7:	139
Response 8:	141
Response 9:	143
Response 10:	145
Response 11:	147
Response 12:	149
Response 13:	151
Response 14:	153
Response 15:	154
Response 16:	156
Response 17:	158
Response 18:	161
Response 19:	162
Response 20:	164

Respondent 21:	167
Respondent 22:	168
Respondent 23:	171
Respondent 24:	174
Appendix C	176
Interview guide	176
Interview 1 (Denise)	178
Interview 2 (Ingeborg)	185
Interview 3 (Oda)	196
Appendix D:	207
Information to interviewees	207

Table of Figures

Figure 1. Glossary (Andersen et al., 2020b)	46
Figure 2. Raising awareness of the differences between nouns and verbs (Anvik et al., 2000)	47
Figure 3. Translation with "it" and "there" (Haugen et al., 2005b)	48
Figure 4. What is a verb? (Aanensen and Holck, 2020)	49
Figure 5. False friends and translation (Haugen et al., 2005b)	51
Figure 6. Language awareness and translation (Haugen et al., 2013)	52
Figure 7. Translation of sentences and word order (Berntzen and Stenersen, 1994b)	52
Figure 8. Translation and idiomatic expressions (Andersen et al., 2020b)	53
Figure 9. Translation of sentences linked to working life (Berntzen and Stenersen, 1994b)	55
Figure 10. Translation of vocational studies terminology (Andersen et al., 2020b)	56
Figure 11. Translation of holiday activities (Berntzen and Stenersen, 1994b)	57
Figure 12. Translation of a text about poverty in New York (Andersen, 1994)	59
Figure 13. Translation of a text about Aberdeen (Berntzen and Stenersen, 1994b)	60

1. Introduction

In this project, I aim to investigate if and how translation is used in Norwegian upper secondary school. Specifically, I want to investigate:

RQ1: How is translation used in English language teaching in Norwegian upper secondary school?

RQ2: Why is translation used in English language teaching in Norwegian upper secondary school?

To embark on these research questions, I had to initially start with an is-question to establish if translation existed and was in use in Norwegian upper secondary school. Thus, I asked the question: *Is translation used in language teaching and communication in Norwegian upper secondary school?* By asking this question, I could early on through textbook analysis confirm that translation tasks existed in textbooks used today, and I could thus proceed in my project to ask teachers through interviews and questionnaires about their attitudes and experiences with using translation in the English subject classroom.

In the structure of the thesis, I have decided to present the 1) *Introduction* first, where I introduce some of the main topics and necessary definitions of concepts, then I will focus on the 2) *Theoretical framework* where I present previous research and the theoretical foundation for this thesis, then I will present my *Methods and material* in chapter 3 where I will highlight the research methods I have used and how I have collected my data, then I will present the 4) *Data* chapter where I code and group the data material I have gathered before finally presenting 5) *Analysis and discussion* where I use concepts from introduction, theoretical framework and data/analysis chapters to debate the material I have found and my 6) *Conclusion* at the end where I summarize my findings and present suggestions for future research.

1.1 Translation and the curriculum

In the curriculum, there is no explicit mention of translation. However, as the new curriculum (LK20) includes curriculum aims that are, in my opinion, intentionally vague, it allows teachers to interpret the curriculum without direct limitations and use different methods, for example, translation, to reach the goals. To illustrate this, let us look at the headline *Language Learning* in the core elements of the English subject:

Language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies. Learning the pronunciation of phonemes, and learning vocabulary, word structure, syntax and text composition gives the pupils choices and possibilities in their communication and interaction. *Language learning refers to identifying connections between English and other languages the pupils know, and to understanding how English is structured.* (The Norwegian Directorate for Education and Training, 2017a, my emphasis)

Although there is no explicit mention of translation in this core element, the highlighted part invites a comparison between languages and could open a door for the use of translation to compare and contrast different languages to English.

In the competence aims for English VG1 general studies and vocational studies, two aims in particular also invite the use of translation. In the first aim, "use knowledge of similarities between English and other languages with which the pupil is familiar in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d), translation could help reach the goal of comparing languages to make the student more aware of similarities and differences between languages. Related to this aim, the competence aim "use knowledge of grammar and text structure in working on one's own oral and written texts" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d), is perhaps less clearly linked to translation. However, using translation to explore similarities and differences between languages you know in English language learning, could also be extended to using knowledge of grammar and text structure when producing speech or written texts. Informing and teaching students about similarities and differences between languages could ideally make students more aware of how they think about their language use and help them to become more aware of how the English language is structured. Additionally, tasks involving the exploration of similarities and differences between languages can perhaps contribute to a better L1 understanding among the students and increase metalinguistic awareness. Metalinguistic awareness is connected to the headline *Learning to learn* in the new curriculum LK20 (The Norwegian Directorate for Education and Training, 2017a). It is a goal for the student to develop an understanding of their learning and how they learn the best, and thus create a basis for developing independence and assuming an active role in their learning (The Norwegian Directorate for Education and Training, 2017a). As a consequence, by developing this skill, the student is also in a better position to think critically and evaluate their language use, and the differences and similarities between languages.

It is also possible to link the goal of: "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation" (The Norwegian Directorate for Education and Training, 2017b, The Norwegian Directorate for Education and Training, 2017d), to translation. Translation could contribute to making the student more aware of differences in idiomatic expressions between different languages, how languages could differ in terms of sentence structure, and how you have to adapt your language depending on context and situation.

In this project, I have also looked at the increased focus on connecting translation to life outside of school. In this context, it could be fruitful to introduce element 3.4 in LK20's core curriculum called *On-the-job training in a training establishment and working life*. In this element, some parts could be connected to translation. "Vocational training shall develop and train competent, knowledgeable, creative and innovative skilled workers" (The Norwegian Directorate for Education and Training, 2017e) is an example of an aim where translation could play a part in preparing the students for communication in an increasingly globalized working life. "Good cooperation between school and working life increases the chances that more individuals can actively participate in their own education and acquire a sense of belonging in working and societal life" (The Norwegian Directorate for Education and Training, 2017e) is also stated in this core element. In my interpretation, good cooperation between school and working life will also highlight the need for the students to be able to communicate and express themselves in English. Thus, translation will have a role to play in making the student able to navigate in working life where English might be frequently used, which will also make students able to speak to and form connections with people from various language backgrounds.

1.2 Translation and intercultural competence

To introduce the topic of intercultural competence, The Council of Europe (2018) states that any encounter where you meet other interlocutors could potentially be described as an intercultural communicative situation (p. 31). Furthermore, Dypedahl (2019) defines intercultural competence as "the ability to relate constructively to people who have mindsets and/or communication styles that are different from one's own" (Dypedahl, 2019, p. 102). In

other words, in today's multicultural society, the students have to be able to navigate and communicate with people from different backgrounds and with different views of the world.

The link between translation and intercultural competence could be observed in intercultural learning activities and language teaching activities. When working with intercultural communication, either by reading texts or watching films, the students could also work on grammar-related issues or improve their writing (Lund, 2020, p. 26). Translation could be seen as a part of a language teacher's repertoire of teaching methods. This is summarized as "translation is not generally seen as a language-learning method in itself; it is at best combined with a number of general teaching approaches" (European Commission - Directorate-General for translation, 2013). Thus, translation could play a part in what Liddicoat and Scarino (2013) call noticing, where it is key for the students with the help of the teacher to make sense of new elements in a language, often by comparing and contrasting languages, that ideally should lead to the students reflecting on language use independently (pp. 59-61). Building on this, Lund (2020) claims that being aware of language differences and meaning differences between words in different languages could "in itself open up for intercultural insights" (p. 28). In other words, being aware of your language use and differences between languages could help facilitate effective and successful communication between people from different cultural and linguistic backgrounds.

In terms of specific translations, many words are easy to translate by finding a direct equivalent in the target language. However, some words and phrases do not have a clear translation in the target language. An example presented by Lund (2020) could illustrate this. There are several phrases with the word "mind" that have entirely different meanings such as *to make up one's mind* = å bestemme seg, *to have in mind* = å forestille seg noe and *great minds think alike* = to sjeler, èn tanke (Lund, 2020, p. 29). These examples illustrate how the word "mind" could be translated differently depending on the context. Finally, when trying to decode, understand and translate one language into another, it is important to include the cultural component. For example, words such as *fastlege*, *sykemelding*, and *pålegg* all require knowledge of Norwegian food culture and health systems to be able to translate these words into English. Additionally, dates such as the 4th of July in the USA and Boxing Day in Great Britain require knowledge of the culture and the tradition surrounding these dates to be able to translate the meaning from one language into another (Lund, 2020, pp. 30-31). Thus, as a student, it is vital to be aware of similarities and differences between languages, how

different words and phrases may carry a different meaning when using them in translations in communicative situations with people from different linguistic and cultural backgrounds and how culture could influence translations. In addition, could the term translanguaging, in other words, using the language repertoire of the students actively in the English subject classroom, open doors for both intercultural learning and building metalinguistic awareness. According to Cioè-Peña (2015), translanguaging opens the opportunity to use the students' home language or other languages the students are familiar with in the target language learning, and according to her this allows the students to share the full extent of their knowledge and personality, and as a result, they will gain an increased linguistic repertoire where the target language is also represented. Cioè-Peña (2015) also suggests a classroom activity that includes translanguaging. In this activity, the students can read a text in another language and share it with the class in the target language. Overall, she thinks it is possible to scaffold language learning for the teacher by creating opportunities in the English subject classroom to use other languages. This is something that will be questioned and criticized by theorists belonging to the Audio-lingual method, the Direct Method, and Communicative Language Teaching in chapter 2.1.

Translation could also be an element in building competence in the English subject. In the core curriculum element *Competence in the subjects*, the definition of competence is given:

Competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically. (The Norwegian Directorate for Education and Training, 2017a)

The gist of the competence concept in the new curriculum is to combine knowledge about the subject matter with skills that the students have already acquired and are in the process of acquiring. In addition, the students will learn how to reflect critically on the subject matter through experiences and scaffolding from teachers (The Norwegian Directorate for Education and Training, 2017a). Finally, the work on increasing competence, for example, language competence, should lead to the students being able to "to master various types of challenges in the subject, individually and in interaction with others" (The Norwegian Directorate for Education and Training, 2017a). Competence will be further elaborated on in the discussion in chapter 5.3.

2. Theoretical framework

Translation has always been a part of language teaching but has not always been valued as an important language teaching strategy. The theoretical traditions of the *Audio-lingual method* influenced by structuralism and the *task-based approaches* influenced by humanism and neo-structuralism have all been based on a monolingual understanding of English language teaching (Pennycook, 2008, p. 35). Pennycook argues that this has come about partially from a belief in the excellency of English compared to other languages (Pennycook, 2008, p. 35). The increased monolingual focus led to translation's relegation "to the dungeons of language teaching history" (Pennycook, 2008, p. 35). Another argument could be the economics behind language teaching. Providing monolingual English teaching material to other countries has profited the publishing industry in "native" speaker countries (Beiler and Dewilde, 2020, p. 534). Consequently, monolingual teaching methods have enjoyed an elevated position in English language teaching.

Pennycook (2008) claims that theorists of the English language in a language teaching setting have become obsessed with English language exclusiveness and ignored the fact that English is always a language in translation (p. 37). In other words, English as a language is always developing and being reinterpreted through the lenses of different languages and cultures. Furthermore, Pennycook (2008) goes to the length of calling the dominant monolingual tradition in English language teaching a method for promoting a "shallow" version of English where the complexity and depth reflected through translation have been deliberately ignored (p. 43).

Norway has a unique position between the distinctions ESL (English as a Second Language) and EFL (English as a Foreign Language) according to Rindal (2020). She argues that English enjoys more widespread use in Norway than in traditional EFL countries and that Norway does not have the colonial history with Great Britain that signifies ESL countries (Rindal, 2020, pp. 26-27). Thus, English in Norway should be categorized as an additional language and labeled as L2 English (Rindal, 2020, p. 32).

2.1 How translation is reflected in the curriculum

An important change in the current curriculum (LK20) in Norway compared to previous curricula has been the introduction of using languages the students know and comparing

these languages to English (Dahl, 2020). As Dahl (2020) notes and as I have noted in the introduction, the new curriculum seems to put more emphasis on multilingualism as a resource in the classroom since the previous curriculum (LK06) put more emphasis on comparison between the first language of the students and English. This could be exemplified by what is written in the *Language learning* category under the main subject areas headline in LK06, where "seeing relationships between English, one's native language, and other languages" (The Norwegian Directorate for Education and Training, 2006a) is an important element. However, the focus on the students' first language in LK06 could be even better exemplified by one of the competence goals in English for the 10th grade. This goal says that the student must: "Identify significant linguistic similarities and differences between English and one's native language and use this knowledge in one's own language learning" (The Norwegian Directorate for Education and Training, 2006b). There is no mention of comparisons between languages and English in the competence aims for the VG1 general studies program and the VG2 vocational studies program (The Norwegian Directorate for Education and Training, 2006c). Based on this observation, Dahl (2020) concludes that the new curriculum (LK20) includes multilingualism in English to a greater degree than what was indicated in the previous curriculum (LK06). As mentioned in the introduction, it is stated in LK20 for VG1 general studies and vocational studies that students must: "use knowledge of similarities between English and other languages the pupil knows in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). This stands in contrast to focusing solely on the student's first language when making a language comparison that was emphasized in LK06. Thus, since most students have some form of connection to Norwegian, this may be a natural source language when making comparisons. However, the wording of the aim in the core element *Language learning* states: "Language learning refers to identifying connections between English and other languages the pupils know [...]" (The Norwegian Directorate for Education and Training, 2017a), and the wording of the aforementioned relevant competence aim after VG1 general studies and vocational studies open up the possibility to explore similarities and differences between any language the students use and English.

Dahl (2020) explains that many teachers worry that the inclusion of several languages in English language teaching should make the teacher responsible for learning all the languages used in the classroom. However, Dahl (2020) argues that the teacher should not need to learn all the languages in a classroom, the teacher's responsibility is rather to scaffold learning and

make use of the students' full language repertoire in English class by allowing translanguaging in the classroom where the students use their language knowledge in communication. Instead of learning the languages of all the students in class, the teacher ought to be curious about the languages used in class by asking questions to the students and showing an interest in grammatical differences and similarities between languages the teacher does not know and English. By doing this, the students will experience that their language background is appreciated in the classroom, the students will reach the goal of comparing languages they know to English and the teachers will learn more about different languages which could benefit their teaching according to Dahl (2020). In terms of how translation could influence the classroom where there are multiple languages present, Dahl (2020) suggests that when discussing challenging terminology and concepts, there should be a discussion where multiple languages must be involved and not just a sole focus on translation into Norwegian. This should be done to develop deeper language learning in the classroom where the students have the opportunity to reflect on language(s). Thus, by working with languages in this manner, it is possible to develop an understanding in English class and the school as a system, that having language competence in multiple languages is a strength and not an obstacle (Dahl, 2020).

2.2 From Grammar-Translation to monolingual approaches

The Grammar-Translation method of teaching has been branded by Howatt and Smith (2014) as one of the classical methods of teaching (p. 81). As the name suggests, the main focus of this teaching strategy is on grammar and translation. Howatt and Smith (2014) characterize the traditional Grammar-Translation lessons as focused around: "Increasingly arcane grammar rules, increasingly silly sentences for translation (for example, in the books of H. G. Ollendorff), and increasingly lengthy and wearisome lists of exceptions for memorization" (p. 80). Richards and Rodgers (2014) claim that memorization is very important in the Grammar-Translation method (p. 6). Declarative knowledge, in this context knowledge about grammar rules, is essential. Students should ideally retrieve grammar knowledge from memory and use that in, for example, translations into Latin (Piantaggini, 2020, p. 93). Richards and Rodgers (2014) explain that the lessons are in general characterized by: "Presentation and study of grammar rules, which are then practiced through translation exercises" (pp. 6-7). Furthermore, there is no specific attention paid to speaking or listening,

and a lot of the focus is directed at the grammatical structures of sentences by translating into and out of the target language (Richards and Rodgers, 2014, pp. 6-7).

There was a shift in English language teaching with the introduction of the Audio-lingual method. The Audio-lingual method focused on oral communication as the main source of language learning for students (House, 2009, p. 61). As a consequence, translation, which dealt mostly with written text, was rendered obsolete by the proponents of the Audio-lingual method. The Audio-lingual method's primary objective according to Mei (2018) is to facilitate and increase the students' oral proficiency in the target language (p. 47). The method was used in the Second World War when army personnel used this method to attain proficiency in different languages (Mei, 2018, p. 47). After the war, the method began to attract attention in the school system. According to theorists that supported the Audio-lingual line of thinking, one example could be Charles Fries, increased language competence for students in any given target language could best be attained by focusing on oral drills and exercises (Mei, 2018, p. 48). These oral drills of sentence patterns alongside dialogue exercises between students and between teacher and students are described as key elements in the Audio-lingual classroom according to Mei (2018, p. 48). The Audio-lingual method stands in opposition to the aforementioned Grammar-Translation tradition. The Grammar-Translation tradition focused on written sentences, translation of these sentences, and analysis of grammar structures while the Audio-lingual method focused largely on communication through speaking and listening in the target language (Mei, 2018, p. 48).

While, for example, the traditional Grammar-Translation method included the use of the learner's first language (L1) in language teaching, newer methods such as the Audio-lingual method largely prohibited L1 use (Brown, 2021, p. 3). Furthermore, the most dominant tradition in language teaching in the last decades, Communicative Language Teaching, has advocated the use of the learner's second language (L2) for the most effective learning (Brown, 2021, p. 3). As a result, translation as a language learning and teaching method has been less used in many classrooms due to the increased focus on L2 exposure in the last decades.

In support of a monolingual focus in the classroom, there are concerns related to the development of the L2 and students lacking confidence in using the L2, if L1 is used frequently in learning situations (Brown, 2021, p. 3). These concerns could be connected to observations of language teaching in Australia by Cross (2011). Even though Australian

English is recognized as the main language used in educational settings, there are many students with a native language background or students that have grown up speaking other languages and experienced other cultures (Cross, 2011, p. 2). Cross (2011) claims that language teaching and literacy in Australia are viewed through the lens of monolingualism where elements such as one language and the identification of universal language standards are deemed important (p. 2). Thus, the students that do not fit into this framework could feel alienated. Cross's (2011) line of thinking could also be applied to countries where English is a second language (ESL). As mentioned in the introduction of chapter 2, according to Rindal (2020), English in Norway does not fit into the traditional EFL and ESL categories. English is in transition and has assumed a position where Norwegian users of English are proficient and use English in their daily lives, but Norway does not have the colonial past which usually characterizes ESL countries (pp. 31-32). However, in my opinion, research from countries where ESL courses are prominent could be relevant for the Norwegian context. Burton and Rajendram (2019) found that in Canada there was a tendency both by teachers and students to automatically assume a discourse based on L2 (English-only) in the ESL classroom (p. 28). This practice could be based on a belief that focusing on communication in the L2 is ideal to reach a high level of communicative competence.

One of the main arguments against the use of translation in the L2 classroom, at least translation used in the Grammar-Translation period, is that it has a non-desirable effect on learning English for an EFL learner. To back this up, Krashen (1987) says that using translation in a Grammar-Translation context "should result in very low amounts of acquired competence" (p. 129). In addition, Coleman (1986) argues that using L2 translation is counter-productive and could damage the students' overall linguistic competence because, as one of several listed reasons, working on translation tasks could make the students obsess over individual words (p. 102). Irons (1998) elaborates on this by claiming that translation tasks, in general, could lead to the students focusing on the individual sentences and words, detached from context, which could instill the belief among students that the correct way to do translations is to find direct equivalents of words and sentences in the target language (p. 28).

One of the most well-known institutions arguing for the use of a monolingual language teaching method is the Berlitz Corporation, named after the linguist Maximilian Berlitz. Central to the Berlitzian method is the notion of direct and natural learning which is one of

the cornerstones in Communicative Language Teaching, mentioned below. English coursebooks, inspired by The Berlitz Method, are characterized by their staunch criticism of translation used in language classes (Howatt, 1984, p. 205). In addition, teachers that follow Berlitz's model advertise to the students in their courses that they will experience "nothing but English for 5 days" (Pym et al., 2013, p. 12). The Berlitzian method could be seen as a response to the rigorous language courses often implemented under the Grammar-Translation tradition. According to Richards and Rodgers (1986), thousands of pupils remember with distaste the memorization of "endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted and literary prose" (p. 4).

The Direct Method (DM) is one of the most well-known so-called natural methods that focus on L2 teaching without using L1. The idea behind this is that L2 learning should be as similar as possible to L1 learning, and as a result, translation becomes obsolete in the Direct Method tradition (Richards and Rodgers, 1986, pp. 9-13). In addition, CLT seeks to develop the learner's communicative competence in the L2 and uses communicative situations directly in language teaching to aid this competence development (Savignon, 2002, p. 6). Language learning is theorized to occur naturally when the learner is exposed to communicative situations, and CLT suggests that this student-driven approach is by default better than teacher-led approaches such as Grammar-Translation (Cook, 2008, p. 250). Consequently, the CLT method is seen as the answer to the issues identified and tied mostly to the Grammar-Translation method, such as a lack of focus on communication and exposure to the target language. CLT theorists viewed the line of thinking in Grammar-Translation influenced teaching, for example when teaching students similarities and differences in grammatical structures between their L1 and L2, as ineffective (Tsagari and Floros, 2013, p. vii). Stemming from the proponents of the Direct Method and CLT, the arguments against translation were according to House (2009) based on the claims that students become confused when mixing different languages in English class, students think that there is a one-to-one correspondence between languages when using translation and that translation was an extremely specialized skill that only had value for highly proficient users of a language (p. 61). The use and interference of the students' L1 were seen as unnatural elements of language acquisition by the Direct Method and CLT theorists according to House (2009, p. 60). Linked to this, translation was not viewed by CLT theorists as holding any learning value since their focus was on developing L2 communication by way of exposure to the L2 (Tsagari and Floros, 2013, p. vii). There has been some opposition to the sentiments

mentioned above where teachers have made adjustments by using the learners' L1 to provide a framework to scaffold the learning of communicative competence (Savignon, 2002, p. 5). This opposition to the translation skepticism listed in the CLT, Direct Method, and Audio-lingual method is what will be explored in 2.3.

2.3 The return of translation in language teaching

More recent criticism of CLT offers new perspectives on what some theorists view as a lack of grammatical focus in CLT. This lack of focus on grammar instruction is based on Long's (1988) focus-on-form theory and Krashen's (1985) theory of the natural acquisition of language teaching where explicit language teaching is not recommended, but where the focus is on natural learning through practice and communication. However, several more recent research projects have shown that using L1 when learning about grammatical structures could be fruitful. One example is Koletnik Korošec's (2013) research (see 2.4). Her research investigates how translation could affect linguistic competence and understanding. According to Koletnik Korošec (2013), the use of L1 when learning about grammatical structures could provide necessary scaffolding (p. 26). L1 is used to make sure that all students understand the grammatical structure in question and may make the existing or non-existing link between the grammatical structures in L1 and L2 apparent to the learner. In support of this claim, Scheffler and Cinciała (2011) found in their study that Polish undergraduate students opted to apply their knowledge of their first language to explain choices they made when dealing with grammatical issues in English (p. 19). Swan (2007) also notes that students essentially know many aspects of English grammar already from knowledge of grammar in their L1 (p. 293). Building on this, Swan (2007) claims that cross-linguistic knowledge could be utilized in teaching and thus reduce the need for explicit teaching in some grammar areas (p. 293). A comment to Swan's (2007) claim that translation is a part of grammar teaching is presented by Schjoldager (2004). According to Schjoldager (2004), translation should not be regarded as a grammar exercise, it should, however, be regarded as an exercise in text production (p. 134). This text production should serve a purpose. According to Fraser (1996), translation of a text must not be done without scaffolding. The students should be briefed on and receive an explanation of the context and the purpose of the translation task (p. 127).

An additional comment on how a teacher should use different languages in the English subject classroom is made by Krulatz et al. (2018). Although, they note that exposure to the

target language is essential for the students to learn the target language, at the same time, they also warn against the use of "English at all times" (p. 223). Exposure to the target language was proposed by for example CLT (see 2.1). In contrast to the "English at all times" idea, Krulatz et al. (2018) maintain that using and thinking in multiple languages does not lead to language confusion, thus, using the linguistic repertoire of the students, in other words translanguaging, becomes a possible language teaching strategy in English class (p. 223). The question is then what could be considered an appropriate balance or use of different languages in language class. According to Krulatz et al. (2018), the teacher should aim to uphold a balance between the use of the target language and translanguaging (p. 224). Building on this, it could be hypothesized that translation tasks could also be used as one of many teaching strategies to activate knowledge about different languages in English lessons. Finally, it should be noted that Krulatz et al. (2018) are not arguing that English teachers should teach other languages in English class, however, it should be a goal as a teacher to be open to all languages and voices in the classroom (p. 224). Building on this, it could also be added that from House's (2009) perspective, language learning should be regarded as a cognitive process and thus, there are natural links between the students' first languages and the target languages where comparisons between languages could be made (p. 63). The logic behind this perspective is built on to "rely on what is already known as a stepping stone to new knowledge" (House, 2009, p. 63). This has a clear link to the current curriculum (LK20) where, as mentioned earlier, it is stated that students should use other languages they know in language learning (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). House (2009) argues that languages coexist in the minds of students, thus it is natural that the students compare and use knowledge from the languages they know in the process of learning a new language (p. 63).

Additionally, in today's teaching of English in classrooms where English is not the students' first language, Fraser (1996) views translation as a vital tool in the process of comparing languages and "the different ways in which L1 and L2 achieve the same communicative end" (p. 122). Widdowson (1978/1983) supports this view of looking at translation as part of communication where you, for example, can translate parts of knowledge the students have previously learned into different languages (p. 158). Linked to this, using L1 is by Cook (2008) seen as a normal part of L2 learning, and in terms of collaborative learning in a class, first language use provides a scaffolding function for L2 learning (p. 184). This interpretation of translation could be said to have a link to Sewell's (2004) comment on translation's

usefulness. According to Sewell (2004), translation could be used as a concrete yardstick to measure linguistic competence by comparing the translation to the source text. The student can develop autonomy by pacing themselves and making linguistic decisions by themselves or in groups (p. 158).

A didactic element highlighting translation as an important skill is brought up in the Common European Framework of Reference (CEFR) (2001). Translation or interpretation is an effective tool when you are trying to communicate with each other, and where reformulations or new interpretations are necessary to facilitate communication (CEFR, 2001, p. 14). According to CEFR, a student will also through engaging in translation tasks develop a plurilingual and intercultural personality which in turn makes the student more open to new languages and cultural impulses (CEFR, 2001, p. 43). Students in the multicultural classroom might also find themselves in the position of being a mediator when students can not understand each other. Translation could then be used both orally, in other words, interpretation, and as written translation (p. 87). Thus, translation-linked skills could be useful in a classroom setting. Furthermore, CEFR (2001) expands on how translation could be a useful strategy when learning from spoken or written texts. CEFR (2001) claims that ad-hoc translations into the L2 or translations of texts into the L1 in combination with exposure to the target language could be a fruitful approach in language teaching (p. 145).

Several reasons why translation should be used in language teaching are listed by House (2009). She claims that translation helps target language proficiency by explaining terminology in the learners' L1, thus the knowledge of linguistic items in the target language will be more exact (2009, pp. 63-64). Furthermore, according to her, using a language the pupils are familiar with in translation activities can reduce the distance some pupils might experience when dealing with a foreign language. Linked to this, translation activities can also be interpreted as a token of appreciation for the students' existing language knowledge (2009, p. 64). House (2009) claims that translation tasks enable students to reflect on similarities and differences between language systems (p. 64). To elaborate on this, she writes "translation can act as a trigger for raising awareness of language because it creates many opportunities for reflection on contrasts and similarities between languages" (House, 2009, p. 64). Thus, translation can help create understanding between cultures and people since investigating translations in class could trigger discussions on politeness phrases, idiomaticity, and other culture-conditioned expressions. According to House (2009),

translation-linked discussions could lead to increased linguistic-cultural awareness among the students (pp. 64-65). She also writes that translation promotes cultural competence. Translation is a communicative action that enables individuals to understand texts which could be incomprehensible to said person (House, 2009, p. 65). From my perspective, this could also to an even greater degree be said about oral translation, or interpretation, which often deals with communicative situations. House (2009) suggests that to maximize the potential of translation in learning situations, teachers must be able to construct tasks that challenge real communicative needs (p. 65). The translations could then be discussed with the students to raise awareness of how different linguistic choices lead to communicatively different outcomes (House, 2009, p. 65). The point made by House (2009) could be linked to a point made by Willis (1996). Willis (1996) argues in his defense of practice-based teaching dealing with real-life tasks, in other words, the task-oriented practice of foreign language teaching, that one should not ban L1 use, but as a teacher encourage target language use in language teaching (p. 130). Thus, Willis (1996) agrees with House (2009) that language teaching should be practice-based. However, Willis (1996) is more skeptical of using translation in English lessons than House (2009) and favors the use of the target language in most learning situations. An example of Willis' (1996) line of thinking from a Norwegian context is presented by Rindal (2020). She suggests that it is possible to build bridges between life outside of school and what you learn in school, by, for example, pointing to how English is used in gaming settings (pp. 36-37).

The main point made by House (2009) in the section above is to illustrate that translation can be used to develop communicative competence and to develop language awareness among students, thus weakening the argument about the negative aspects of L1 interference, which has been one of the most prominent arguments among scholars skeptical to translation as a language teaching method (p. 69).

As previously alluded to, one of the main arguments for prohibiting the use of L1 in any shape or form, for example by using translation as a language teaching method, is that it opens up the possibility for more L1 interference in L2 learning. However, Sørensen (1990) makes it clear that it is very useful for the students to contrast languages and develop the skills of translating from your L2 into your L1 and vice versa for the students to get insight into how different languages could communicate a similar or different message. By doing this, the students become more aware of the similarities and differences between languages

(p. 57). The process that Sørensen (1990) points to is natural according to Widdowson (2003). Widdowson (2003) claims that even in classrooms that permit only the target language, the learners will in their mind make connections to other languages (p. 150). However, when using translation it is important with teacher guidance. Linked to this, Snell-Hornby (1985) comments that it is important that the translation sessions are conducted systematically and logically to avoid that students might be led to believe there are direct equivalents to words in every language (pp. 24-25).

Cook (2008) lists several areas where L1 use is of particular importance for language teaching. The first point concerns the explanation of grammar to students. In cases where the grammar of the first language of the student differs from English, translation and first language use are necessary tools for the pupils to grasp the grammatical structures. Cook (2008) also explains that if crucial information is conveyed in the task, it might be of use to translate the crucial parts of the message to ensure full comprehension by the students (p. 184). From Cook's (2008) explanation, two trends emerge. According to Cook (2008), translation can both be used for comprehension purposes and as a didactic tool. In addition, Cook (2008) argues that code-switching, switching between languages, is a natural part of a multilingual classroom. Banning pupils from speaking or using their L1, denies learning opportunities in the L2 (Cook, 2008, p. 184). Krulatz et al. (2018) also argue that using the language resources the students already have is beneficial because the teacher can draw parallels between their existing language knowledge and the target language (pp. 116-117). They also believe that it is useful for the students to explore texts that are written about similar topics but in different languages to develop their literacy and knowledge of academic content (p. 117).

The ideas proposed by Cook (2008), Krulatz et al. (2018), House (2009), and the CEFR (2001) could be linked to the current Norwegian curriculum where comparing and contrasting features of the pupils' L1 and L2 have been described as important features in the current English subject curriculum for general studies and vocational studies in Norway (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d).

House (2009) makes an important distinction in the development of translation as a teaching method from a method of cross-linguistic substitution to an intercultural orientation (p. 72). According to House (2009), translation is not detached from the larger general trends of

social studies which have been influenced by post-colonial and postmodernist lines of thinking, thus, translating is also part of positioning yourself in the globalized world (p. 73). Consequently, the words you choose in a translation have a great impact on the message you want to communicate and should be something teachers ought to be aware of when using translation in English class. In addition, globalization has also led to translation becoming a very important tool internationally. Through the development of the World Wide Web, increased commerce, and contact across borders, translation services have become in demand (House, 2009, p. 80). In fact, Cook (2007) claims that translation is now more in demand than ever before due to increased globalization (p. 398). Thus, according to House (2009), translation is an integral part of globalization and the level of contact and trade across borders would not be possible if translation was not used (pp. 80-81). As the communicative aspect has been included in the translation field, lessons involving translation must be linked to the outside world where the students can experience how they may use translation outside of school in light of the increased globalization (Cook, 2007, p. 398).

An additional factor that Cook (2007) includes is the consequence of ignoring students' first language in English language teaching. According to Cook (2007), a student who can not use their first language to aid language learning could be left with the feeling of being "disempowered, infantilised, frustrated, deprived of their identity and knowledge" (p. 399). On the other hand, House (2009) lists one consequence of the increased use of translation from English has on other languages. House (2009) theorizes that English textual norms might begin to shine through in other languages, where eventually the result will be "the usage norms of 'weaker' languages converging with those of the dominant English ones" (p. 82).

In his study of the use of translation in Scandinavia and the Netherlands, Morris (1957/1967) noted that there seemed to be a comparatively high language competence in these countries, and he also noticed an "excessive resort to translation" in Norway (Morris, 1957/1967, p. 61). This is interesting considering the emphasis on monolingual teaching in English in the curriculum in Norway in the 1990s, exemplified by the L97 curriculum reform. In the introduction to this curriculum, it is stated: "English should be the main language used to communicate in the classroom" (My translation, Kirke-, utdannings- og forskningsdepartementet, 1996, p. 224) and under the headline *Structure of the English subject* it is stated that the use of English language could help communication despite cultural

and linguistic differences (Kirke-, utdannings- og forskningsdepartementet, 1996, p. 225). From this perspective, the use of English monolingually in the classroom is the most preferred option to teach students the English language and communication with others.

Schjoldager (2004) presents a perspective from Denmark which could be comparable to the Norwegian context. Schjoldager (2004) comments that, from a Grammar-Translation-linked point of view, translation from L1 into L2 has the primary purpose of testing L2 production skills while translation from L2 into L1 is a method to test the language comprehension skills of the students (pp. 129-130). Based on this point of view of translation, Schjoldager (2004) is under the impression that translation is not used at the primary school level in Denmark, however, translation is more used at the lower and upper secondary level, at least when focusing on how it is used in the English subject (p. 130). At the time of writing, Schjoldager (2004) claims that translation still plays a crucial role in exams in upper secondary school in Denmark, where translation functions as a measurement of the student's L2 proficiency. As a result, the oral exams in Danish upper secondary schools contain an element of L2 into L1 translation and most written exams contain elements of L1 into L2 translation (p. 130).

According to Krulatz et al. (2018), teachers have to make conscious decisions about how to use different languages in English class. First, teachers have to decide on how much English should be used in the classroom. Second, the teachers should decide on if there should be a systematic use of the national language to ensure that all the students comprehend messages and tasks. Finally, teachers should also make a conscious decision about using translanguaging in class (Krulatz et al., 2018, p. 222). Linked to this, Krulatz et al. (2018) argue that many teachers opt to use translation frequently to clear up misunderstandings when giving instructions or explanations about difficult grammatical structures (p. 223). A possible consequence of this practice is that the students will just wait for the Norwegian translation instead of trying to listen and figure out what the teacher's instructions or explanations could mean. Thus, this is a side-effect that teachers should be aware of when translating instructions or explanations (Krulatz et al., 2018, p. 223).

2.4 Previous studies involving the use of translation in language teaching

Koletnik Korošec (2013) presents a study dealing with first-year students at the University of Maribor (Slovenia) studying *English inter-lingual studies* which is a BA program leading to the MA program *Translating and interpreting* at the University of Maribor. The study program aims to expand the students' knowledge of English grammar and prepare the students for professions involving interpretation and translation. The students were divided into two approximately equally sized groups (A=11 students, B=9 students), and both groups consisted exclusively of Slovenian L1 speaking students. The grammar teaching in the two groups consisted of the use of translation in group A and no use of translation in group B. The students in group A were assigned translation homework to be completed before each seminar and the tasks were subsequently discussed in class. The tasks consisted of grammar tasks and other tasks such as translating parts of fairytales (Koletnik Korošec, 2013, p. 30). In the seminars, issues such as uncountable nouns and the use of definite and indefinite articles were discussed. However, the students also received guidance on how to find appropriate solutions when translating and that no translation can be deemed to be "correct" (Koletnik Korošec, 2013, p. 30). Koletnik Korošec (2013) then designed two tests with the help of teachers for each group to map the grammatical knowledge among the students (p. 32). Some limitations of the study were the relatively small sample, the time interval between the tests (7 weeks), and the issue of exactly measuring how much learning has taken place (Koletnik Korošec, 2013, pp. 36-37). The results indicated no statistically significant differences between the groups, thus both methods could be said to support linguistic knowledge development (Koletnik Korošec, 2013, p. 36).

However, Koletnik Korošec (2013) believes there is room for translation in language teaching, especially in tasks that require formal knowledge in the classroom (p. 38). Furthermore, she argues that "translation has a role in language teaching, and that it is of particular educational value at an advanced level" (Koletnik Korošec, 2013, p. 38). Consequently, even though her study explores translation's effect on language learning at the university level, it could be argued that it is comparable to an upper secondary school group in Norway, depending on the level of grammatical knowledge in the Norwegian student group. Contrary to Koletnik Korošec's (2013) claim that translation has a particular value for students at an advanced level, Pym et al. (2013, p. 20) comment that a study by Wen and

Johnson (2007) suggests that translation is more useful for lower grade students and could help scaffold language learning for struggling learners. However, Liao (2006) backs up Koletnik Korošec's statement of the usefulness of translation at an advanced level by claiming that students believe translation helps the process of learning new vocabulary, writing and reading (p. 201).

In her study on the effect of translation tasks to improve grammar knowledge, Källkvist (2004) comments that motivation is potentially a crucial factor when completing translation assignments (p. 179). Källkvist (2004) explains that motivation is essential for students to master translation since learning about grammatical structures in the L2 by using translation tasks requires focused and detailed work (p. 179). In another study focusing on the benefits of translation, Preložníková and Toft (2004) comment on how motivation is crucial for students to get the most out of translation sessions. According to Preložníková and Toft (2004), motivating students is a challenge when many of them initially think translation is an easy task and they could be left feeling discouraged upon discovering that translation can be an incredibly complex task (p. 91). Preložníková and Toft (2004) suggest that teachers could discuss other linguistic options to express the same meaning in official translations with students to show them that translation is not necessarily a straightforward process and to encourage the students to try again (p. 91). Furthermore, the best way to teach translation is to let the students discover and explore how they would translate phrases, idioms, and texts themselves instead of the teacher providing the equivalents in the target language. A discussion in the classroom about the options you have in the translation process is a preferable strategy according to Preložníková and Toft (2004, p. 92).

Ferreira Gaspar (2009) has conducted a small-scale study of the effects of translation in language teaching on an upper secondary school level. She did not opt to use translation for teaching grammar explicitly but presented translation tasks related to current news and scientific magazines to her students (p. 173). Ferreira Gaspar (2009) concludes that her students were willing to discuss how translations can convey the same message as the source text even with different translation "solutions", and how the translator has to adapt their language to the target reader (p. 178). This study is relevant to my thesis to show that teachers can use translation for more than just explicit grammar teaching. Translation can also be used to develop a linguistic understanding among the students that translation is not necessarily about finding words that are the direct equivalent of the source text and that you must adapt your communication according to the situation and the interlocutors.

Online translation tools such as Google Translate are used by students and could influence language teaching. Vold (2018) presents a study of how machine translation affects L3 learners' metalinguistic thinking. Even though the study focuses on L3 learning in Norway, it is in my opinion also relevant to the English L2 classroom. Metalinguistic awareness, in other words, the ability to reflect on and evaluate your language use, is important for students to master in order for them to be able to draw parallels between languages and to reflect on how we use our language in different settings (Thomas, 1988, p. 531). To develop metalinguistic skills, Vold (2018) used an upper secondary class in Norway to test how they would reflect on automatic machine translations. The class was learning French as an L3 and was tasked to examine two machine translations, one from Google Translate and one from Bing translator, of the same text. The students were expected to give reasons why one of the translations was better than the other and thus make the students reflect on language and translation (p. 67). In the findings section, Vold (2018) comments that most students discussed the two translations using "general vocabulary and without referring to concrete examples" (p. 87). The main talking points among students were errors in proper names and untranslated words in the two texts. However, the students characterized as "high-achievers" managed to discuss the texts more in detail and used considerably more grammar-specific terminology (pp. 87-88). Vold (2018) concludes that most of the students have "simplified ideas about language" (p. 88). According to Vold (2018), the students in the so-called low-achieving and medium-achieving groups, express a belief that there is a one-to-one relationship between words and their meaning and that words mean the same in different languages (p. 88). With increased support and scaffolding from the teacher, these students and the high-achieving students, could have learned more about polysemy and discussions could have been held on the differences in word order and sentence structure between Norwegian and French to increase the linguistic repertoire and metalinguistic awareness among the students (Vold, 2018, p. 88). It is clear to Vold (2018) that translation tasks such as the one presented in her study are futile if the teachers are not present and could help scaffold learning (pp. 88-89). In translation tasks like comparing texts, most of the students lack the fundamental metalinguistic awareness to discuss the tasks. Thus, by letting the students work on their own or in groups, the students might give up or reinforce misconceptions that could have been revised if the teacher had an active role in the classroom (Vold, 2018, p. 89). To illustrate this, Vold (2018) writes: "the outcome of the collaborative dialogue is not always successful, and the role of the teacher therefore seems to be of the utmost importance" (p. 89). Finally, Vold (2018) concludes that there is considerable potential in exploring machine translations, although this is dependent

on the teacher's ability to scaffold learning on metalinguistic awareness and drawing parallels between languages (p. 89). However, many teachers feel insecure about how they should scaffold metalinguistic awareness and teach the students about language differences. Linked to this, Vold (2018) argues that activities such as translation tasks should be included in teacher education to a greater degree since translation tasks "have the potential to raise teacher trainees' awareness of the importance of metalanguage as well as cross-linguistic similarities" (p. 89).

Pym et al. (2013) conducted a research project where they collected answers to questionnaires and performed focus group interviews. Translation was viewed by the researchers as an effective language learning tool, and they found that there was reason to believe that mental translation occurred in students when producing L2 texts or speech, which indicates that elements of translation are applied in language learning even when not explicitly taught (p. 37). Cohen and Allison (2001) argue that mental translation should be something teachers should consider when teaching English. It should be desirable and at times essential for students and teachers to know the links between L1 language production and L2 language production (pp. 2-3). However, there are limitations to the usefulness of translation. Pym et al. (2013) argue that the effects of translating are limited when learners are in primary education, when translation is understood too narrowly (view of translation as a 1:1, word for word task), which will hinder L2 fluency, and when there are multiple different L1 speakers in the classroom (p. 37). The last point is a challenge for many teachers in the Norwegian school system where teachers are explicitly required, according to the English subject curriculum for VG1 general studies and vocational studies, to use the language repertoires of the students in language learning (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). However, the outcome of this challenge could be enriching both for students and teachers when collaborating to make sense of language and comparing, for example, grammatical structures of the learners' L1 and English.

In addition, House (2009) points out that translation hinges on how each individual interprets a text (p. 21). According to this view, different subjective translations, often influenced by the cultural background of the individual, could rock the idea that the text should have a fixed meaning created by the author (House, 2009, p. 21). The process of exploring how different pupils experience and interpret a text may lead to a better understanding of other students' points of view and possibly create bridges of understanding between pupils. This is

something that is not just exclusive to the English subject and teachers can also work on translation interdisciplinarily. One point that Pym et al. (2013) stress is that translation is not to be viewed as an independent language teaching theory unless you tie it directly to the Grammar-Translation method. They rather suggest that translation should be viewed as an element in all language teaching methodologies (p. 38). Furthermore, in their view, the most useful areas of translation use are checking up on language comprehension and comparing and contrasting L1 and L2 (Pym et al., 2013, p. 38). In addition, Pym et al. (2013) claim that translation activities can not contribute to any meaningful degree to spoken fluency, however, translation tasks could be useful in increasing the understanding and production of written language (p. 38). Finally, Pym et al. (2013) summarized their research by presenting several key findings. In addition to the elements already presented, they state that translation is, in most cases, not mentioned in the curricula, yet translation tasks are still used by teachers. Furthermore, they find no evidence that monolingually-based teaching correlates with a higher degree of competence in other language skills, but rather that there are indications that several countries that have high scores on L2 tests use translation often in language teaching and communication (p. 135). It should be noted that L2 tests do not necessarily measure English competence, however, I still find the results relevant for my study since the results indicate that translation could be linked to increased L2 competence.

Traditionally, translation has been viewed as either an activity to scaffold initial L2 learning or as an activity for very advanced learners where the students can use multiple resources in the translation process. Pym et al. (2013) claim that the success of translation-based teaching is dependent on the role of the teacher. If the teacher provides excessive scaffolding in the translation process, translation tasks may become detrimental to learning. However, translation tasks could also be a source of accomplishment and student involvement when mastering complex processes (p. 135). Pym et al. (2013) have also identified, as one of the main issues when researching translation use in schools, the question of how the respondents define translation. If the respondents are more open to the link between translation, intercultural competence, and communication, they are more likely to be open to the idea of using translation in teaching (p. 135). Finally, Pym et al. (2013) argue that translation is an activity that is not specialized for full L2 language competence, but rather to make the student aware of how to understand and combine multiple semiotic resources in communication (p. 136).

Iversen (2017) discusses in his paper *The role of minority students' L1 when learning English* important issues dealing with translation in a Norwegian school context. Iversen (2017) conducted ten qualitative interviews with minority language students from three different Norwegian upper secondary schools. Iversen's (2017) goal was to identify whether the students made use of their L1 in English class, if they found their L1 useful to learn English, and whether the teachers supported the use of L1 in English class. Iversen (2017) found results that point in different directions in his investigation. Many students opted to use their L1 to scaffold learning in English, by translating words from their L1 and communicating with friends and peers in their L1. However, many students did not feel L1 use in English class was encouraged by the teacher and thus, that their L1 was not fit to be used for academic purposes. As a result, many of the respondents hesitated to use their L1 in class and there were different attitudes on how useful they found the use of their L1 in English class (p. 35).

Iversen (2017) mentions translation explicitly when he argues that minority students should be able to translate sentences and words to their L1 when doing translation exercises in English class (p. 38). Although he finds that students are reluctant to use their L1 in these learning situations, Iversen (2017) believes that the students should be encouraged to use their L1 since there is a greater possibility of the students learning English vocabulary if they can translate words and phrases to the language they know the best (p. 38). As an example of hesitation to use the L1 in English class, Iversen (2017) notes that the students for the most part translated difficult words from English into Norwegian, even though they had an L1 dictionary available (p. 41). Some students preferred to use Norwegian, although they also claimed to be more proficient in their L1 than Norwegian. Thus, there is an element of devaluation of L1 use, especially a L1 other than Norwegian, in the English classroom according to Iversen (2017, p. 41). Two of the participants in Iversen's (2017) study illustrate how using other languages when learning English could be useful. Hamid says: "I think it [learning languages] would've been much, much more difficult if I didn't know Farsi; if I only knew Norwegian or English" (Iversen, 2017, p. 41) and Petar says: "Yes [it is helpful to know many languages]. For example, the English grammar is not the same as the Norwegian but it's similar. I think it's really similar. For example, definite and indefinite article are similar" (Iversen, 2017, p. 41). However, Petar claims that his teacher has forbidden the use of L1 in English class (Iversen, 2017, p. 42). Linked to the quotations above, Iversen (2017) concludes that even though the majority of the students are skeptical of the usefulness of the

L1 in English class, the two quotes showcase examples of students who are positively inclined to use their L1 when learning new languages. Another example from the study which explains how students use translations from their L1 to learn English is Yusuf. Yusuf explains that the only possible option for him to learn English was to translate from Arabic into English. "Arabic was the only language that I could sort of translate to from English. The only solution to be able to understand the word or the sentence was Arabic" (Iversen, 2017, p. 42). Yusuf's parents knew English well and helped him by making references to Arabic when he was learning English. According to Iversen (2017), Yusuf and his parents had figured out this English language learning strategy themselves, since Yusuf could not recall that anyone at school had assisted or scaffolded this learning practice (p. 42).

A final example from Iversen's (2017) study which illustrates how minority language students use translation in Norwegian upper secondary school is the Latvian-speaking student Inara. Inara claims that she has to do the same tasks as the other students, but to understand the content of the lessons, she often opts to translate from English into Latvian. However, now she tries to translate from English into Norwegian to increase her competence in Norwegian (Iversen, 2017, p. 43). This is despite the fact that the English teacher has allowed and encouraged Inara and the other Latvian student to continue using their L1 and has also attempted to use some Latvian expressions and phrases when communicating with the Latvian-speaking students (Iversen, 2017, p. 43).

Consequently, Iversen (2017) concludes that translation is one of the main strategies employed by, in this case, students with a different L1, to understand and grasp communication, tasks, and instructions in English class (pp. 44-45). In the translation process, the students used both online dictionaries, parents, and friends to draw parallels between languages. This was particularly the case when a word in their L1 was more similar to the English equivalent than the Norwegian word (Iversen, 2017, p. 44).

A study by Burner and Carlsen (2017) showcases how translation is used in introductory classes for newly arrived immigrants in Norwegian schools. The students attended two different schools and ranged from 13 to 17 years old. In other words, some of the students are too young to be included as upper secondary school students, however, the study provides an interesting aspect of how translation is used in these classes.

The two teachers in Burner and Carlsen's study (2017) commented that the lack of a common L1 in the classes was a problem when teaching English, thus, Norwegian was picked as a

common starting point to learn English (p. 201). This is exemplified by one of the teachers who taught both Norwegian and English, and who challenged the students to orally translate words and phrases (Burner and Carlsen, 2017, pp. 201-202). The teacher explains that using translations was a conscious approach, however, it was not a strategy that was carried out systematically in the classroom. Burner and Carlsen (2017) also observed that the teacher switched between languages and asked the students to translate phrases. This was done both from Norwegian into English and from English into Norwegian (p. 202). Even though there were posters in the classroom where one of the rules was that the students should speak Norwegian, both teachers emphasized that multilingual competence was a strength and something that should be used when learning other languages. One of the teachers expressed this by saying: "the more languages they are introduced to, the more they have to choose from" (Burner and Carlsen, 2017, p. 202). In addition, the students that were interviewed by Burner and Carlsen (2017) claimed that the teachers who were the most interested in the students' first language had a minority background themselves and did not have Norwegian as their L1 (p. 202). In the study, Burner and Carlsen (2017) observed that the teachers asked the students to translate and use their L1 in certain situations, however, there was no planned strategy involving translations or using the various L1s actively in English class (pp. 202-203).

Another observation by Burner and Carlsen (2017) was the use of online dictionaries and automatically generated translation tools in the two classes. According to Burner and Carlsen (2017), the digital translation tools were used at random without any guidance and with questionable efficiency (p. 203). Thus, some of the students struggled to use the tools fruitfully because the translations were inaccurate and did not produce the wanted results according to the students (Burner and Carlsen, 2017, p. 204). However, students often opted to use translation as a strategy when learning English. This was often done by translating terms and text from English into their L1 or L2, keeping a list of terms with L1 translations, or using bilingual dictionaries (Burner and Carlsen, 2017, p. 205). The translation activities by the students were according to Burner and Carlsen (2017) not supervised and scaffolded by the teachers. Thus, the students used their extensive language repertoire instinctively to be able to comprehend challenging terms in English with little to no guidance from the teachers (p. 205). Finally, Burner and Carlsen (2017) conclude that teachers' scaffolding of the students in how to use appropriate learning strategies is key for the students to be able to eliminate the misuse of online translation tools such as Google Translate in English class.

3. Method and materials

This project uses a mixed methods approach, through semi-structured interviews, an online questionnaire, and an analysis of translation-related tasks in textbooks. In my study, I have used textbook analysis, questionnaires, and interviews to elicit complementary data to highlight if, how and why translation is used in English in Norwegian upper secondary school. Three different upper secondary school teachers in Norway were interviewed to explore teachers' attitudes towards the use of translation in the English subject classroom. It should be noted that in the process of preparing for the interview, I sent an application to the Norwegian Centre for Research Data for approval. After my application was accepted, I contacted teachers to schedule interviews. The interviewees have been recruited through the use of my network and to uphold the anonymity of the interviewees, they have been given fictitious names. To gain a wider understanding of English teachers' use or non-use of translation in Norwegian classrooms a questionnaire was distributed through online fora such as Facebook groups and through the use of my network. Twenty-four teachers responded to the questionnaire consisting of five questions and sub-questions where the respondents could elaborate on their answers. Finally, textbook analysis is used to explore if there are translation tasks in nineteen English textbooks and if so, how these tasks are presented in the textbooks.

The combination of two or more methods in research to investigate the same research question is called triangulation. The specific method of triangulation used in this thesis is methodological triangulation and involves using multiple research methods to investigate the same research question (Carter et al., 2014, p. 545). Epistemology is useful in this context to illustrate the strengths and weaknesses of the research methods I have opted to use in this thesis. Epistemology deals with how to understand the world around us and is known as a "theory of knowledge" (Graue and Karabon, 2013, p. 12). In other words, epistemology asks the question of what type of knowledge I obtain by using the methods I have chosen. By using the three research methods I access information on how teachers view translation, however, I lack information on how students view translation. I will come back to this when presenting suggestions for future research in the conclusion.

By using triangulation, it is possible to cross-reference one data source with another to cross-validate findings (Clark et al., 2021, p. 364). Thus, by using several research methods, it is possible to be more confident in your findings due to their increased robustness (Clark et al., 2021, p. 364). To illustrate this, Clark et al. (2021) comment that triangulation is used by

researchers to get a more complete picture of the research question (p. 558). According to Morris (2017), triangulation is an effective tool to eliminate biases that could affect results if only one research method is used (p. 1782). Thus, triangulation is used to mend methodological weaknesses and forces the researcher to critically reflect on both choice of research methods and the results these methods could elicit (Morris, 2017, p. 1782).

3.1 Textbook analysis

The reasons why I have used textbooks in my project are that textbooks are part of students' life in school from primary school to higher education and due to the continuing strong position of the textbook in terms of how teachers teach and what the teachers opt to focus on in their lessons. Blikstad-Balas (2014) states that textbooks function as a foundation which the teachers build their teaching on in most subjects (p. 329). The reason why textbooks are still relevant in Norwegian schools today could be attributed to different factors. One reason could be, according to Blikstad-Balas (2014), that the Norwegian school system lacks the willingness to be open to new teaching practices, thus the textbook still remains as a vital tool in teaching (p. 329). Another reason is that the textbooks are designed for teaching. Tønnesen (2013) describes the textbooks as interpretations of their corresponding curricula, and more specifically, the curricula's communicated message of what is important knowledge (p. 149). Furthermore, many teachers are following the interpretations given by the textbooks instead of making an independent assessment and interpretation of the curricula (Blikstad-Balas, 2014, p. 330). Consequently, I consider exploring if there are translation tasks in textbooks to be a relevant aspect of my investigation of translation used in Norwegian upper secondary school.

Textbooks are included in the larger general category defined as *teaching aids* by The Norwegian Directorate for Education and Training (2017c). *Teaching aids* are defined as aids developed to be used in teaching, that are regularly used, and covering elements of the curriculum (The Norwegian Directorate for Education and Training, 2017c). Blikstad-Balas (2014) considers these resources or aids as something which include the textual practices in school, such as physical texts or digital texts (p. 327). Textbooks today are both in competition and cooperation with other forms of educational media and are constantly evolving (Fuchs and Bock, 2018, p. 1). However, textbooks could be said to hold significant importance since they also embody underlying norms and values in a society. This is also in

line with how textbook studies have developed from focusing on content alone, to a broader analysis of political structures and societal trends influencing textbook content (Fuchs and Bock, 2018, pp. 1-2). Thus, textbooks are a type of document which provide data influenced by the time period they were produced in (Clark et al., 2021, p. 22). Linked to this, Miller (1997) argues that texts are constructed, affected by, and used in social contexts and as a result, texts can help shape the reader's perception of how to make sense of the world (p. 77). Thus, texts can be changed and interpreted depending on the geopolitical and societal circumstances in which the text is produced and interpreted. In addition, Falck-Ytter (1999) writes that the curriculum influences the content of the textbook (p. 57). However, there are differences between the formal curriculum on which the textbook is based and how the teachers in the classroom implement and operationalize the curriculum and use the textbooks (Michaelsen, 1999, p. 50). These variables are relevant for my project since textbooks could function as mirrors of society and educational policies. However, teachers can choose to disregard the textbook and use other teaching tools in the classroom.

As mentioned above, textbooks are learning tools that are shaped by the curriculum they cover, and the aims and goals which are listed in this curriculum (Fuchs and Henne, 2018, p. 25). Ideally, textbooks should reflect the content of the subject curriculum while providing content with a motivating function, as well as presenting the information in a methodical way that maximizes educational value (Fuchs and Henne, 2018, p. 26).

Linked to the sections above, it is important to gain insight into perspectives on how textbooks are used by teachers in the classroom. In theory, Norwegian teachers can choose to not use textbooks at all since they are not required by law to use textbooks. However, Johnsen (1999) claims that it is unrealistic for teachers not to use textbooks due to external pressure from colleagues, the administration, and parents (p. 15). Contrastingly, Michaelsen (1999) claims that textbooks are not necessary for teaching since there is more to the subjects than just the textbook (p. 49). A teacher that has a solid professional knowledge of the subject they teach, can use other sources for information than the textbook such as encyclopedias, online resources, and other literature (Michaelsen, 1999, p. 49). In Norwegian schools today, there is an ongoing debate about whether digitalization has gone too far and pushed textbooks to the side. At a lower secondary school in Kristiansand, both students and teachers are frustrated by the increased digitalization of school material. The teachers are frustrated because of the lack of new textbooks introduced when the new curriculum (LK20) was

launched in Norwegian schools and the students think textbooks could promote structure and focus in the classroom (Ditlefsen and Hamre, 2022). This raises the question if removing physical textbooks from the classroom is the correct didactical approach for optimal learning.

In total, I collected textbook tasks from nineteen textbooks, ranging in publication date from the mid-1980s until 2021. The logic behind exploring textbooks was to uncover if the tasks have changed through time and if a change was observed, could this be linked to the different curricula used in the Norwegian school system. In the process of finding relevant textbooks for my project, I used the database Oria. By using this database, I could find textbooks made for different curricula which would be difficult to find with no help from the database. I also received helpful tips from my supervisors on titles that they had experience with, and as a consequence, I could expand my search even further.

3.2 Teachers' perceptions through questionnaires

The second method used in the thesis is the questionnaire. The questionnaire is by nature not designed as a test, but rather as an instrument where there are no good or bad answers and where information gathering is the main aim (Dörnyei and Taguchi, 2010, p. 4). A questionnaire can be designed to elicit three types of data from the respondents, according to Dörnyei and Taguchi (2010). Factual data usually focus on who the respondents are (p. 5). In my questionnaire, the only question which could be categorized as factual data was whether the teacher was teaching in upper secondary school or not. Behavioral questions elicit data about the teacher's actions and didactical choices in the classroom (p. 5). I wanted to know if the teachers used translation in the classroom at all and if so, how and why translation is used. The final type of data that questionnaires can elicit is attitudinal data. These data could be in the form of values, attitudes, opinions, beliefs, and interests (pp. 5-6). In the questionnaire used in this project, the goal was to find out more about teachers' beliefs on the use of translation and what teaching methods they use to reach the curriculum aim which highlights using "knowledge of similarities between English and other languages with which the pupil is familiar in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d).

The reason why I used a questionnaire is linked to cost-effectiveness and the possibility to discover responses from a wider population of teachers. Online questionnaires can be

distributed to a large number of people in a short space of time (Dörnyei and Taguchi, 2010, p. 6). In addition, a questionnaire is a versatile tool that could lead the researcher to find new perspectives from the respondents' answers since the respondents might offer data that the researcher has not considered (Clark et al., 2021, p. 235). A questionnaire could in this project bring in voices from teachers with experience of using or not using translation and reveal perspectives about translation that would otherwise not have been the primary focus of the thesis.

However, it is important to acknowledge the limitations of using a questionnaire. According to Gillham (2008), no research method has been abused as often as questionnaires (p. 1). To get the most data from your questionnaire, the questions must be simple and not be subject to misunderstandings (Dörnyei and Taguchi, 2010, p. 7). Furthermore, the respondents of the questionnaire might not necessarily be motivated to complete the task, thus the answers could be of wide-ranging quality (Dörnyei and Taguchi, 2010, p. 7). Consequently, I have opted for this questionnaire to be brief and thus have a small number of open-ended questions to counter what is known as *the fatigue effect*. If the questionnaire is too long and complex, the respondent might tire and simply not finish the questionnaire (Dörnyei and Taguchi, 2010, p. 9). However, there are some disadvantages to using open-ended questionnaires. Open-ended questions require more effort and thus become more time-consuming for both researcher and respondent (Clark et al., 2021, p. 236).

Most of the questions used in my questionnaire are open-ended questions to elicit in-depth data from the respondents. Clark et al. (2021) list some advantages of using open-ended answers in a questionnaire. An advantage could be that the respondents have the opportunity to answer on their own terms and allow unpredicted responses which could be lost if the questionnaire had fixed answer choices (p. 235). Another advantage could be highlighting perspectives that were not brought up by the researcher, which also Dörnyei and Taguchi (2010) pointed out (p. 7).

I received twenty-four questionnaire responses. One response, the fourteenth, has been removed from the data material since the respondent did not teach in Norwegian upper secondary school. The respondents were as mentioned recruited by the use of Facebook groups for English teachers. I contacted the administrator of the two pages I used to gather informants, and upon approval from the administrator posted my questionnaire with information about the purpose of my study and their guaranteed anonymity through

Nettskjema. I also asked teachers I know to send the questionnaire to other English teachers they know and relevant colleagues.

3.3 Teachers' perceptions through interviews

I have opted to interview three teachers from three different schools for this project. To protect their privacy and ensure their anonymity, I have given the interviewees fictitious names and I have left out any details in the original transcriptions, which can be found in appendix C, that can identify the interviewees. I have given the first interviewee the name Denise. Denise is an experienced teacher that finished her teacher education in 2000. I have named the second interviewee Ingeborg. Ingeborg has experience in other professions than teaching and finished her teacher education in 2012 when she finished her PPU (Practical Pedagogical Education). Finally, I have named the third interviewee Oda. She has among other educational merits a master's degree in English, and finished her PPU education in 2017.

Interviews with teachers provide and bring to light relevant information about how teachers reflect on the use of translation. The interview as a qualitative research method is recognized as one of the most prominent research methods to better understand "interpretations, experiences, and spatialities of social life" (Dowling et al., 2016, p. 680). As a result, interviews will be used in this project to investigate the experiences and beliefs of teachers who are in contact with students daily. This will give insight into the position of translation in upper secondary schools in Norway today. The semi-structured interview has been used in this project because it is a flexible research method. The semi-structured interview requires an interview guide based on prior research and knowledge which helps focus the interview (Kallio et al., 2016, p. 2955). It is important when designing the interview guide that the questions are easy to understand and to avoid theory-laden terminology (Clark et al., 2021, p. 428). Also, in a semi-structured interview, the interviewer can change the order of questions and ask follow-up questions if interesting points are raised by the interviewee (Clark et al., 2021, p. 425). Thus, the main advantage of the method is the focus on the interviewee's perceptions and reflections, and the option to delve deeper into issues that could come up during the interview (Kallio et al., 2016, p. 2959). Illum Hansen and Skovmand (2011) stress that the goal of an interview with teachers is to investigate the teacher's beliefs and understanding of teaching, teaching aids, the school as an institution, and the class (p. 214).

Thus, this is the focus area for my research since it is vital to obtain information about experiences or lack of experiences with translation from the teachers themselves.

When conducting the interview, I have in this project recorded the interview on the dictaphone app Nettskjema. According to Creswell and Plano Clark (2007), the transcription of recorded interviews is one of the most common forms of data collection in qualitative research (p. 115). Thus, I opted to transcribe the recorded interviews. Heritage (1984) notes that recording and transcribing interviews have several advantages, for example avoiding missing important remarks that could have occurred during note-taking. Furthermore, interview recordings allow for a more detailed examination of the interviewees' answers and the possibility to play the answers over again to make sure the transcription is correct (p. 238). Additionally, using a recording device allows the interviewer to devote more time to focusing on the interview rather than using a lot of time and energy on taking notes (Clark et al., 2021, p. 441). Although recording and transcription keep the interviewee's words intact, the transcription process can be time-consuming (Clark, et al., 2021, p. 441). An option when it comes to transcriptions is to only transcribe parts of the interview I find interesting or to use automatic transcription tools. However, I have opted to transcribe the interviews in full since it is possible that I could lose vital information or perspectives that might not seem useful at the moment of transcription, but which could provide valuable information as the writing process progresses (Clark et al., 2021, p. 444).

To categorize and draw tentative conclusions from the interview material, I opted to code the interviews. The idea behind coding is to label the ideas and perspectives expressed by the interviewee to illuminate the issue you are investigating (Creswell and Plano Clark, 2007, p. 132). The categorization of ideas and perspectives expressed by the interviewees and also opinions expressed in the questionnaires could further be developed into larger themes that could be compared and contrasted in the discussion (Creswell and Plano Clark, 2007, p. 132). This is also something that has been highlighted by Thomas (2006), who claims that one of the primary goals of inductive research when using coding is to be able to draw tentative conclusions about the main trends in the raw data you have gathered (p. 238). Thus, by using coding, it is possible to use the data from the interviews and questionnaires to focus the discussion on the main themes in the thesis by categorizing topics the interviewees and respondents in the questionnaire either agreed or disagreed on. In my project, I have found six main categories that I have identified through a coding process. I focused on finding

words and topics that were mentioned by the questionnaire respondents and the interviewees which led to the six categories presented in chapter 4. In this process, I could have used a wider or more concrete scope, however, in my opinion, the six categories adequately represent the attitudes expressed in the data material.

Despite the positive aspects of using interviews, there are some methodological weaknesses linked to the use of interviews. In an interview situation, the respondent is put in a potentially stressful situation where they might feel a certain pressure to show competence in face-to-face interactions (Dingwall, 1997, pp. 58-59). Furthermore, the interview data illustrate the respondent's view of reality (Dingwall, 1997, p. 60), thus one cannot generalize the findings to the entire group of teachers. Additionally, the interviews have been conducted in Norwegian to make the interviewees feel comfortable and give them room to express their attitudes in their first language. This is done to counter the potentially stressful circumstances in an interview situation and is useful when discussing questions that could be complex and where I want the interviewees to use as little energy as possible on searching for words and terms that are more easily accessible in Norwegian.

3.4 The project's validity and reliability

Finally, the question of the study's validity and reliability needs to be addressed. The terms validity and reliability are controversial in qualitative studies, however, I have opted to use the model presented by Heale and Twycross (2015) on research validity while I will discuss how to make a qualitative project trustworthy instead of discussing reliability.

According to Heale and Twycross (2015), validity measures whether what you are attempting to explore in your study has been adequately covered by the research methods you have opted to use (p. 66). In my study, the question would be if I have managed to cover how and why translation is used in Norwegian upper secondary school. Heale and Twycross (2015) mention three sub-categories of validity that can further inform the choices I have made in my thesis: content validity, construct validity, and criterion validity.

Content validity measures if the research methods cover the angles needed to say something constructively about the topic you are investigating (Heale and Twycross, 2015, p. 66). In my study, the question would be if I have managed to use the methods I have chosen in a manner that illuminates how and why translation is or is not used in Norwegian upper secondary

school. It is difficult to say confidently that I have managed to fulfill the criteria of content validity since I could have included, for example, a student perspective in my thesis. However, I chose to focus on teachers' perspectives in this thesis, thus this is the scope of my project.

The second category listed by Heale and Twycross (2015) is construct validity. Construct validity measures the degree to which the chosen research methods capture the intended constructs (p. 66). In my thesis, construct validity could be translated into if my research methods measure translation specifically and not similar concepts. This is something that could be questioned as, judging by the responses which I will present and discuss below, the respondents have different interpretations of how translation should be defined. It should be questioned if I could have included a segment where I would have provided different interpretations of what translation entails. On the other hand, by leaving the interpretation of translation up to each respondent, I gain access to how different respondents view translation and this could be an insight that could have gone amiss if I would have predefined what translation is for the respondents.

Finally, criterion validity is defined as the extent that which a research method is related to other methods measuring the same concept (Heale and Twycross, 2015, p. 66). In my thesis, the methods I chose serve overlapping but different purposes. The textbook research seeks to establish knowledge on if translation tasks are represented in textbooks which would help the process of exploring if translation tasks are used at all in Norwegian upper secondary school. The interviews were conducted in order to get in-depth knowledge on why or why not translation was employed as a teaching practice by the interviewees while the questionnaire was designed to explore if participants outside of the interviewees had different attitudes to translation use in English class.

Reliability refers to the consistency of the research and if it can be replicated when using the same research design exploring the same topic (Heale and Twycross, 2015, pp. 66-67). As previously mentioned, in my thesis, reliability could be a more difficult term to investigate since the thesis is based on qualitative research. Stenbacka (2001) argues that using the term reliability in a qualitative study is not useful since reliability is based on the replicability of measurements that have low relevance in a qualitative study (p. 552). Instead, Noble and Smith (2015) suggest several strategies that could be employed by the researcher to increase the trustworthiness of the research. Noble and Smith (2015) list transparency on biases and

the data gathering process as one of the main areas that could increase trustworthiness (pp. 34-35). I have tried my utmost to avoid any positive or negative feelings about translation in English class to affect my analysis. The data I have gathered have been documented and could also be checked in the appendices I have attached to the thesis. According to Noble and Smith (2015), it is also important to be able to present and discuss all relevant information reflected in the data material and present your thought processes in a clear and precise manner in the discussion part of the thesis (p. 35). This is something I have attempted to do in the discussion, although there might be viewpoints and other talking points that I have failed to bring up. I have tried to be transparent in the process of interpreting the data material by coding the data and including the data I have used in my analysis and discussion of translation. Finally, Noble and Smith (2015) include triangulation, which has been presented earlier in this chapter, as an approach that could enhance the trustworthiness of qualitative research (p. 35).

4. Data

To investigate whether, how, and why translation is used in English lessons in Norwegian upper secondary school, I chose to collect data from the three sources described in chapter three. In the process of collecting my data, I have opted to use both a deductive and an inductive research approach. The deductive approach is characterized by the categorization of data according to pre-conceived ideas, theories, or frameworks (Gitlin and Czaja, 2016, p. 72). By using this approach, I have been able to form ideas that have influenced my research, thus forming a specific scope and direction for my thesis. I have combined this by creating categories that represent the main trends in the data material, in an inductive setting, where the researcher permits theory to emerge from the data at hand (Strauss and Corbin, 1998, p. 12). The six categories I identified, and will be referring to in 4.2 and 4.3, are:

- 1) Attitudes to translation in English teaching
- 2) Differences in competence level and use of translation
- 3) Translation's usefulness in and outside of school
- 4) Translation's influence on linguistic competence
- 5) Translation's influence on intercultural competence
- 6) Translation and the curriculum

It should be noted that the questionnaire section 4.2 does not include topic 6) Translation and the curriculum since the respondents did not comment specifically on the curriculum as the interviewees did. Furthermore, the textbook tasks have been categorized differently since the tasks do not overlap completely with the categories identified in the two other methods. Thus, the textbook chapter (4.1) contains the following categories:

- 1) Glossary in textbooks
- 2) Grammatically focused tasks
- 3) Vocabulary awareness
- 4) Translation tasks linked to life outside of school

5) Understanding of text

4.1 Textbook tasks

As mentioned in chapter three, I investigated nineteen textbooks and searched for translation-linked tasks in these books. It should be mentioned that of the nineteen textbooks I have investigated, only four books did not contain any translation-linked tasks. These books are *Voices* (1994a), *Edge* (2021), *Step by step* (2014), and *Targets* (2005a).

The textbook *Voices* by Berntzen and Stenersen (1994a) made for the upper secondary level, contains no translations. Nevertheless, there is a glossary with Norwegian translations next to the text to scaffold the understanding of the students. The book *Edge* made for VG2/3 classes by Birkeland et al. (2021) contains no translation tasks, but the authors provide supporting glossaries with explanations in English mixed with some Norwegian translations next to the texts. Furthermore, *Step by step* authored by McGarrighan (2014) intended for VG1 general studies and VG2 vocational studies contains no translation tasks. The supporting glossary in this book is exclusively in English and the book does not contain any Norwegian translations. McGarrighan (2014) notes that the book is intended for students who do not have much experience with the English language and the book is designed to scaffold learning for these students (p. 3). Finally, the textbook *Targets* by Haugen et al. (2005a) made for VG1 general studies contains no translation tasks and is focused more on content than on language and grammar tasks, although a supporting glossary in Norwegian is presented next to the texts. However, *Voices. Workbook* by Berntzen and Stenersen (1994b) and *Targets. Workbook* by Haugen et al. (2005b) contain translation tasks.

In the presentation of the different categories I identified, I give example tasks for each category below. Descriptions of all tasks are found in the attached appendix A.

4.1.1 Glossary in textbooks

There is no typical supporting glossary in the book *The tricky twelve* by Arnesen (1985), however, all the tasks are presented in Norwegian. This is unique in my material. There is no supporting glossary in Haugen et al.'s (2005b) *Targets. Workbook*, a possible explanation could be that this is a workbook with tasks, and the supporting glossary could be found in the textbook (Haugen et al., 2005a).

stand	apprenticeship	læretid, lærling-
or in		kontrakt
resi-	employer	arbeidsgiver, sjef /
ot to		arbeidsgivar, sjef
gh.”	to lack	å mangle
n for	experience	erfaring
you	passion	glød, lidenskap
can't	genuine	ekte
d for	trait	egenskap, trekk /
		eigenskap, trekk
are	characteristics	kjennetegn, sær-
s, re-		preg / kjenneteikn, særpreg
real	apprentice	lærling
	reliability	pålitelighet /
that		pålitelegheit
ung	voluntary	frivillig
ector	to underestimate	å undervurdere
ung	inherent	naturlig, iboende /
		naturleg, ibuande
rent	second nature	helt naturlig /
and		heilt naturleg
e on	to capitalise on	å utnytte,
can		å dra fordel av
	desire	(sterkt) ønske
the	to fulfil	å innfri, å oppfylle
owd		

Figure 1. Glossary (Andersen et al., 2020b, p. 75)

In Figure 1, Andersen et al. (2020b) present in their book *Citizens YF* an example of a supporting glossary. This type of glossary is also found in *Citizens SF* by Andersen et al. (2020a), *Targets* by Balsvik et al. (2020), and *Targets* by Balsvik et al. (2015) made for VG1 general studies, *Action* by Aanensen and Holck (2020), *Tracks* by Moen et al. (2013), *Imagine* by Andersen (1994), *Passage* by Anvik et al. (2000), *Scope 1* by Bjertnes et al. (2021), *Interactions 1* by Burgess et al. (2021), *Voices. Workbook* by Berntzen and Stenersen (1994b), *New reflections* by Haugen et al. (2013), and *Worldwide* by Haugum et al. (2012).

There is a clear trend in the data material that most textbooks use a supporting glossary. Norwegian translations are found next to selected texts, and in many cases, next to all texts.

Some books also offer a more extensive glossary with translations at the end of the book. Of the textbooks that contain tasks and not only texts, only *Step by step* by McGarrighan (2014) contained no Norwegian translations and used English for explanations of difficult terms.

4.1.2 Grammatically-focused tasks

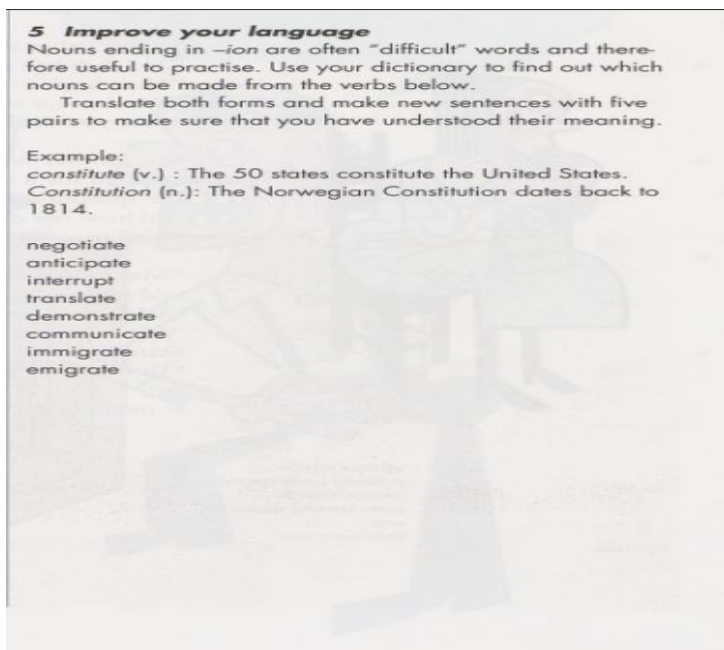


Figure 2. Raising awareness of the differences between nouns and verbs (Anvik et al., 2000, p. 242)

2 Grammar check: it/there

Translate the following sentences into English:



Bokmål

- a Det var skinnende glass, et fat, en vannmugge og en bolle med fersk potetsalat på bordet.
- b Det er ikke langt til den meksikanske grensen fra San Diego.
- c Det var tårer i vertinnens øyne.
- d Det hadde vært ukomplisert for leieboeren å bo hos Mrs O'Brian.

Nynorsk

- a Det var skinande glas, eit fat, ei vassmugge og ein bolle med fersk potetsalat på bordet.
- b Det er ikkje langt til den meksikanske grensa frå San Diego.
- c Det var tårer i auga til vertinna.
- d Det hadde vore ukomplisert for leigebuaren å bu hos Mrs O'Brian.

Figure 3. Translation with "it" and "there" (Haugen et al., 2005b, p. 122)

GRAMMAR BREAK

WHAT IS A VERB?

- 1 Study the rules in the reference section, page 259.
- 2 Work in pairs. Translate the verbs in parentheses to English.
 - a John (et) _____ a biscuit and (drikk) _____ his tea.
 - b Amy and Lucy (er) _____ sisters; they (elskar) _____ each other.
 - c While we (jobba) _____ on our essay last night, my sisters (dansa) _____ in the kitchen.
- 3 Without looking at the sentences above, translate the sentences to English.
 - a John et ein kjeks og drikk teen sin.
 - b Amy og Lucy er søstrer; dei elskar kvarandre.
 - c Mens vi jobba med essayet vårt i går kveld, dansa søstrene mine på kjøkkenet.
- 4 Based on tasks 2 and 3, what is the main verb difference between your language and English?

Figure 4. What is a verb? (Aanensen and Holck, 2020, p. 98)

The three tasks that I have chosen, showcase how translation tasks can challenge the students to think about grammar, for example, the different word classes and the differences and

similarities between different languages and English. Similar tasks could also be found in appendix A such as in *The tricky twelve* (1985), *Imagine* (1994), *Targets. Workbook* (2005b), *Voices. Workbook* (1994b), *Action* (2020), *Targets* (2015), *Targets* (2020), *Worldwide* (2012).

In total, eight of the textbooks contained translation-linked tasks in this category. As can be observed above, the publication dates of the textbooks range from 1985 to 2020 which indicates the longevity of grammar-linked translation tasks in English language teaching. Of the newest books investigated, both general studies and vocational studies are represented. Balsvik et al.'s (2020) *Targets* for general studies and Aanensen and Holck's (2020) *Action* for vocational studies focus on tasks that are designed to raise awareness of grammatical differences between languages.

4.1.3 Vocabulary awareness

Here are more so-called false friends:

norsk	English	English "false friend"	norsk
1 aktuell		actual	
2 bakside		backside	
3 eventuelt		eventually	
4 konkurrent		concurrent	
5 konsekvent		consequent	
6 lykkelig/ lykkeleg		lucky	
7 lyst		lust	
8 prest		priest	
9 rente		rent	
10 sjef		chief	

a Translate the phrases below, and then fill in the correct translations in the columns above. Can you translate the sentences into correct Norwegian without a dictionary?

a You have been really lucky!

b You have to remember to pay the rent in time.

c Big Foot was a famous Indian chief.

d Eventually, we found out that there had been a misunderstanding.

e John Paul II was a priest before he became Pope in 1978.

f "Society drives people crazy with lust and calls it advertising." (John Lahr)

g Get off your backside and do something useful!

h The actual situation was quite different.

i There were many weeks of rain and the consequent flooding caused huge problems.

Figure 5. False friends and translation (Haugen et al., 2005b, p. 23)

LANGUAGE WORK

2a Why do you think the author challenges her readers by including words, phrases, and sentences in Spanish without translating? If you don't speak Spanish, did any of the Spanish words give you trouble? What did you do about it? If you do speak Spanish, what effect might this technique have upon non-Spanish speakers?

b Can the use of Spanish without translations be related to the author's opinion on multilingualism?

c This text is taken from her book *Borderlands/La Frontera: The New Mestiza*. Discuss the importance of the author's choice to incorporate both English and Spanish in the title and the significance of the slash.

Figure 6. Language awareness and translation (Haugen et al., 2013, p. 232)

42 Translation

Translate the following sentences. Watch the word order!

- 1 Du kan sannsynligvis få låne hennes datamaskin. / Du kan truleg få låne datamaskina hennar.
- 2 John er fremdeles i utlandet. Han besøker ofte slektninger der. / John er framleis i utlandet. Han vitjar ofte slektningar der.
- 3 Kundene betaler vanligvis kontant. / Kundane betaler vanlegvis kontant.
- 4 De har aldri sagt noe om dette før. / Dei har aldri sagt noko om dette før.
- 5 Vi vet at de aldri har sagt noe om dette før. / Vi veit at dei aldri har sagt noko om dette før.
- 6 Vi trenger også flere opplysninger, og derfor må vi vente før vi bestemmer oss. / Vi treng òg fleire opplysningar, og difor må vi vente før vi bestemmer oss.

Figure 7. Translation of sentences and word order (Berntzen and Stenersen, 1994b, p. 95)

the
he
h
glish

b English idioms can also be hard to understand for people who are learning English as a foreign language. Work in pairs and share the lists (A and B) between you. Try to find the Norwegian equivalents of these idioms, and explain them to your partner.

A	B
Speak of the devil	To judge a book by its cover
To kill two birds with one stone	To hit the nail on the head
To be under the weather	To face the music
Once in a blue moon	To quit cold turkey
To see eye to eye	A bad apple
Something is a piece of cake	Not one's cup of tea
To be caught red-handed	To bury your head in the sand

d
at an
em
neone
ance,

Figure 8. Translation and idiomatic expressions (Andersen et al., 2020b, p. 178)

These tasks illustrate some of the different tasks that are designed to expand the students' English language vocabulary and challenge the students to analyze the similarities and differences between languages.

In addition to the tasks above, I have also identified tasks that are aimed at increasing the awareness of languages and vocabulary in *The tricky twelve* (1985), *Tracks* (2013), *Imagine. Workbook* (1994), *Interactions 1* (2021), *Targets. Workbook* (2005b), *Citizens SF* (2020a), *New reflections* (2013), *Scope 1* (2021), *Worldwide* (2012), *Voices. Workbook* (1994b), *Passage* (2000), *Action* (2020), *Citizens YF* (2020b), *Citizens SF* (2020a), *Targets* (2015), *Targets* (2020).

Two topics that have not been covered by the examples above are terminology linked to etymology and the Internet. In *Citizens SF* (2020a), a task investigating the origin of words linked to India is presented. The students should find words that originate from languages

used in India and investigate what the words meant before being incorporated into English. Two examples could be the words *juggernaut* and *thug* (Andersen et al., 2020a, p. 126). Related to this task, Bjertnes et al. (2021) ask the students in *Scope 1* to investigate words that originate from Hindi or Urdu, such as *bungalow*, and find out what they mean (p. 336).

In addition, Andersen et al. (2020a), challenge the students with gaming vocabulary in *Citizens SF*, where the students should describe gaming terms and translate them into Norwegian (p. 56). Related to this, the students should translate words linked to the Internet in the book *Passage* (2000), such as search engines (Anvik et al., 2000, p. 35). In *Interactions 1* (2021), the students are tasked with finding Norwegian equivalents of English words linked to computers and the Internet such as *zippe* (Burgess et al., 2021, pp. 141-142). In *Worldwide* (2012), the authors ask the students to reflect on if English words used by Norwegian youth on social media could be replaced with Norwegian words and ask them to come up with suggestions (Haugum et al., 2012, p. 237).

Moen et al. (2013) also present a monolingual focus in *Tracks* (2013) when they claim: "Part of successful language learning is finding out how to speak in the same way as native speakers of the foreign language" (p. 28). The same view is reflected by Anvik et al. (2000) in *Passage* (2000) who comment that English is the only permitted language in preparation for a roleplay (p. 70).

As can be observed above, translation tasks linked to building vocabulary, raising metalinguistic awareness, and increasing linguistic competence among students, are types of tasks frequently found in textbooks. Most textbooks focus mainly on the relationship between Norwegian and English. However, there are examples above of how authors facilitate the discussion of words, phrases, sentences and translations between multiple languages. The relatively skewed amount of tasks in favor of exploring differences between Norwegian and English compared to using the students' full language repertoire or other languages, indicates, based on this material, that the main focus is on the comparison between Norwegian and English in the textbooks. It should also be noted that multiple translation tasks are focusing on idiomaticity. These tasks are designed to make students more aware of the similarities and differences between languages and help the students incorporate idiomatic English into their vocabulary.

4.1.4 Translation tasks linked to life outside of school

22 Translation

Translate the following sentences:

- 1 Det er krevende å arbeide i et konkurransepreget yrke. / Det er krevjande å arbeide i eit konkurranseprega yrke.
- 2 Vi har mottatt Deres forespørsel og kan tilby våre tjenester på følgende områder: / Vi har fått førespurnaden Dykkar og kan tilby våre tenester på desse områda:
- 3 Vi bekrefter at vi er leverandører av skiutstyr. / Vi stadfester at vi er leverandørar av skiutstyr.
- 4 Våre ansatte velges ut fra sin serviceinnstilling. / Våre tilsette er valde ut frå si serviceinnstilling.
- 5 Vi mener at vår butikk-kjede har det beste utvalget og de laveste prisene. / Vi meiner at vår butikk-kjede har det beste utvalet og dei lågaste prisane.
- 6 Våre tjenester er sterkt etterspurte, og vi ber om Deres forståelse og tålmodighet hvis De av og til må vente. / Våre tenester er svært etterspurde, og vi ber om Dykkar forståing og tolmod dersom De av og til må vente.

Figure 9. Translation of sentences linked to working life (Berntzen and Stenersen, 1994b, p. 78)

Vocational programme	Vocational glossary
<i>Building and construction</i>	asphalt - circular saw - glazed - machinery - cladding - renovate - armour - metal - laminate - blade
<i>Electricity and electronics</i>	cable - armature - plug - transistor - neutral - battery - diode - magnetic field - stator - automation
<i>Healthcare, childhood and youth development</i>	lung - patient - infection - anatomy - liver - bacteria - communication - hygiene - genetics - organ
<i>Information technology and media production</i>	graphic - web design - visual - technician - format - code - mixing table - technology - platform - creative
<i>Sales, service and tourism</i>	tourist guide - package tour - tip - cash - receptionist - hotel - promote - entrepreneur - sales representative - administration
<i>Technical and industrial production</i>	machine - battery - hand brake - install - mechanic - clutch - chassis - chemical - production planning - differential

Figure 10. Translation of vocational studies terminology (Andersen et al., 2020b, p. 243)

46 Choose a holiday activity

(MAKING RESERVATIONS)

a

Translate all the words from A to Z into Norwegian. You will probably need a dictionary.

The A to Z of holiday activities

A archery

B batik, bivouacking, basketry

C caving, cycling, calligraphy

D drawing, drama

E ecology, embroidery

F flying, fishing, fell-walking

G gardening, grass-skiing, gliding

H horse-riding, hockey

I italic writing

J jet-skiing, jewellery-making

K knitting, kayaking

L lace-making, literature

M mountaineering, mine-exploring,
macramé

N nature photography

O orienteering, opera

P pottery, painting

Q quilting

R rowing, rock-climbing

S swimming, spinning, sailing

T tennis, trampolining

U upholstery

V volleyball

W weaving, woodwork, windsurfing

Y yoga, yachting

Z zoology

b

Pick three activities from the list and write a short paragraph (about 50 words) about a course which you would like to attend. Begin like this:

"I would like to attend a holiday course where I could study English as well as

_____ and

_____. I'd like to _____

because ...

Remember that you may need different verbs to describe different activities. Look at these examples: You *play* football, you *do* aerobics, you *go* skiing. You may also need other verbs like *participate*, *attend*, *study* and *make*. Check your dictionary to make sure you use the right verbs.

Figure 11. Translation of holiday activities (Berntzen and Stenersen, 1994b, p. 181)

The examples above illustrate how translation tasks could be linked to working life and understanding life abroad. Furthermore, I have categorized tasks I find useful for the students to learn to be able to navigate life outside of school. These tasks can be found in *Citizens SF* (2020a), *Tracks* (2013), *Imagine. Workbook* (1994), *Passage* (2000), *Worldwide* (2012), *Targets. Workbook* (2005b), *Action* (2020), *Citizens YF* (2020b).

In this section, it is possible to distinguish between two topics: Texts which are linked to working life and communication and tasks that are related to skills that might come in handy when staying abroad as a tourist or as a student. Two textbooks designed for vocational students, *Action* by Aanensen and Holck (2020) and *Citizens YF* by Andersen et al. (2020b)

present tasks that are relevant for students to communicate with coworkers and function at their workplaces where translation from the students' first language into English could be especially relevant.

4.1.5 Understanding of text

D Translation

Bokmål

Det er et stort antall hjemløse i New Yorks gater. Mange av dem er psykisk utviklingshemmet. Svært mange mennesker i storbyen lever under fattigdomsgrensen. Det er en hel del gamle leiligheter som har blitt restaurert, men de er nå så dyre at de som bodde der før har måttet flytte ut på gaten, fordi de ikke har kunnet betale husleia. Det er et faktum at det er utrolig mange barn blant de hjemløse. Hva slags liv vil framtiden bringe dem?

Nynorsk

I New York er det eit stort tal heimlause i gatene. Mange av dei er psykisk utviklingshemma. Svært mange menneske i storbyen lever under fattigdomsgrensa. Det er ein heil del gamle bustader som har blitt restaurert, men dei er no så dyre at dei som budde der før har kjent seg tvinga til å flytte ut på gata, fordi dei ikkje har hatt råd til å betale husleiga. Det er eit faktum at det er utruleg mange barn mellom dei heimlause. Kva slags liv vil framtida gi dei?

Figure 12. Translation of a text about poverty in New York (Andersen, 1994, p. 59)

10 Work with the texts

Look at the two descriptions of Aberdeen and answer the questions:

- 1 What is the purpose of each text? What is the source of each?
 - an encyclopaedia?
 - a tourist guide?
 - a history book?
 - publicity material from the Scottish Development Agency?
- 2 Which description is more factual? How would you describe the style of the other text?
- 3 Translate the two texts, or chosen sentences from the texts. This is not an easy task, so use dictionaries and "ear control"; that is, read your translations and check that the English as well as the Norwegian translation sounds right.

Aberdeen

By i Skottland, ved Nordsjøen mellom elvene Dee og Din. 203 927 innbyggere (1981). Skottlands største fiskerihavn og viktigste handelssentrum i den nordøstlige delen av landet. Kjemiske fabrikker og hermetikk-, skips-, maskin-, sement- og steinindustri. Siden 1970-årene det fremste senteret for oljevirksomheten i den britiske delen av Nordsjøen, med forsyningsbasar, konsulentvirksomhet m.m. Kommunikasjonsknutepunkt, med blant annet flyforbindelse til Stavanger. Omtales ofte som *The Granite City*, fordi en stor del av byen er bygd i granitt.

Aberdeen

By i Skottland, ved Nordsjøen mellom elvane Dee og Din. 203 927 innbyggjarar (1981). Skottlands største fiskerihavn og viktigaste handelssentrum i den nordaustlege delen av landet. Kjemiske fabrikkar og hermetikk-, skips-, maskin-, sement- og steinindustri. Sidan 1970-åra det fremste senteret for oljevirksomheit i den britiske delen av Nordsjøen, med forsyningsbasar, konsulentverksemd m.m. Kommunikasjonsknutepunkt, med mellom anna flysamband til Stavanger. Ofte kalla *The Granite City*, fordi ein stor del av byen er bygd i granitt.

Aberdeen

Aberdeen is a city of romance. Rising from the edge of the North Sea, she has woven a spell through centuries of a rich history which few can resist – the sparkling beauty of graceful granite, the charm of her roses and gardens, the sights and sounds of her lively harbour, the colour of her festivals and arts.

Halfway between Edinburgh and the Highlands, at the heart of distillery and a castle country, close to Royal Deeside and the Grampian mountains, Aberdeen is the ideal touring centre, and her sandy beach and prizewinning parks are perfect for children.

Visitors from all over the world who have already enjoyed the embrace of Scotland's most colourful city return again and again. Once you have fallen in love with Aberdeen, you won't ever want to leave.



Figure 13. Translation of a text about Aberdeen (Berntzen and Stenersen, 1994b, p. 100)

I have identified many tasks that are similar to the two examples listed in the two figures above that challenge the students' understanding of text and language. These tasks can be found in appendix A in the following textbooks: *Tracks* (2013), *Imagine. Workbook* (1994), *Passage* (2000), *Action* (2020), *Voices. Workbook* (1994b), *Citizens YF* (2020b), *Targets. Workbook* (2005b).

Seven textbooks are represented in this section, with a spread in publication date from 1994 to 2020. Both Andersen's (1994) book *Imagine* and Berntzen and Stenersen's (1994b) workbook *Voices* are significantly represented in this section. This could perhaps be an indication that using translation for the understanding of texts was more used in the

mid-1990s than today. However, as observed above, translation of texts could be found in textbooks from the 2000s and 2010s, indicating that translation used for text comprehension has not disappeared from English language teaching in Norway.

4.2 Questionnaires

In this section, I present the questionnaire data that show if the questionnaire respondents choose to use translation in English language teaching and communication. I have chosen to refer to the respondents by a capital R and the respondent number. The respondents' full answers could be found in the attached appendix B.

4.2.1 Attitudes to translation in English teaching

Several questionnaire respondents used dictionaries or similar tools to explore similarities and differences between languages. This was mentioned by respondents R1, R10, and R12.

Another observation was the use of the students' first language in English class. This was mentioned by R1 who used the students' first language in class. R8 adds to this by saying it is useful to know multiple languages since this can make the task of increasing metalinguistic awareness easier. R15 and R20 choose to focus on Norwegian, and how there are similarities and differences between Norwegian and English. However, R15 brings up a unique perspective by claiming that translation tasks are not just used to explore differences in grammar between languages but also to investigate how people with different language backgrounds express themselves in different situations. R17 uses Norwegian in English class, in addition to Arabic and Tigrinya. R3 added a twist to this by not using the first language explicitly, but the students were encouraged to reflect on their first language when making comparisons between languages. This sentiment is also expressed by R13 who facilitates discussion where similarities and differences between languages are brought up. Another aspect of the use of the students' languages was brought forward by R6. R5 and R6 use many languages in English class, however, R6 comments that if a first language is going to be used in language teaching, R6 has to know the language. This is strongly linked to R3 and R16's comments where they express that they do not use translation because they do not know the languages the students speak. On the other hand, R11 and R23 highlight that they use multiple languages in language teaching, and when the students have unfamiliar languages as

their first language, R11 explains how to look for language similarities and differences to the students in question. R23 spends time on different languages such as German, French, Norwegian, Dutch, and Latin, in addition to the students' first languages to make the students more aware of the similarities and differences between these languages and English. The same attitude is also expressed by R22 who emphasizes the importance of using the students' first language in English class. Spanish and Norwegian are the languages mostly used by R22 to compare and contrast to the English language. Finally, a new perspective on first language use is presented by R24 who uses feedback sessions, both in writing and orally, to make the students aware of the differences between their first language and English.

Related to this trend, there is also a trend in comparing and contrasting languages in English language teaching. R4, R11, R12, R13, R15, R16, R18, R21, R23, and R24 answer that it is important to teach the students how languages influence each other and inform them about how there are similarities and differences between languages they know. R10 echoes this and exemplifies this by mentioning that there is a lack of article use in Eastern European languages compared to English. In addition, R19 explains how the respondent has just left a class where they worked on comparing languages by working on a translation into English. Finally, R4 uses methods such as translating movie titles from different languages into English and using so-called "false friends" tasks to develop vocabulary.

Several respondents opt to teach English language and communication monolingually. R23 claims to teach English monolingually in class, while at the same using multiple languages in English class as observed above. R2 says that the pupils will benefit from thinking about a language monolingually. This sentiment is also echoed by R18 and R24 who say no translation nor any other language apart from English is used in English class. R8 also backs up R2, R18, and R24 by saying that R8 teaches English monolingually and in addition, no translation is used. R8 elaborates on this by saying that no translation of entire texts is used in class. However, R8 could use translation and comparison of certain words and phrases in English lessons, while R21 teaches English monolingually but uses translation as a tool in language teaching.

Another trend that I noted among the respondents was that they consider translation an outdated language teaching method. This was mentioned by R2, R13, R18, R23, and R24. In addition, R19 says that translation is not relevant anymore in the respondent's teaching since

it was more relevant when R19 taught the same class in both Norwegian and English. The reasons for not using translation are in general based on that the respondents have, in their opinion, better language teaching techniques. This is mentioned by R13, R18, R23, and R24. These respondents are all engaged in comparing and contrasting languages, either in class or in feedback sessions. However, R2 points out that students naturally compare languages in their language learning, thus translation is not necessary. In addition, R5 did not say explicitly that translation is an outdated teaching method, but R5 claims that translation is not used because the students do not like it and R5 works interdisciplinarily to teach grammatical structures by using languages such as Norwegian, French, German and Spanish.

R2 mentions translation in a setting where multiple interpretations are possible. R2 uses translation to increase understanding but does not explain this statement in greater detail. This could, for example, be linked to increased understanding of instructions which also R3 touches on when saying that translation is mostly used to clear up misunderstandings.

A unique response was presented by R7. This respondent has not ruled out using translation in the future, but the respondent has chosen to focus on etymology to make the students more aware of the languages they are familiar with. When using this language teaching method, R7 traces back the roots of words, for example, *Vater-father-fader*, and explores when the word was introduced into the English language.

In addition, respondents state they are aware of how Norwegian could affect the English language. For example, R8 says that considerable time is spent on using typical Norwegian mistakes to highlight differences between Norwegian and English. Linked to this, R23 also uses time on typical Norwegian mistakes such as *it is vs there is/are*, *shall vs. skal*, and placement of modal auxiliaries. R9 also claims to use time on correcting "Norwenglish" tendencies. In addition, R12 and R15 use time on exploring how Norwegian is similar or different from English by comparing, for example, words.

It can also be added that some respondents explain that they work on translation interdisciplinarily. R5 says that the respondent's school works on teaching grammar interdisciplinarily without using translation while R6's workplace works on translation interdisciplinarily, and they work on translation tasks when discussing sentence analyses. A comment which is linked more to teamwork and collaboration than specifically interdisciplinary work was made by R10. R10 comments that translation tasks were shared among the English teachers at R10's workplace. In addition, and as mentioned previously in

this section, R19 worked interdisciplinarily with translation when the respondent had the same class in both English and Norwegian, however, this type of work becomes less relevant when R19 does not have the same class in language subjects.

4.2.2 Differences in competence level and use of translation

R1 uses Google Translate as an aid in language teaching for struggling learners in English class while R3 works in adult education and uses considerable time to ask the students to reflect on their first language in English language lessons.

However, the clearest trend in the data material could be observed in teachers that teach both English and Spanish. R6, R18, and R22 answer that they use translation more frequently in Spanish class because, in general, the language proficiency level is lower in Spanish class than in English class. Specifically, R6 mentions that translation tasks in Spanish class are less complex and focused on forming simple sentences, while in English lessons, you can compare languages to a greater degree. R18 is more explicit in favor of using translation Spanish class to teach the student the basic grammatical structures, and this notion is also something that R22 supports. R22 says that more time is used on teaching basic language structures in Spanish class compared to English class.

4.2.3 Translation's usefulness in and outside of school

To develop the vocabulary of the students, R3 uses self-made translation tasks and tasks found in the textbook *Citizens*. Linked to this, R8 discusses, as mentioned in 4.2.1, typical Norwegian mistakes to develop the metalinguistic awareness of the students.

Many respondents point out how translation is important in communication between teachers and students. R3, R4, and R10 say that they use translation to make sure that all the students have understood the message. In other words, to make sure that the students have understood important instructions and announcements. R23 also uses translation to explain difficult grammar exercises to students with Norwegian as their L1.

Other respondents use translation to point out the shortcomings of translation software, such as Google Translate. R12 says that this is important because words and phrases can have multiple meanings that translation software can misinterpret. R22 uses translation software

differently compared to R12. R22 uses song lyrics and translates these lyrics in Google Translate to make the students aware of the similarities and differences between languages.

Two respondents also question the time that would be spent on translation, and if this is time spent wisely. R18 notes that when using translation in Spanish class it takes a lot of time because it is time-consuming to work on discussing language choices and how to translate text from one language into another. Thus, R18 questions how much time should be used on translation in English class. This is also something R19 supports. R19 says that the time spent on translation tasks and the learning outcome the students get from spending time on translation tasks are questionable.

It should also be noted that R10 uses translation through digital wordlists to increase the digital competence of the students by making the students identify synonyms of different words.

Two respondents of the questionnaire tied translation activities to skills needed outside of school. R6 focused on developing the language register and vocabulary of the students by making them translate formal letters and instruction manuals. R15 focuses on the practical aspect of using translation by asking the students to translate user manuals that the students need in vocational studies, and at their respective workplaces.

4.2.4 Translation's influence on linguistic competence

First of all, there are four questionnaire respondents that make it clear that they do not use translation to increase the linguistic competence of the students. The respondents are R9, R19, R23, and R24.

Several respondents touch on how translation and comparisons between languages can be contributing factors in developing the linguistic competence of the students. R1, R11, R16, R17, and R21 use self-made translation tasks to develop the grammatical repertoire and vocabulary of the students. R8 uses translation of individual sentences and words to make the students aware of the differences between languages. R4, on the other hand, does not use translation to develop linguistic competence in English class but uses translation in German class to investigate challenging grammatical concepts such as relative sentences. R5 has a unique response on how to use translation to increase linguistic competence. R5 uses a text in

an unknown (to the students) language, a language the students know (for example, German or Spanish), and English. R5 focuses on how the students can identify individual words in the text and the word classes these words belong to, in order to increase linguistic competence. R10 also has a distinct language teaching strategy to increase the linguistic competence of the students. R10 uses an activity called *dictionary editor*. In this activity, the students make entries in a dictionary where they define the word, use it in a sentence, conjugate the word, and categorize it into a word class. Furthermore, it should be noted that R20 is the only respondent who claims to hold grammar sessions in English lessons to increase grammatical understanding among the students.

Another language teaching strategy that was brought up by the respondents is to use oral translations, or interpretations. R20 uses oral translation in combination with grammar exercises to increase the linguistic competence of the students. R5 also challenges the students by doing oral translations, however, R5 claims that this is done in other language subjects than English. R6 focuses on how a teacher can showcase language differences orally. R6 points out certain differences between Norwegian and English in lectures, conversations, and feedback sessions with the students.

In other comments, R7 uses, as mentioned in chapter 4.2.1, etymology to increase the linguistic competence of the students and R13 believes translation should be used to learn about literary techniques and idioms.

4.2.5 Translation's influence on intercultural competence

Several respondents (R1, R5, R7, R8, R9, R18, R19, R20, R21, R23, and R24) answered explicitly that they do not use translation when teaching other topics than language learning. In other words, these respondents do not use translation when working with competencies such as intercultural competence and communication.

Two respondents, R2 and R17, say that they use translation to increase understanding. The respondents have not elaborated further on what they mean by increasing understanding. Thus, it could be interpreted as increasing understanding between people, as well as linguistic understanding.

A link to using translation as a method to increase understanding across languages, cultures, and people is found in R11's answers. R11 uses translation to teach the students understanding, and specifically to increase their understanding of why languages often communicate different meanings depending on culture and context.

4.3 Interviews

In the semi-structured interviews of three teachers, I want to present in-depth responses that could explain some of the sentiments that were expressed in chapter 4.2 and thus, delve deeper into the respondents' attitudes to translation. The interview guide and transcriptions are attached in appendix C and the information letter to the interviewees is attached in appendix D.

4.3.1 Translation and the curriculum

In terms of discussing issues involving the curriculum, the interviewee Denise focuses on the comparison between languages if she knows that there are pupils with other language backgrounds present when working on the competence aim of using other languages you know in English lessons. Related to this comment, the interviewee Ingeborg thinks that it is a utopian idea to think students can learn from comparing sentence structures between English and other languages because the students, in general, lack the basic grammatical framework to make sense of these types of analyses. The last interviewee, Oda, has not focused much on the curriculum aim of using other languages the pupils know when learning the English language, but she has used some comparisons between languages in feedback sessions with the students. Oda's focus is directed at making the students think and speak English, and she does not use much translation or comparison between languages consciously in her teaching. However, Oda comments, as she teaches both Norwegian and English, that she has monitored linguistic transfer between the two languages. Recently, there has been an increased influence of English into the Norwegian language and less Norwegian transfer into English according to Oda. Thus, this is a trend she is aware of and finds interesting as a language teacher.

Denise does not discuss translation's role in the curriculum specifically but says that she puts more emphasis on tasks that challenge critical thinking and the ability to reflect than on what translation tasks can offer according to her. This sentiment is also mirrored in a comment by

Ingeborg who says that in English in Norwegian upper secondary school, there is more focus on content than on form. Thus, there is not so much focus on teaching grammatical structures in Norwegian upper secondary according to Ingeborg, and this could affect the use of translation at this level. Oda says that instead of focusing on differences between languages, she often focuses on differences between formal and informal use of English, and she tries to the best of her ability to use English in English class. The focus on using English as frequently as possible in English class is also something that Denise emphasizes.

Both Ingeborg and Oda comment that the new curriculum could invite the use of translation, however, the wording of the aims listed in the curriculum is vague, and thus translation is in no way a mandatory teaching strategy. Ingeborg comments that teachers, as a consequence of the new curriculum, have a large degree of personal freedom in terms of deciding which teaching methods to use in class. The most important aspect of this freedom is to be transparent about the methods you use and that there is clear communication on the logic and meaning behind the methods you use to the students. Oda agrees with this and says the new curriculum gives individual teachers and teacher teams at schools even more freedom to choose the teaching methods they want to use compared to what was outlined in the previous curriculum, LK06. However, Oda also points out that there could be a difference between the aims listed in the curriculum and what the teachers do in the classroom. In other words, there is a difference between theory and praxis in the classroom.

4.3.2 Attitudes to translation in English teaching

All three interviewees say that the topic of translation has not been discussed among colleagues or in any team meetings that they can remember. However, Denise says that the translation of subject-specific terms and tools has been discussed with other teachers since she says she does not have much experience with tools used in vocational classes.

Furthermore, the three interviewees have all experienced translation tasks when they were students. Denise experienced translation-linked tasks frequently as a student, however, she thinks translation is less used now than before. Ingeborg adds to this that she also thinks that translation was used more frequently before compared to now, and this is also her impression when it comes to translation tasks in textbooks. Oda has also experienced translation tasks as a language teaching method in lower secondary school. In terms of how translation is

reflected in today's textbooks, it is of great annoyance to Oda that several textbooks at the more advanced level, such as the English program subjects, have supporting glossaries with Norwegian translations. In Oda's opinion, these glossaries work against the goal of thinking about and developing English language competence. Oda thinks it would be more fruitful to provide synonyms of words and phrases as a support tool or to offer an explanation of the term in English.

Although the interviewees have not incorporated translation as one of their main language teaching strategies, they have opinions on how translation could be used. Denise follows a pragmatic line when it comes to translation. She says that translation should be used when it is needed and that translation could be used as a tool depending on the situation. This is also something Oda emphasizes, as she has experience as a teacher following the so-called Berlitzian method with an exclusive monolingual focus. Oda thinks the Berlitzian method has several advantages, however, it is important to not be too rigid when using any teaching method. Even though Oda thinks that exposure to the English language, and thus minimal interference from other languages to avoid language confusion, should be the main priority in English class, translation may be used when it is needed. Furthermore, Denise emphasizes the use of translation when instructions or announcements are given, and that this is especially important to make sure that everyone understands the message. Additionally, Denise uses translation in vocational studies as a method to scaffold learning and she says there would be very little learning in some vocational studies classes if the teaching was purely monolingual. Despite stating that she does not use translation much because she deems it to be more old-fashioned and has gone out of style, Ingeborg uses some time on oral translation. By challenging the students to do oral translation or interpretation tasks, Ingeborg hopes that this activity will make the students more aware of the languages they use and reflect on if there are any similarities or differences between the languages. Ingeborg uses more time on text translation in Spanish class by comparing Spanish to other languages, although this has not been done in a structured manner. Finally, Ingeborg stresses that she has a wide scope of what translation comprises which also includes translation between different varieties of English, such as formal and vernacular language. In this context, Ingeborg explains that it is important for the students to be able to understand and use language suitable for different situations and contexts.

As mentioned by the questionnaire respondents in for example chapter 4.2.3, time constraint forces the teacher to make choices on what is important to focus on in language teaching. Oda is unsure whether the time spent on translation tasks is justified by the learning and knowledge the students will gain. As a consequence, Oda comments that this time pressure makes her prioritize English language teaching monolingually, while Ingeborg has chosen to spend time on, for example, investigating flaws in Google Translate. Ingeborg maintains that she spends most of the time exposing the students to the English language. However, she also uses some time on exploring how Google Translate and similar automated translated software have flaws that the students must be made aware of. Thus, Ingeborg spends time pointing out how translation software might misinterpret words and phrases from the original language into the target language.

Oda has experienced how limited grammatical knowledge can affect how much knowledge the students can gain from doing comparisons between languages, which I also mentioned Ingeborg had experienced in section 4.3.1. Oda has, in a project in Norwegian class, challenged the students to do comparisons between a language of their choice and Norwegian. This was only a partial success as many of the students lack the basic grammatical framework to make any meaningful comparisons between languages.

Finally, in terms of why translation might not be the best option in language teaching, Oda explains that she limits the use of translation because she does not want the students to look to Norwegian in all situations when working on developing English language skills. Thus, it is important, according to Oda, that as a teacher, you should not use translation as a tool to make the students believe that they can resort to Norwegian to find answers when trying to formulate phrases and sentences in English. She says the focus should be on developing English language competence through exposure and getting used to speaking and writing in English.

4.3.3 Differences in competence level and use of translation

When discussing at which competence level translation could be the most useful, both Ingeborg and Oda comment, as mentioned in section 4.3.2, that the students, in general, lack

the necessary grammatical knowledge to do meaningful comparisons between languages at the upper secondary school level.

Denise explains that she has experienced most translation exercises as a student at the lower secondary level. As a teacher, Denise also thinks translation is relevant at the lower secondary school level. She has experience as a teacher from elementary, lower secondary, and upper secondary school levels, and she thinks that translation becomes less relevant the higher linguistic competence the students achieve. Oda has also experienced translation tasks in a lower secondary school as a student, and she thinks that translation could be the most relevant for students at this level. If Oda would use translation as a teacher at a lower secondary school level, she would have to discuss with her colleagues if and how translation should be used. Ingeborg also thinks that translation tasks might be ideal at the lower secondary level since in primary school the focus is mostly on building the framework necessary to make sense of language comparisons, thus at the lower secondary school level students might be more ready to discuss similarities and differences between languages and develop metalinguistic competence. However, it is important to point out for Denise that translation does not necessarily become less relevant the older the students are. On the contrary, translation is relevant for different groups of different ages and levels according to Denise. As an example, Denise often uses translation for some of her vocational studies students when she delivers important announcements or messages to make sure that all students have understood the message. Ingeborg thinks translation could be relevant and helpful for students at different levels. Ingeborg teaches International Baccalaureate students where she has explored the translation of a Korean text into English, however, translation could also be relevant for students that are struggling to grasp the fundamental concepts of English since translation tasks could build the students' confidence if they master these tasks, and they could also learn new vocabulary and idioms through translation exercises. Oda has also used word check tests with simple translations for smaller groups of struggling students, and she has exclusively used this type of activity for smaller groups of students that struggle with English. In addition, Oda has used translation exercises in classes with future electricians and students that will work at building sites where they listed tools and equipment they needed and translated them from Norwegian into English. Oda noted during these exercises that there were differences between the groups where some students needed more scaffolding, however, many of the future electricians worked independently with this translation task.

In terms of using translation as an aid for students at a lower competence level, Denise shares a personal story that took place at a Spanish course. Denise took part in a Spanish-language course that was purely monolingual. Denise did not have the Spanish competence level to understand much of what was said in class and could not communicate well with the other students in Spanish. Thus, the monolingual focus of the language course made Denise feel incompetent because she could not understand what was being said in class. Thus Denise follows, as mentioned in section 4.3.2, a pragmatic line when it comes to translation in the classroom. To support how it could be beneficial to use multiple languages in language classes, Ingeborg shares her experience as a Spanish teacher. In Spanish lessons, translation is used to build grammatical knowledge and expand the vocabulary of the students. She thinks this is fundamental in Spanish class since the students do not have the necessary building blocks to reflect on language in the same manner as can be done in English class.

4.3.4 Translation's usefulness in and outside of school

Translation's usefulness in school is debated by all three of the interviewees. Denise uses mostly translation tasks when she is teaching vocational studies. As observed in 4.3.2, Denise uses translation to check if everyone has understood tasks or messages that have been communicated, however, both Ingeborg and Oda question the output they would get out of the time spent on translation tasks. Denise views translation to be a good tool when building a linguistic framework, especially for the students she is working with in vocational studies. Translation could help some students understand more of both tasks and what is going around them in English class. Denise thinks translation tasks could be useful both as group tasks and individual tasks, but she has often challenged the students to do some introspection and come up with the answers individually when working on translation tasks. This is something Ingeborg takes a different stance on. The few times she has used translation tasks, she has made the students work on them in groups. For Ingeborg, translation is a collaborative effort and the students should ideally discuss different solutions and options when working on translation tasks. According to Ingeborg, translation can be very time-consuming, thus by exploring translation tasks, many students might learn that translation demands a lot of time, focus, and effort.

As mentioned in 4.3.2, Ingeborg uses time on exposing how Google Translate at times fails to interpret the correct message from the source language into the target language. Ingeborg

uses this teaching method to make the students more aware of the similarities between languages and how languages differ. Oda also uses translation to explain grammatical concepts in some situations. She brings up an example from the time she worked at an institution with a Berlitzian ideology. She found it difficult to explain concepts such as prepositions without using any form of translation to aid her teaching. According to Oda, this is an example of a situation where translation should be used in language teaching. As mentioned in 4.3.2, Oda also uses some translation to aid the pupils' learning of vocabulary and grammatical framework in smaller groups of students struggling in English.

Finally, Ingeborg has, in the preparation for the interview, been thinking about the negative and positive aspects of translation, and she states that this process has made her reconsider previous perceptions of translation and that she is now more open to using translation in the future since it could be a tool to highlight similarities and differences between languages.

The three interviewees highlight the practical aspect of translation and link this specifically to vocational studies classes. As briefly mentioned in 4.3.2, Denise spends time on making the students aware of what the tools and equipment they use are called in English. Ingeborg also thinks that spending time on translating equipment and tools in vocational studies is relevant, as well as translating instruction manuals. As mentioned in 4.3.2, Oda has used translation tasks for vocational students where they could translate tools and equipment they used at their working stations in school and at their workplaces. Oda says this was a success, both for her as a teacher and for the students. The students felt like they mastered the tasks and worked with great enthusiasm.

Denise thinks it is important to highlight the value of oral translation, or interpretation, in the workplace. Since many of the students will work in an environment with people with different language backgrounds, it is important to be able to communicate with people efficiently without using translation apps on your phone. Thus, the translation of tools and equipment is an important skill to master according to Denise.

Ingeborg also saw the relevance in an example task I mentioned in the questionnaire. She thinks translating a job advertisement from Norwegian into English was a relevant task since it serves a specific purpose.

4.3.5 Translation's influence on linguistic competence

In general, the three interviewees touch on how translation could be a helpful tool in contributing to an increased vocabulary and a better understanding of similarities and differences between languages, albeit in different ways. As mentioned in 4.3.4, the teachers explain how practical tasks such as exploring how to translate equipment and tools into English are helpful for the students to communicate better. However, knowing what tools and equipment are called in English is also helpful in terms of increasing the linguistic competence of the students.

As mentioned in 4.3.2 Ingeborg has focused on how to use oral translation or interpretation as a tool in English language teaching. She does this to challenge the students to translate phrases or texts they have read. In this way, the students can try to put into words and formulate what they have read into another language. Denise uses a similar method. She often challenges students after she has presented a task or communicated a message, to translate the task or the message from English into Norwegian. This is done to check if the students have understood the message. This is also a part of Denise's strategy to explore similarities and differences between languages since the students will be more aware of these similarities and differences by doing for example translations of messages or tasks in class.

Ingeborg also explores differences between languages in class. Ingeborg teaches an International Baccalaureate class where she has challenged the students to look at the differences between Korean and English (see chapter 4.3.3) and she has also challenged the students to translate vernacular English into Norwegian by translating text from a page in the book *The Help* by Kathryn Stockett. Furthermore, in Norwegian class, Ingeborg has instructed the students to translate lyrics from English into Norwegian *Nynorsk*. Ingeborg tries to use multiple languages in both Norwegian and English classes, however, there is a limit to how many languages you can compare according to Ingeborg, and it is a very difficult challenge for her to use and compare languages she does not know. Oda focuses on comparing languages during feedback sessions where she can point out typical mistakes due to the influence from students' first language or compare certain elements between languages but this is not a focal point in Oda's language teaching.

As pointed out, for example in 4.3.2, both Ingeborg and Oda think that the students lack the basic grammatical framework to make use of comparisons between languages. Thus, this could complicate using comparisons between languages and translation as aids in making the students more aware of the differences in language choices depending on context, culture, and interlocutors according to Ingeborg and Oda. However, one of the goals of using translation is, according to Ingeborg, to increase the students' understanding of language differences and similarities. This could be done, according to Ingeborg, by investigating, for example, the flaws in automated translation services such as Google Translate which was discussed in chapter 4.3.2.

Finally, it should also be noted that Oda does not think translation could offer much to increase the linguistic competence of students. As noted in, for example, chapter 4.3.2, Oda thinks translation should be used when necessary. However, the main focus should be on English language production in English class. In order to be effective and maximize English language teaching, the teaching must, as a rule, be conducted in English according to Oda. The students must be exposed to English, not just through TV series and music, but also by speaking and listening to English in class. By doing this, you also minimize interferences from other languages which is something Oda regards as positive. Ideally, the students should try to move away from thinking about Norwegian translations when writing in English and try to work on explaining difficult terms and phrases in English instead of searching for Norwegian equivalents.

4.3.6 Translation's influence on intercultural competence

There were diverging opinions among the interviewees if translation could play any role in facilitating increased intercultural competence.

For example, Denise focused on issues such as adapting speech and text to context and recipients monolingually, in other words, without involving any other languages. Oda also focuses on these issues for the most part monolingually. She is aware that a student's first language and background affect the student's English, however, she is not sure how to explore this further in an educational context.

As previously noted, Oda does not focus much on translation as a tool in language teaching. However, she comments that English is a world language that is in her opinion connected to the core curriculum value of *Democracy and citizenship* (The Norwegian Directorate for Education and Training, 2017a), which makes it possible to communicate with people from across the globe. In connection to this, Oda and her colleagues have discussed if it could be an option to involve the students in the newly arrived immigrant classes. These students come from various cultural and language backgrounds, and thus it could be an option to learn more about each other's languages and cultures if they could be incorporated into the English classes. As a consequence, the students could learn from each other, build understanding and become more aware of what intercultural competence entails. Also linked to this, Ingeborg says, as mentioned in 4.3.4 that translation is a collaborative effort where the point is that the students talk to each other and discuss the different options when translating from one language into another language. According to Ingeborg, working on translation tasks should ideally make the students more aware of differences and similarities between languages, and build bridges of understanding between languages and cultures. Finally, Ingeborg communicates with the students if there are misunderstandings in the classroom due to different cultural backgrounds or languages since the students need to increase their understanding of people who have different opinions and different styles of communication.

5. Analysis and discussion

In this section, I present an analysis and discussion of data and theoretical contributions presented in the previous chapters. I focus on exploring different attitudes to translation in language and communication teaching. Linked to this, I also discuss if, how, and why translation may be used in the English subject classroom in Norwegian upper secondary school. The structure of this chapter roughly follows the structure in sections 4.1, 4.2, and especially 4.3 except for 5.7 where I discuss the use of machine translation in the English subject classroom.

5.1 Translation and the curriculum

As previously mentioned, the curriculum for the L97 reform (Kirke-, utdannings- og forskningsdepartementet, 1996, pp. 224-225) emphasized the monolingual focus in language teaching, echoed by the Berlitzian method of language teaching and largely by Krashen's (1985) theory of the natural acquisition of language. The door opened more to the use of other languages in English language teaching with the introduction of LK06 (The Norwegian Directorate for Education and Training, 2006a; The Norwegian Directorate for Education and Training, 2006b), where comparisons between languages were mentioned as an aim for the 10th year students, but not for the students at a VG1/VG2 level (The Norwegian Directorate for Education and Training, 2006c). This trend has been further developed in the LK20 curriculum. In the core elements of the new curriculum, it is as previously mentioned, listed that the students should use knowledge from other languages in the exploration and learning of the English language (The Norwegian Directorate for Education and Training, 2017a). This is also expressed in the English subject curriculum for general studies and vocational studies where one aim states that the students must "use knowledge of similarities between English and other languages with which the pupil is familiar in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). As observed, translation is not specifically mentioned in this goal, however, in this thesis, I want to investigate whether translation has been interpreted by teachers to be a teaching method that could be used to reach this goal. This is also interesting in light of the goals "use knowledge of grammar and text structure in working on one's own oral and written texts" and "express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to

the purpose, receiver and situation" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). In the exploration of these curriculum aims, I did not expect the teachers necessarily to link translation directly to any of the aims in the LK20. Denise, for example, does not state that she uses translation as one of her main tools in English language teaching, but she is not opposed to using translation. Denise uses some comparisons between languages, especially in situations where she knows that there are students from multiple language backgrounds present. In situations such as these, she links language teaching to the aim of using languages that the pupils know (The Norwegian Directorate for Education and Training, 2017b, The Norwegian Directorate for Education and Training, 2017d). However, Denise works on all other curriculum aims in the target language English. In general, Denise does not view translation as one of the main didactical tools in the classroom to teach the English language and communication. This could be the result of the very broad and vague formulations in the new curriculum, in which there are no specific mentions of translation. As a result, teachers who opt to use translation must make a conscious decision on using translation specifically as a method for English language and communication teaching.

Building on this, the second interviewee, Ingeborg, also highlights that translation is not specifically mentioned in the curriculum, however, the new curriculum opens up possibilities for teachers to use the methods they find the most useful in English language teaching, thus translation could be an option for teachers. Linked to what Ingeborg expressed, the third interviewee Oda also points out that the vague formulations in the curriculum make an opening for using translations in the English subject classroom. However, there is nothing stated in the curriculum that makes translation mandatory. Oda emphasizes that there is a distinct difference between what the curriculum says and what the teachers do in the classroom. This could be connected to what Tønnesen (2013) describes as the textbooks being mirrors of the aims communicated in the curriculum. However, if a teacher follows the textbook closely to reach the aim of the curriculum or if the teacher chooses to disregard the textbook completely is up to the individual teacher, even though Blikstad-Balas (2014) points out (see section 3.1) that textbooks are still relevant and frequently used by teachers in school (p. 330). In my interpretation of her statement, Oda might allude to a discrepancy between the textbooks and the curriculum and what the teachers choose to focus on in the classroom. However, it is possible to question this as both Ingeborg and Oda mention that the curriculum

aims contain vague formulations, thus it becomes unclear how different teachers interpret the curriculum aims.

It may be noted that from my interpretation, Oda expresses the clearest voice in terms of prioritizing content and monolingual focus over comparisons between languages. This could be the result of time pressure that is a factor in upper secondary teaching in Norway, or it could be a result of doubts on the effectiveness and usefulness of translation as a teaching method.

5.2 Attitudes to translation in English teaching

The data from the interviews and the questionnaires point in different directions. As previously mentioned some teachers use translation and some do not. Some respondents claim they use different languages in English class but they say they do not use translation in language teaching, such as R2 and R17. As mentioned in, for example, chapter 2.4, the subjective interpretation of what translation is could be a contentious issue. From my reading of the responses, it is clear that my informants, both the interviewees and the questionnaire respondents, have different experiences with translation-linked tasks and this influences how translation is viewed by the teachers. According to Cook (2007), translation linked to the Grammar-Translation tradition is signified by "authoritarian teaching, dull lessons, form rather than function, writing rather than speech, accuracy rather than fluency, and laboured rather than automated production" (pp. 396-397). Thus, it could be understandable that teachers who have experienced this form of teaching as students or have a connection to this period in language teaching could have negative feelings towards any kind of translation use in language teaching. This is also reflected in the three interviewees, Denise, Ingeborg, and Oda, who have all experienced translation tasks as students, however, it should be noted that none of the interviewees express disdain for translation. The interviewees are all open to using translation when it is needed, although none of them have incorporated translation as a vital tool in their language teaching. Several questionnaire respondents, as mentioned in chapter 4.2.1, state they teach English monolingually, and never or only sparingly use translation in English class. Several respondents view translation as an outdated method, and they use other methods to compare and contrast languages. Teachers might categorize translation as outdated due to what Cook (2007) alluded to, that teachers have experienced dull and tiring translation sessions themselves in the Grammar-Translation era (pp. 396-397),

and they do not want to put their students through the same experience. However, it could also be a result of what Pym et al. (2013) call the problem of defining what translation is (p. 135). This is exemplified by teachers mentioned in 4.2.1 that use comparison between texts and languages, although they say that they do not use translation. In my interpretation, due to the different views among respondents on what translation is, some of these teachers may be conducting translation in the classroom. Translation does not need to follow the pattern of Grammar-Translation where the focus is on the grammatical or textual comparison, as exemplified in for example *The tricky twelve* by Arnesen (1985). A type of translation could happen when doing impromptu comparisons between languages or if the focus is on life outside of school exemplified by tasks in for example Andersen (1994), Andersen et al. (2020b), and Aanensen and Holck (2020). Comparison between languages in class might thus be defined as translation by one respondent while another respondent might not view this as translation.

As described in 4.1, translation in different forms is found in most textbooks investigated in this project. Thus, the teachers that rely on textbook material frequently in English class will use either translation tasks directly or direct attention to the supporting glossary next to the texts, or in some cases at the end of the book. As mentioned in chapter 4.3.2, Oda's annoyance with the supporting glossary in English textbooks at an advanced level is relevant in this context. Oda is a supporter of a largely monolingual English subject classroom, where translation could be used when it is needed, but where the main focus should be on learning the English language through the use and exposure of English. Thus, Oda's voice represents a contrast to the findings I found in the textbooks where either translation tasks or a supporting glossary with Norwegian translations were present in most books.

5.3 Translation and differences in competence level

As mentioned in chapter 5.2, translation in textbooks is found in books designed for VG1 and VG2/3, and for general studies and vocational studies. Thus, translation is found at all levels in the textbooks made for Norwegian upper secondary schools. In chapter 2.3, for example, Koletnik Korošec's (2013) research, as well as Scheffler and Cinciala (2011) and Swan (2007), argue that translation could help reveal connections between the students' L1 and the target language. This could be an argument for using translation both for beginners and advanced learners. The students who begin to learn a language could benefit from using

translation to scaffold learning of the grammatical system of the target language, while the advanced learners may use translation to scaffold, for example, metalinguistic awareness to further develop the students' language competence. The same points have been pointed out by, for example, Sørensen (1990) and House (2009) in chapter 2.3. Translation could be used both to aid cultural and linguistic competence by making the students able to communicate with each other through translation and to widen the linguistic horizon of the students, and this could be useful at all ages and levels.

However, as mentioned in section 2.4, I interpret both Källkvist (2004) and Preložníková and Toft (2004) as more inclined to use translation at a higher level than at the beginner level. Källkvist (2004) mentions motivation as one of the main factors behind a successful translation session (p. 179) and Preložníková and Toft (2004) promote discussing different linguistic options in class when doing translation tasks (p. 92). In my opinion, developing intrinsic motivation for translation tasks and being able to discuss different linguistic options in class require at least a level of linguistic competence which is above the beginner's level. In addition, Ferreira Gaspar's (2009) research, where she observed students discussing differences and similarities between languages and how they could adapt language according to the situation they were in (p. 178), showcases processes in which the students need to have acquired a high skill level to discuss these matters. Thus, translation tasks need to be adapted to the group you are teaching for them to become a success. Pym et al. (2013) also support the notion presented by the other contributors in this section by writing that translation's effectiveness is limited in primary education since students in primary school might understand translation too narrowly, for example, that translation is just a process where you replace one word in the source language with the equivalent in the target language (p. 37). This could be further backed up by the interviewee responses showcased in chapter 4.3.3. The interviewees, Denise, Ingeborg, and Oda, all answered that they think translation might be the most useful at the lower secondary level. A good reason for this is listed by Ingeborg who says that in primary education the teacher is mostly preoccupied with building the necessary vocabulary and linguistic competence among the students and that in lower secondary school they might have more tools in place to discuss similarities and differences between languages, and develop deeper metalinguistic awareness than what is possible in primary education. Additionally, Ingeborg says that the English classes in Norwegian upper secondary school are mostly focused on content rather than form, which makes the lower secondary level ideal for translation work. However, translation is used at different levels and

for different groups by all the interviewees. Denise uses translation actively in vocational studies classes, Ingeborg has used it in International Baccalaureate class and Oda has used translation tasks for smaller groups, and groups of future electricians and construction workers.

Linked to the use of translation software which will be discussed in section 5.7, respondents of the questionnaire used Google Translate for struggling students. Furthermore, teachers who worked in adult education used translation when making the students reflect on language issues. This could indicate that some teachers use translation as a tool to help beginners or students that have a hard time with the English subject. Furthermore, in section 4.2.2 several respondents explained they use more time on translation in Spanish class compared to English class due to the generally lower level of language proficiency in Spanish compared to English, and the need to implement a basic understanding of language and grammar in Spanish classes. Both Denise and Ingeborg can also share experiences with Spanish. Denise attended a monolingual course in Spanish and she did not have the linguistic competence to follow the monolingual course. Thus, she felt the course had not been useful to her since she could not use her first or second language to scaffold communication. Ingeborg teaches Spanish and uses more translation in this class since she views translation as a tool that can help to build linguistic competence for speakers with limited linguistic competence in Spanish. Thus, this could also point to that translation tasks might be seen as useful by teachers for students that are beginners and are struggling to grasp basic English, and not just at an intermediate level such as lower secondary school.

The definition of competence listed in section 1.2 challenges the students to use knowledge, skills, and critical thinking in the learning process (The Norwegian Directorate for Education and Training, 2017a). In chapter 4.1, it could be observed that the translation tasks in the English subject textbooks are of varying difficulty and the teachers can freely adapt the tasks to make them fit the groups they teach. However, the consensus among the teachers interviewed is that translation tasks are better suited to a lower secondary school context, and they make note of more translation use to aid struggling students than to challenge advanced students, although Ingeborg mentions that she has used translation occasionally in her International Baccalaureate class. Thus, from my interpretation, despite a range of different responses, the interviewees in particular, do not tie translation to the aim of systematically developing language competence for students at all skill levels. However, they make the case

that translation should mainly be used at the lower secondary school level where the students can reflect and use critical thinking. Although, translation may also be used to aid struggling and advanced learners in upper secondary school, as pointed out above.

5.4 Translation's usefulness in and outside of school

As debated in 5.3, translation can be used in language teaching for many groups and at different levels. However, two interviewees, Oda and Ingeborg, point out that teachers must decide if translation is worth it. In section 4.3.4, I presented their viewpoints by emphasizing that translation takes time to work on and as a consequence, all teachers must consider if the output the students get from working on translations is worth it bearing in mind the time spent on the exercises. This is also a notion that is supported by R18 and R19. Despite this, translation is used in Norwegian upper secondary schools, and this is reflected in the textbooks investigated in this project. This can, for example, be observed in section 4.1.2 where translation tasks are presented with a special focus on grammar, section 4.1.3 focuses on expanding the vocabulary of the students by presenting translation tasks challenging the students on, for example, idiomaticity and differences between other languages and English, chapter 4.1.4 where the focus is on how translation is relevant for life outside of school, and finally in section 4.1.5 where I present textbook tasks where translation is used to challenge the students' understanding and interpretation of texts. However, a question remains if teachers use the tasks even though they are listed in the textbooks. As I presented in chapter 3.1, Michaelsen (1999) highlights a difference between what is emphasized in the curriculum and the corresponding textbooks, and what the teachers do in the classroom (p. 50). Thus, the teacher has to choose what to focus on in the classroom as Oda and Ingeborg pointed out above. It is also important that all translation activities must be scaffolded by the teachers for the students to understand and expand their linguistic repertoire. This is apparent in both Iversen (2017) and Burner and Carlsen's (2017) works presented in chapter 2.4. Their studies showed that, despite well-meaning intentions, the students do not benefit from using translation tasks or using translanguaging, in other words, their full language repertoire in communication, if the teacher has not planned the activity and is aware of how to use translation-linked tasks fruitfully in language teaching. Another perspective of how important scaffolding of translation tasks is for language learning is presented by Pym et al. (2013) and Cohen and Allison (2001) in section 2.4 and by Widdowson (2003) in 2.3. Widdowson (2003) claims that mental translation, in other words, translation going on in the mind of the

student, is still ongoing even in a monolingual environment (p. 150). In chapter 4.2.1, the same line of thinking is used by R2 who claims the students naturally compare languages when they are doing language-linked tasks, thus there is no need for any specific attention directed to translation. Pym et al. (2013) also point out that mental translation will occur in the classroom in situations where the translation is not explicitly taught (p. 37). However, Cohen and Alisson (2001) write that it is beneficial for students to be made aware of what happens in the process of mental translation (pp. 2-3). Thus, teachers need to be aware of this when teaching English classes and make the students think about the similarities and differences between languages.

Rindal (2020) brings forth a perspective where translation might play a role where she suggests different tasks to discuss how English has to be adapted in certain contexts. She suggests that the students should discuss the differences between formal and informal English by looking at, for example, newspaper articles and gaming interactions (p. 37). Secondly, the student should discuss how text and speech are adapted according to the target audience (p. 37), and finally, the use of pragmatic features in communication and instances of vernacular language use such as slang and accent (pp. 37-38). These tasks could be linked to the CLT approach, where the aim would be to use the target language in a discussion about the target language and thus create metalinguistic awareness in English by using this method. On the other hand, a focus on these topics could be combined with translation tasks linked to section 4.1, for example, Haugum et al.'s (2012) task on coming up with alternative Norwegian translations for terms used by youth on the Internet (p. 237) and Bjertnes et al.'s (2021) task on the translation of English idioms into Norwegian and other languages the student speaks (p. 38). This could be in line with what Liddicoat and Scardino (2013) mention (see chapter 1.2), where the students with the help of the teacher should discuss difficult elements in the target language, compare and contrast these to other languages they know, which in turn should lead to the students starting to independently reflect on their language use (pp. 59-61). Thus, this stands as an alternative to the largely monolingual CLT-inspired method of creating metalinguistic awareness.

Two trends discussed by the questionnaire respondents in section 4.2.3 are the use of Google Translate and checking if the students have understood messages. The use of Google Translate and similar software will be discussed in section 5.7, but two respondents in the questionnaire and the interviewee Ingeborg point out that investigating automatically

generated translations could increase the metalinguistic awareness of the students. The students can discuss the generated translations and come up with alternative translations themselves. Several respondents also mention that they use translation to make sure the students understand instructions and messages given by fellow students or the teacher. Denise points out, as already mentioned in, for example, section 4.3.4, that she uses translation to check if the students have understood important messages. Denise can for example ask a student to translate a message she has told the class, both to challenge the students and to check if everyone has understood the gist of the message. Translation used for this type of comprehension has not been mentioned in any of the literature I have reviewed and could function as translation tasks that neither the teachers nor the students might be aware of and which could happen without being planned by the teacher.

Among supporters of the monolingual tradition, the Audio-lingual method has been seen as one of the most effective language teaching methods to train skills that are useful outside of school. As mentioned in section 2.1, according to House (2009), the Audio-lingual method focuses on oral exercises and uses this to make the students ready for communicative situations outside of school (p. 61). Exposing the students to as much English as possible through speech, but also listening exercises in English, will make the students ready to encounter meetings with people of different language backgrounds at their workplaces. However, Krulatz et al. (2018) emphasize, as mentioned in chapter 2.3, that there should be a balance between the use of the target language and using other linguistic resources in English class (p. 223). Thus, Krulatz et al. (2018) warn against a strictly monolingual strategy in the classroom inspired by, for example, Berlitz and rather opt for a more inclusive approach through translanguaging (pp. 223-224). This is relevant for life outside of school since the line of thinking promoted by for example Krulatz et al. (2018) and House (2009) are aimed at increasing the awareness among students of similarities and differences between languages, and that they can build on this knowledge to communicate better with people from different language backgrounds in English. Translation tasks can in this context help activate the students' linguistic knowledge about concepts that might be useful for the students outside of school and scaffold the students in the process of making connections from one of the languages the students know to the target language, in other words, "rely on what is already known as a stepping stone to new knowledge" (House, 2009, p. 63). Thus, according to House (2009) and Krulatz et al. (2018), using more than one language in English class can help the students become ready to face interactions with people of different language

backgrounds with a greater degree of linguistic and cultural understanding than if the teaching was following a purely Audio-lingual method model. This is also in line with what I described in section 1.1, where I mentioned the connections between parts of the core curriculum element 3.4 *On-the-job training in a training establishment and working life* and translation, where translation could play a part in making students ready to communicate both when speaking and in writing in English, which is a necessary skill in an increasingly globalized world according to Cook (2007, pp. 398-399).

Furthermore, as mentioned in section 2.3, Rindal (2020) points out that it is important to make the students aware of the link between the world outside of school and what they learn in school. One such link could be between the language used in gaming settings or on the Internet and discussing them in a classroom setting (p. 37). A task that touches on this is presented in section 4.1.3, where Andersen et al. (2020a) challenge the students to describe gaming terms and translate them into Norwegian (p. 56).

Linked to section 4.1.4, and as I have described in more detail in the tasks listed in appendix A, I have found tasks in the textbooks that are useful to navigate life outside of school. In some tasks, the authors ask the students to translate texts that are related to working life, exemplified by, for example, Andersen et al. (2020a, p. 81) and Moen et al. (2013, p. 272). Other examples are translation of terms related to office work (Andersen, 1994, p. 22), the American and British school systems (Anvik et al., 2000, p. 80), holidays (Berntzen and Stenersen, 1994b, p. 181), the students' timetable (Haugen et al., 2005b, p. 181) and mathematical terminology (Haugen et al., 2005b, p. 123).

Linked to the section above and with a strong link to working life, Aanensen and Holck (2020) present tasks where the students should translate their interpersonal skills to use on their CV (p. 36), discuss the most suitable language choices in different contexts (p. 57), and translate a job advertisement into Norwegian (p. 213). Andersen et al. (2020b) also link translation skills to working life when they ask the students to translate expressions and phrases used in vocational studies (p. 243) and translate instructions from Norwegian into English (p. 265). The three interviewees also spend time on translation tasks related to the future workplaces of the students. As outlined in section 4.3.4, the interviewees have used time on translating equipment and phrases related to vocational studies and the future professions of the students. This is connected to the core element in LK20, *On-the-job training in a training establishment and working life* (The Norwegian Directorate for

Education and Training, 2017e), introduced in chapter 1.1 where I link translation to being an employee who can communicate with people from different language backgrounds. The interviewee Denise highlights this as important for the students to understand what terms they use daily in Norwegian are called in English and thus, translation is a factor in making the students aware of the links between, for example, Norwegian and English. It could also be mentioned that when Oda worked with future construction workers and electricians, she noted that the students enjoyed working on translation tasks where they translated the equipment they used and the instruction manuals from Norwegian into English. The high motivation noted by Oda could be linked to Källkvist's (2004) comment that high motivation is needed for good performance when doing translation tasks (p. 179). Thus, motivation is the result when the students interpret the tasks they are doing as relevant for their future. Furthermore, this is also related to what I presented by House (2009, p. 65) and Willis (1996, p. 130) in section 2.3, where they argue for practice-based tasks that the students can understand have relevance for them now and in the future. This is finally backed up by two questionnaire respondents, who point out in section 4.2.3 that they use translation to challenge the students to translate for example instruction manuals and formal letters which are skills they need to navigate in life.

5.5 Translation's impact on linguistic competence

Since the advent of the use of translation in English language teaching, translation has through the lens of the Grammar-Translation era been viewed as a vital tool in language teaching but has as Cook (2007) points out, gained a reputation as a dull teaching method which has been teaching-centered and form-focused, and consequently lead to negative experiences for many students (pp. 396-397). However, as mentioned in section 2.4, according to Pym et al. (2013), translation could be useful in language teaching. The important point that Pym et al. (2013) emphasize is that translation should not be viewed as a language teaching method on its own, but rather as part of the teacher's repertoire in language teaching (p. 38). In addition, in section 2.3, Cook (2007) advises teachers to make use of the linguistic competence of the students to make them feel included but also because these are resources that the students can use to understand and develop their English language competence which is important in a globalized world where languages and people are connected across borders (pp. 398-399). This is also supported by Krulatz et al. (2018) who suggest that exercises on comparing languages could be a vital component in building a

framework for the students to explore the similarities and differences between languages. Thus, the student would be in a better position to draw on existing knowledge from other languages when learning English (pp. 116-117).

As alluded to in section 4.2.4, several teachers opt to not use translation to increase the linguistic competence of the students. Two possible reasons for this could be that they have experienced translation in the Grammar-Translation era as students, and as a result, they seek to move away from using translation in their language teaching. However, several of the questionnaire respondents seem to, at least partially, follow the line of thinking voiced by for example Pym et al. (2013), Cook (2007), and Krulatz et al. (2018). The respondents use for example self-made translation tasks to challenge the students' linguistic competence or tasks where the students translate parts of texts and subsequently analyze the texts by comparing them to the students' first language.

In section 4.2.4, I also point out that respondents focus on oral translations or interpretations. This can be done to challenge the students to not just focus on translation in written form, but also that translation could be useful to make the students reflect on language choices when speaking to people with different linguistic backgrounds. This is also a link to section 5.4 because challenging students to think about translation when speaking is an important factor in increasing the metalinguistic awareness of the students. Thus, this could make the students better prepared to communicate with people in English at their respective workplaces. Questionnaire respondent R6 and the interviewee Oda also use feedback sessions to talk about different language choices and thus make the students more aware of differences and similarities between languages through discussion. Consequently, translation tasks do not need to be in writing to be beneficial for language learning and as the interviewee Ingeborg says in section 4.3.4, translation is a collaborative effort, thus the teacher can orally scaffold learning by providing cues and helping the students in their discussions when they consider different linguistic options. As mentioned in 4.3.5, Denise uses oral translation or interpretation to check if the students have understood the gist of a message. This also contributes to increased linguistic competence since the students can draw on their existing language resources to create links between, for example, Norwegian and English. It could be noted that a teacher in Burner and Carlsen's (2017) study uses the same language teaching technique as Denise (pp. 201-202).

It should be noted that all three interviewees use translation to a limited degree to increase linguistic competence. As mentioned above, Denise uses it, for example, to test the students' understanding of language orally, while Ingeborg has, to single out one example, used lyrics in Norwegian class for the students to translate these lyrics from Norwegian *Nynorsk* into English while Oda uses translation in certain situations when it is necessary, but not in a systematic manner. Oda voices perhaps the strongest critique of too much translation use, which is in line with, for example, the questionnaire respondents branding translation as outdated (see 4.2.1) and CLT theorists such as Krashen (1985) who focused on the benefits of monolingual teaching. The use of too much L1 would lead to language interference and relying on translation would lead to a simplistic view of language according to proponents of the CLT tradition. Students might be led to believe that there is a one-to-one relationship between languages by using translation extensively (House, 2009, p. 60). This is also in line with the Berlitzian school which focuses solely on the target language (Pym et al., 2013, p. 12), which Oda has experience with. In section 4.3.5, Oda delves deeper into why she thinks a monolingual focus is beneficial in language teaching. In the English subject, most of the time in English class should be dedicated to producing, speaking, and listening to English. Thus, she thinks as much exposure as possible to the English language is a key factor in developing language competence among students. Finally, the monolingual viewpoint which Oda voices is also supported in some of the textbooks. As mentioned in section 4.1.3, comments in both Moen et al. (2013, p. 28) and Anvik et al. (2000, p. 70) support Oda's vision. The gist of these comments is a focus on exclusively speaking English in certain situations and not being influenced by other languages in English class.

As mentioned in chapter 5.4, the textbooks cover many skills which are useful in terms of building linguistic competence. I have in chapter 4.1.2 listed translation tasks that cover issues such as the differences between word classes and grammatical differences between English and other languages. All of these tasks are focused on different aspects of grammar, and their purpose is to make students reflect on the similarities and differences between languages and specifically to make the students attain new knowledge by making them reflect on these language differences. Furthermore, translation tasks focusing on, for example, idioms (Andersen, 1994, p. 143) and proverbs (Anvik et al., 2000, p. 22) are useful in building the students' metalinguistic awareness. These types of tasks focus more exclusively on developing the linguistic repertoire of the students by making them aware of, for example, the differences and similarities between proverbs and idioms in English compared to

Norwegian or other languages. Thus, attaining linguistic knowledge through translation tasks could be important to develop the students' idiomatic language use, and these translation tasks could be a contributing factor in making the students become proficient English speakers by expanding their vocabulary.

An alternative to focusing on translation was presented by R7, which has been described in detail in section 4.2.1, where R7 uses time on tracing language back in history, exploring the root of words, and when the word has been introduced into the English language. Etymology is also reflected in the textbooks where for example Andersen et al. (2020a) instruct the teachers to find words that originate from languages spoken in India and investigate what the words meant before they were included in the English language (p. 126). In addition, Bjertnes et al. (2021) ask the students to find words that have originated from languages such as Urdu and Hindi and find out what these words mean (p. 336). By doing etymology and comparing languages in this way, the students might be able to see the connection between languages from a historical perspective and find links between languages they are familiar with that they did not know about before doing etymology-linked tasks. Thus, etymology might also be a viable option for the teacher to add to their repertoire in addition to, for example, translation, to make the students aware of the history and links between languages.

5.6 Translation's impact on intercultural competence

Intercultural competence has been described in detail in the introduction of this project (chapter 1) and is defined by Dypedahl (2019) as "the ability to relate constructively to people who have mindsets and/or communication styles that are different from one's own" (p. 102). This could be linked to what House (2009) says in chapter 2.4, where she comments that translation is subjective and language choices in English might be influenced by variables such as language background (p. 21). Thus, a teacher needs to make the students aware of the differences in language choices through discussion and create a space where the students can openly discuss language choices. The teachers interviewed in Burner and Carlsen's (2017) study (see chapter 2.4) voice support for using multiple languages in language teaching, and this was especially the case for the teachers with a different language than Norwegian as their L1. These teachers took a special interest in getting to know the students' language repertoire (p. 202). This attitude could in my interpretation be the quintessence of how teachers may show a willingness to learn more about the students and

their linguistic resources, and thus create the possibility to use these resources to build understanding between different groups of people.

Eleven of the questionnaire respondents answer that they do not use translation tasks to scaffold and build intercultural competence. Other respondents have commented that they view translation as a tool to increase understanding. As previously mentioned in 4.2.1, it is difficult to know exactly what the respondents mean by this since they have not elaborated on the matter any further. However, it could be linked to understanding in terms of checking if the students have understood, for example, a message communicated in class by the teacher. Another option is that the respondents use translation to scaffold understanding of differences between people, cultures, and languages, however, this is not explicitly stated by the respondents. As already outlined in section 4.2.5, R11 is the only questionnaire respondent that makes it clear that translation is used as part of the respondent's teaching repertoire to increase intercultural competence. R11 is aware that translation can be a factor in explaining why there are language differences depending on the situation and the interlocutors you are communicating with, thus translation can help build a bridge of understanding between pupils from different language backgrounds in and outside of the classroom. The interviewees also do not mention translation as one of the most important points in promoting intercultural competence and they have diverging comments on if they can see a link between translation and intercultural competence. Denise does not comment on the matter specifically. Ingeborg, on the other hand, comments that it is a goal when using translation that this teaching method can contribute to building understanding between people which was also mentioned as a goal by R11. Finally, Oda's comment about using the experiences of the pupils in the newly arrived immigrant class in English class is interesting in this context. Although as I outlined in section 4.3.6, Oda does not tie this idea specifically to translation, translation might still play a role when the students from this class and the remaining students try to communicate and form bonds. In my interpretation, translation would, in a situation where people of different cultural backgrounds and with different first languages meet, be one of the main tools to create understanding between the interlocutors. This is in line with what Lund (2020) argues in chapter 1.2, where she connects linguistic competence to intercultural competence. She argues that knowledge about linguistic similarities and differences between languages and the differences in the meaning behind expressions in different languages could open the door for increased intercultural knowledge and insight (p. 28). Thus, developing metalinguistic awareness could put the students in a position where they can understand and

communicate better with people from different backgrounds and people who have a different style of communication from their own.

In the textbooks, I would argue that all categories listed in chapter 4.1 have value in promoting understanding of differences between people, languages, and cultures. However, the last category, 4.1.5, *Understanding of text*, could be highlighted where the students are tasked with translating texts from English into Norwegian about another country or culture. In this way, the students can get a better understanding of similarities and differences between languages, but also experience how the cultures and people depicted in the text have similarities and differences to themselves. Furthermore, in section 4.1.3 *Vocabulary awareness*, I have listed several tasks which test the students' knowledge of different languages and also challenge their ability to not resort to finding direct equivalents in the target language and make them reflect on which words in the target language communicate a similar message to the source language. A few examples of this could be, for example, Andersen et al's (2020a) task that challenges the students to translate the headings into every language they know (p. 27), Bjertnes et al. (2021) ask the students to translate the United Nations Sustainable Development Goals into every language the students are familiar with (p. 83) and Haugum et al. (2012) ask the students to translate texts of different varieties of English, one example could be Australian English into standard English (p. 226). In my interpretation, these types of tasks are meant to make the student understand that expressions and phrases may be translated differently depending on the language and the context and that this is not just limited to different languages, however, it also includes different varieties of English (see Haugum et al., 2012, p. 226).

5.7 Machine translation in English upper secondary classroom

The topic of automatically generated translations was not something I focused on specifically when making the interview guide or designing the questionnaire. However, it was singled out as a topic in previous research and by questionnaire respondents and interviewees. Thus, an issue that was discussed by the interviewee Ingeborg and three of the questionnaire respondents, R1, R12, and R22, was if exploring machine translations could help expand the students' linguistic competence. This could be done either by using Google Translate or similar software to help students that struggle with English, or to reveal translation software's

weaknesses by pointing out common errors in the translations provided by services such as Google Translate or Bing Translator.

R1 emphasizes that Google Translate could be used to help struggling students. Due to the brief nature of the responses in the online questionnaire, R1 has not specifically elaborated on how Google Translate has been used in the classroom to help struggling students. However, R1 has made a dichotomy using comparisons between words, phrases, and sentences in English and other languages in class, and Google Translate for struggling students. I interpret this as a conscious decision by R1 to use Google Translate to help a specific group of pupils. Burner and Carlsen (2017) observe in their research project on English teaching in introductory classes for newly arrived immigrants in Norway that instances of the use of online dictionaries and online translation tools were frequent. Burner and Carlsen (2017) noted that translation tools were more often than not used by the students without any specific scaffolding or guidance by the teacher and as a consequence, the positive learning outcomes for the students were limited when using automatic translation tools or online dictionaries (pp. 204-205). Building on this, Burner and Carlsen (2017) warn that it is crucial for teachers to actively teach the students metacognitive strategies and develop the ability of each student to think about automatically generated translations in a critical light (p. 205). Thus, it becomes essential, for example, for R1 who uses tools such as Google Translate to help struggling students, that R1 assumes an active role in the classroom and maintains a dialogue with these students about how to reflect on and use the results generated by tools such as Google Translate.

R12 and R22 as well as the interviewee Ingeborg express that they use time on making the students aware of how automatically generated translation could create pitfalls that students must avoid. As previously mentioned, R12 emphasizes that it is important to use time on showcasing how the translations provided by services such as Google Translate are not always reliable and to point out to the students how certain words have multiple meanings. Word meaning depends on the context and automatic translation services may fail to interpret the intended contextual meaning correctly. Building on this, Vold (2018) found in her study of how students work on machine translations in an L3 (French) in a Norwegian upper secondary school context, that students need considerable scaffolding by the teacher to fruitfully converse on similarities and differences when discussing translations (p. 88). Most students in Vold's (2018) study, except the high-achieving students, held the belief that words

are in a one-to-one correspondence when doing translation tasks, and thus, they believe words hold approximately the same meaning across languages (p. 88).

As an example of how to use translation tasks involving machine translations in the classroom, R22 uses Google Translate to explore how song lyrics are translated from English into Norwegian and from Norwegian into English again. In my interpretation, R22 highlights how context-dependent online translation tools are, and by doing this in class, R22 could raise awareness that it is not advisable to use automatically generated translations uncritically. This view is also echoed by the interviewee Ingeborg who highlights the importance of investigating translations that are generated from translation software such as Google Translate. According to Ingeborg, this is done to make the students aware of the pitfalls of using translation software when ignoring differences between languages and contexts. Linked to the concern voiced by Burner and Carlsen (2017), Vold (2018) also points out the importance of teacher involvement when discussing automatically generated translations because there are considerable advantages to making the students aware of how translation software processes texts, such as increased metalinguistic awareness (pp. 88-89). Furthermore, according to House (2009), machine translations could be effective in providing a general framework of a translated text and leave the contentious words up for debate for individuals, in this case, students (p. 11). Thus, investigating translations could help distinguish between routine sentences in English and idiomatic structures which the software might have trouble interpreting correctly. These structures might then be subject to discussion in the classroom where students could discuss if the English idiomatic expressions have equivalents in the students' first language.

I interpret the answers by R1, R12, R22, and the interviewee Ingeborg, as a wish to highlight the same issues introduced by Vold (2018) and Burner and Carlsen (2017). To be able to use online translation tools fruitfully, the teacher must provide explicit examples of how translations differ when switching between languages or contexts. By doing this, the teacher is scaffolding learning in a planned and constructive manner and could stand as a contrast to the lack of involvement Burner and Carlsen (2017) noted in their study where the students were for the most part left to teach themselves how to use translation software (pp. 203-204). Thus, the use and discussion of online translation tools such as Google Translate could be useful in the English upper secondary classroom, if the teacher provides the necessary framework for the students by making the students aware of language differences depending

on the context and making the students develop their metalinguistic awareness by critically assessing the results from online translation services.

6. Conclusion

In my thesis I set out to answer the questions, *is translation used in the English subject in Norwegian upper secondary school?* and my *RQ1: How is translation used in English language teaching in Norwegian upper secondary school?* and *RQ2: Why is translation used in English language teaching in Norwegian upper secondary school?* The answer to the is-question is yes, despite a seemingly negative attitude towards translation in language teaching. I have found clear evidence of translation use not only in the textbooks I have investigated, but also in the answers of the questionnaire respondents, and in the interview responses I have collected.

6.1 Summary of my findings

By using triangulation of three different methods in this thesis, I have been able to combine data from textbooks with a range of different responses from teachers in Norwegian upper secondary schools through both questionnaire data and in-depth responses from my interviewees. By eliminating one of these methods, I would not be able to draw the conclusions I have reached in this thesis. The textbook data gives insight into whether textbook authors interpret translation to be a possible teaching strategy to reach the aims outlined in the corresponding curricula. The questionnaire data showcases a variety of attitudes to translation and finally, the interviews gave me data on the in-depth thoughts and beliefs among teachers on the use of translations. Thus, a combination of these three methods has made my thesis more complete than if I opted to leave one of the methods out of my project.

In the textbooks, I have found evidence of translation use across five different categories and across time from 1985 to 2021. This gives me a longitudinal view of translation tasks in English language teaching in Norway. Only one of the nineteen textbooks investigated that contain tasks and not just texts, did not contain any translation tasks nor a translated Norwegian glossary. This indicates that the textbook authors, to a varying degree, find or have found translation to be a useful language teaching tool in light of the corresponding curriculum.

Answers from the questionnaire and interview respondents point to a more complex picture. Several of the questionnaire respondents state that they do not use translation tasks for

teaching English language and communication, and the interviewees Denise, Ingeborg, and Oda have not incorporated translation as one of the core elements in their English language teaching. However, as showcased in the discussion section above, multiple questionnaire respondents do use translation in either language teaching, and to a lesser degree, to facilitate intercultural understanding.

One of the main trends found among teachers that use translation in my survey is that they link the tasks to skills that are useful for life outside of school. This is also an aspect found in the textbook tasks listed in section 4.1.4. As discussed in section 5.4, my interviewees also find it useful to link translation to skills outside of school. Furthermore, this could seem to indicate a change from a linguistic focus to a communicative focus in translation work in Norwegian upper secondary school. There has been an expansion in the latter years to include translation tasks that are aimed at preparing the students for communication in, for example, working life. These tasks are almost exclusively represented in newer textbooks, from 2020 and 2021, with a focus on skills relevant to future professions. Thus, this is part of the answer to how and why translation is used in Norwegian upper secondary school.

The other main finding of how and why translation is used in Norwegian upper secondary school is linked to a focus on linking similarities and differences between languages. Building linguistic competence (see for example chapters 5.2 and 5.4) is discussed by the respondents that use translation and this is also reflected in a large number of tasks exemplified in sections 4.1.2, 4.1.3, and 4.1.5. As mentioned in section 4.2.4, one questionnaire respondent claims to have lessons that are designated grammar sessions. Although this is not something that has been discussed much, if at all, by the interviewees, several respondents of the questionnaire use translation to compare languages through self-made tasks or discussions to increase metalinguistic awareness and linguistic competence. Against this backdrop, I argue that a common use of translation in Norwegian upper secondary school is to compare and contrast languages and that this, as mentioned in for example sections 4.3.1 and 5.1, is linked to the curriculum aim of: "use knowledge of similarities between English and other languages with which the pupil is familiar in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d). This conclusion can be backed up by, for example, the focus both some interviewees and questionnaire respondents place on using automatically generated translations, and how they can be used to discuss different linguistic

choices when the students translate and to make the students aware of the pitfalls of relying fully on these translation tools (discussed in chapter 5.7).

When analyzing my findings on how translation is used in Norwegian upper secondary schools in Norway, my interpretation is that the differences in attitudes stem from how the teachers interpret translation. As I have brought up in the discussion section, what translation is for one person might be something else for another. This could be a problem in terms of building a common understanding of what translation is and how it can be used to aid language and communication teaching. As observed from the answers of the interviewees, translation has not been discussed in great detail in team meetings or conversations with colleagues. This could be a result of the fact that translation is not explicitly mentioned in the current curriculum. Thus, many teachers have not linked translation to language and communication teaching.

However, the authors of LK20 have made an opening for bringing translation into language teaching, especially by including the goal of "use knowledge of similarities between English and other languages with which the pupil is familiar in language learning" (The Norwegian Directorate for Education and Training, 2017b; The Norwegian Directorate for Education and Training, 2017d) into the English subject curriculum. In my interpretation of this goal, the goal marks an ideological decision to include more languages in English language and communication teaching, thus making room for, for example, translanguaging and translation.

The question remains if teachers will include translation as part of their teaching repertoire in the future when working on this goal. This is still an unanswered question since the curriculum is relatively new and strategies to work on the different curriculum goals are constantly in progress. Finally, as particularly mentioned in chapter 4.2.1, it could be challenging for teachers to use languages they do not know in English language teaching. Thus, from my perspective, I conclude that teachers need to communicate with each other and with the students to scaffold language learning where the students can use their linguistic repertoire.

6.2 Suggestions for future research

Since this project has focused on the teacher's point of view, it would be interesting if future research projects would investigate how pupils experience translation tasks and if they find them useful or not useful in terms of developing language and communication competence. This could give a different perspective from the teacher perspective I have offered in this project, and could supplement or contradict my findings. Another perspective would be to do different types of interviews than the ones I have conducted. It might be possible to record an English teachers' team meeting to explore what different teachers say about translation in a group setting. In addition, it would be possible to interview individuals connected to the making of the new subject curriculum and record their attitudes to translation and how translation might fit into the new curriculum. Finally, it could be interesting if future projects used action research to elicit data on translation. Working closely with a teacher when making a lesson plan involving translation, observing the class, and conducting interviews with the teacher and a selected number of students after the lesson could provide new perspectives and information on the usefulness of translation in English class. One option would be to conduct interviews with these respondents before and after the class to record if there were any changes in attitudes to translation. The findings presented in this thesis can form the basis of such future research into the use of translation in the Norwegian EFL/ESL classroom.

Reference list

- Aanensen, M., & Holck, S-A. (2020). *Action. Engelsk for yrkesfag*. Aschehoug undervisning.
- Andersen, K. R. (1994). *Imagine. Workbook*. (2nd ed.). Cappelen Damm.
- Andersen, V., Berger, K., Gloppen, J., Holm, T., Stensrud, M., & Woodhouse, D. (2020a). *Citizens SF vgl (LK20)*. Cappelen Damm.
- Andersen, V., Berger, K., Gloppen, J., Holm, T., Stensrud, M., & Woodhouse, D. (2020b). *Citizens YF (LK20)*. Cappelen Damm.
- Anvik, T. C., Bowles Sørhus, T., & Hansen, H. C. (2000). *Passage*. Cappelen Damm.
- Arnesen, A. R. (1985). *The tricky twelve*. Aschehoug.
- Balsvik, L., Bratberg, Ø., Henry, J. S., Kagge, J., & Pihlstrøm, R. (2015). *Targets*. Aschehoug.
- Balsvik, L., Henry, J. S., Kagge, J., & Pihlstrøm, R. (2020). *Targets*. Aschehoug.
- Beiler, I. R., & Dewilde, J. (2020). Translation as translingual writing practice in English as an additional language. *The modern language journal*, 104(3), 533–549. <https://doi.org/10.1111/modl.12660>
- Berntzen, J., & Stenersen, J. (1994a). *Voices. Textbook*. Aschehoug.
- Berntzen, J., & Stenersen, J. (1994b). *Voices. Workbook*. Aschehoug.
- Birkeland, A., Underwood, I., Hunstadbråten, S., & Pettersen, S. A. (2021). *Edge*. Gyldendal Akademisk.
- Bjertnes, H., Henry, J. S., Lokuge, N. S., Nygaard-Joki, S., Raustøl, S. P., Gilleberg Stensli, Ø., & Weston, D. (2021). *Scope 1*. Aschehoug undervisning.
- Blikstad-Balas, M. (2014). Lærebokas hegemoni - et avsluttet kapittel? [The hegemony of the textbook - a finished chapter?] In R. Hvistendahl, & A. Roe (Eds.), *Alle tiders norskdidaktiker. Festskrift til Frøydis Hertzberg på 70-årsdagen den 18. november 2014* (pp. 325-348). Novus forlag.

- Brown, A. (2021). Monolingual versus multilingual foreign language teaching: French and Arabic at beginning levels. *Language teaching research*, 1-26.
- Burner, T., & Carlsen, C. (2017). English instruction in introductory classes in Norway. In K. Kverndokken, N. Askeland, & H. H. Siljan (Eds.), *Kvalitet og kreativitet i klasserommet - ulike perspektiver på undervisning* (pp. 193-208). Fagbokforlaget.
- Burgess, R., Casado Villanueva, M., Dypedahl, M., Hasselgård, H., & Skretteberg, T. A. (2021). *Interactions 1 (LK20)*. Cappelen Damm.
- Burton, J., & Rajendram, S. (2019). Translanguaging-as-resource: University ESL instructors' language orientations and attitudes towards translanguaging. *TESL Canada Journal*, 36, 21–47.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Cioè-Peña, M. (2015). Translanguaging within the monolingual special education classroom. *Theory, Research, and Action in Urban Education*, 4(1).
- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021). *Bryman's social research methods* (6th ed.). Oxford University Press.
- Cohen, A. D., & Allison, K. C. (2001). Bilingual processing strategies in the social context of an undergraduate immersion program. In R. L. Cooper, E. Shohamy, & J. Walters (Eds), *New Perspectives and Issues in Educational Language Policy: In honour of Bernard Dov Spolsky*. (pp. 35–60). John Benjamins Publishing Company.
- Coleman, J. A. (1986). Requiem for the prose?. *Modern languages in Scotland*, 29, 98-105.
- Cook, G. (2007). A thing of the future: Translation in language learning: Viewpoint. *International Journal of Applied Linguistics*, 17(3), 396–401. <https://doi.org/10.1111/j.1473-4192.2007.00160.x>
- Cook, V. J. (2008). *Second language learning and language teaching* (4th ed.). Hodder Education.

- Council of Europe. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.
- Council of Europe. (2018). *Reference framework of competences for democratic culture*. <https://theewc.org/resources/the-council-of-europe-reference-framework-of-competence-for-democratic-culture/>
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Sage.
- Cross, R. (2011). Troubling literacy: monolingual assumptions, multilingual contexts, and language expertise. *Teachers and teaching*, 17(4), 467-478.
- Dahl, A. (2020, May 11). *Flerspråklighet i engelskfaget* [Multilingualism in the English subject]. <https://www.fagsnakk.no/engelsk/flerspraklighet-i-engelskfaget/>
- Det kongelige kirke-, utdannings- og forskningsdepartement. (1996). *Læreplanverket for den 10-årige grunnskolen* [The curriculum until year 10]. Nasjonalt læremiddelsenter. https://www.nb.no/items/URN:NBN:no-nb_digibok_2008080100096?page=0
- Dingwall, R. (1997). Methodological issues in qualitative research. Accounts, interviews and observations. In G. Miller, & R. Dingwall (Eds.), *Context & method in qualitative research* (pp. 51-65). Sage.
- Ditlefsen, H., & Hamre, M. (2022, January 20). Etterlyser lærebøker: -Vi står mye på kopirommet med litt vondt i magen [A request for textbooks: -We have a bad feeling when using the photocopier]. NRK. https://www.nrk.no/sorlandet/etterlyser-laereboker_-_vi-star-mye-pa-kopirommet-med-litt-vondt-i-magen-1.15816455
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: construction, administration, and processing* (2nd ed.). Routledge.
- Dowling, R., Lloyd, K., & Suchet-Pearson, S. (2016). Qualitative methods 1. *Progress in Human Geography*, 40(5), 679–686. <https://doi.org/10.1177/0309132515596880>
- Dypedahl, M. (2019). Intercultural communicative skills. In T. Burner, C. Carlsen, & K. Kverndokken (Eds.), *101 ways to work with communicative skills - English teaching in primary and secondary schools* (pp. 99-112). Fagbokforlaget.

- European Commission, Directorate-General for Translation. (2013). *Translation and language learning: the role of translation in the teaching of languages in the European Union: summary*. Publications Office. <https://op.europa.eu/en/publication-detail/-/publication/aa06f9e5-5d27-4c8a-beb0-9abf9d91c179/language-en>
- Falck-Ytter, C. (1999). Læreboka - en lærer i samspill med den virkelige lærer [The textbook - a teacher in cooperation with the real teacher]. In E. B. Johnsen (Ed.), *Lærebokkunnskap. En innføring i sjanger og bruk* (pp. 54-60). Tano Aschehoug.
- Ferreira Gaspar, N. (2009). Translation as a fifth skill in EFL classes at secondary school level. In A. Witte, T. Harden, & A. Ramos de Oliveira Harden (Eds.), *Translation in second language learning and teaching* (pp. 173-180). Peter Lang.
- Fraser, J. (1996). I understand the French but I don't know how to put it into English: Developing undergraduates' awareness of and confidence in the translation process. In P. Sewell, & I. Higgins (Eds.), *Teaching translation in universities: Present and future perspectives* (pp. 121-134). CILT.
- Fuchs, E., & Bock, A. (2018). Introduction. In E. Fuchs, & A. Bock (Eds.), *The Palgrave handbook of textbook studies* (pp. 1-10). Palgrave Macmillan.
- Fuchs, E., & Henne, K. (2018). History of textbook research. A short introduction to the topic. In E. Fuchs, & A. Bock (Eds.), *The Palgrave handbook of textbook studies* (pp. 25-56). Palgrave Macmillan.
- Gillham, B. (2008). *Developing a questionnaire* (2nd ed.). Continuum.
- Gitlin, L. N., & Czaja, S. J. (2016). *Behavioral intervention research: designing, evaluating, and implementing*. Springer Publishing Company.
- Graue, E., & Karabon, A. (2013). Standing at the corner of epistemology ave, theoretical trail, methodology blvd, and methods street. The intersections of qualitative research. In E. Graue, & A. Trainor (Eds.), *Reviewing qualitative research in the social sciences* (pp. 11-20). Routledge.
- Haugen, H., Haugum, E., Berntzen, J., Bårtvedt, A., Kagge, J., Ljones, C. A., Myskja, A., Natvig, S., & Rugset, A. (2005a). *Targets. Textbook*. Aschehoug.

- Haugen, H., Haugum, E., Berntzen, J., Bårtvedt, A., Kagge, J., Ljones, C. A., Myskja, A., Natvig, S., & Rugset, A. (2005b). *Targets. Workbook*. Aschehoug.
- Haugen, H., Kagge, J., Brevik Wangsness, S., Mustad, J. E., Rahbek, U., Rugset, A., Nordan, N., & Løhre, I. (2013). *New reflections*. Aschehoug.
- Haugum, E., Kagge, J., Kaspersen, E-C., Rugset, A., Røkaas, F., & Skanke, J. L. (2012). *Worldwide* (2nd ed.). Aschehoug.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), 66-67. <https://doi.org/10.1136/eb-2015-102129>
- Heritage, J. (1984). *Garfinkel and ethnomethodology*. Polity.
- House, J. (2009). *Translation*. Oxford University Press.
- Howatt, A. P. R. (1984). *A history of English language teaching*. Oxford University Press.
- Howatt, A. P. R., & Smith, R. (2014). The history of teaching English as a foreign language, from a British and European perspective. *Language & History*, 57(1), 75–95. <https://doi.org/10.1179/1759753614Z.00000000028>
- Illum Hansen, T., & Skovmand, K. (2011). *Fælles mål og midler: læremidler og læreplaner i teori og praksis* [Common goals and practise: teaching aids and curricula in theory and praxis]. Klim forlag.
- Irons, J. (1998). Der var saa deiligt ude paa landet...[It was lovely in the countryside...]. *Sprog forum*, 4(11), 26-32.
- Iversen, J. (2017). The Role of Minority Students' L1 when Learning English. *Nordic Journal of Modern Language Methodology*, 5(1), 35-47. <https://doi.org/10.46364/njmlm.v5i1.376>
- Johnsen, E. B. (1999). Læreren [The teacher]. In E. B. Johnsen (Ed.), *Lærebokkunnskap. En innføring i sjanger og bruk* (pp. 15-19). Tano Aschehoug.
- Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>

- Koletnik Korošec, M. (2013). Teaching grammar through translation. In D. Tsagari, & G. Floros (Eds.), *Translation in language teaching and assessment* (pp. 23-40). Cambridge Scholars Publishing.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- Källkvist, M. (2004). The effect of translation exercises versus gap exercises on the learning of difficult L2 structures: Preliminary results of an empirical study. In K. Malmkjær (Ed.), *Translation in undergraduate degree programmes* (pp. 163-184). John Benjamins Publishing Company.
- Krulatz, A., Dahl, A., & Flognfeldt, M. E. (2018). *Enacting multilingualism. From research to teaching practice in the English classroom*. Cappelen Damm Akademisk.
- Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC Journal*, 37(2), 191-215.
- Liddicoat, A., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- Long, M. (1988). Focus on form: A design feature of language teaching methodology [Presentation in Bellagio, Italy].
- Lund, R. E. (2020). Language learning and intercultural learning. In M. Dypedahl, & R. E. Lund (Eds.), *Teaching and learning English interculturally* (pp. 26-39). Cappelen Damm.
- McGarrighan, D. (2014). *Step by step*. Fagbokforlaget.
- Mei, Y. (2018). Comments on the audiolingual method. *International journal of arts and commerce*, 7(4), 47-53.
- Michaelsen, E. (1999). Elever vurderer lærebøker. En sammenlikning av elevers og anmelderes vurderinger [Students assess textbooks. A comparison in the assessment

- of students and reviewers]. In E. B. Johnsen (Ed.), *Lærebokkunnskap. Innføring i sjanger og bruk* (pp. 42-53). Tano Aschehoug.
- Miller, G. (1997). Contextualizing texts: Studying organizational texts. In G. Miller, & R. Dingwall (Eds.), *Context & method in qualitative research* (pp. 77-91). Sage.
- Moen, S., Haidri Sjøvoll, R., Burgess, R., Fuhre, P., & Murray, H. (2013). *Tracks. Engelsk for yrkesfag*. Cappelen Damm.
- Morris, I. (1957/1967). The persistence of the classical tradition in foreign-language teaching. In W. R. Lee (Ed.), *ELT selections 2: Articles from the journal 'English Language Teaching'* (pp. 58-64). Oxford University Press.
- Morris, P. I. (2017). Triangulation. In M. Allen (Ed.), *The SAGE encyclopedia of communication research methods* (pp. 1781-1783). SAGE Publications.
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-based nursing*, 18(2), 34-35. <https://doi.org/10.1136/eb-2015-102054>
- Pennycook, A. (2008). English as a language always in translation. *European Journal of English studies*, 12(1), 33-47.
- Piantaggini, L. (2020). Grammar-Translation: What Is It—Really—For Students? *Journal of classics teaching*, 21(42), 92-94. doi:10.1017/S2058631020000513
- Preložníková, S., & Toft, C. (2004). The role of translation studies within the framework of linguistic and literary studies. In K. Malmkjær (Ed.), *Translation in undergraduate degree programmes* (pp. 83-96). John Benjamins Publishing Company.
- Pym, A., Malmkjær, K., & Gutiérrez-Colón, M. (2013). *Translation and language learning: The role of translation in the teaching of languages in the European Union*. Publication office of the European Union.
- Reynolds, M. (2016). *Translation: a very short introduction*. Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching: A description and analysis*. Cambridge University Press.
- Rindal, U. (2020). English in Norway: a language and a school subject in transition. In L. M. Brevik, & U. Rindal (Eds.), *Teaching English in Norwegian classroom: from research to practice* (pp. 23-42). Universitetsforlaget.
- Savignon, S. J. (2008). *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. Yale University Press.
- Sewell, P. (2004). Students buzz round the translation class like bees round the honey pot - why? In K. Malmkjær (Ed.), *Translation in undergraduate degree programmes* (pp. 151-162). John Benjamins Publishing Company.
- Scheffler, P., & Cinciala, M. (2011). Explicit grammar rules and L2 acquisition. *ELT journal*, 65(1), 13-23.
- Schjoldager, A. (2004). Are L2 learners more prone to err when they translate? In K. Malmkjær (Ed.), *Translation in undergraduate degree programmes* (pp. 127-150). John Benjamins Publishing Company.
- Snell-Hornby, M. (1985). Translation as a means of integrating language teaching and linguistics. In C. Titford, & A. E. Hieke (Eds.), *Translation in foreign language teaching and testing* (pp. 21-28). Narr.
- Stenbacka, C. (2001). Qualitative research requires quality concepts of its own. *Management decision*, 39(7), 551-555.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Sage.
- Swan, M. (2007). Why is it all such a muddle, and what is the poor teacher to do. In M. Pawlak (Ed.), *Exploring focus on form in language teaching*. Faculty of pedagogy and fine arts in Kalisz Adam Mickiewicz University in Poznań.
- Tsagari, D., & Floros, G. (2013). Preface. In D. Tsagari, & G. Floros (Eds.), *Translation in language teaching and assessment* (pp. vii-xi). Cambridge Scholars Publishing.

The Norwegian Directorate for Education and Training. (2006a). *Main subject areas* (ENG1-03).

<https://www.udir.no/kl06/ENG1-03/Hele/Hovedomraader?lplang=http://data.udir.no/kl06/eng>

The Norwegian Directorate for Education and Training. (2006b). *Competence aims after year 10* (ENG1-03).

<https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-after-year-10?lplang=http://data.udir.no/kl06/eng>

The Norwegian Directorate for Education and Training. (2006c). *Competence aims after VG1-programmes for general studies and VG2-vocational education programmes* (ENG1-03).

<https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-after-vg1-%E2%80%93-programmes-for-general-studies-and-vg2-%E2%80%93-vocational-education-programmes?lplang=http://data.udir.no/kl06/eng>

The Norwegian Directorate for Education and Training. (2017a). *Curriculum in English* (ENG01-04). <https://www.udir.no/lk20/eng01-04?lang=eng>

The Norwegian Directorate for Education and Training. (2017b). *Competence aims and assessment. Competence aims after VG1 programme for VG1 general studies* (ENG01-04).

<https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv6?lang=eng>

The Norwegian Directorate for Education and Training. (2017c). *Læremidler og læringsteknologi i skole og opplæring* [Teaching aids and technology in school and education].

<https://www.udir.no/om-udir/tilskudd-og-prosjektmidler/tilskudd-til-laremidler/begrep/savklaring-skole/>

The Norwegian Directorate for Education and Training. (2017d). *Competence aims and assessment. Competence aims after VG1 vocational education programmes.*

<https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv5?lang=eng&Kjerneelementer=true>

- The Norwegian Directorate for Education and Training. (2017e). *On-the-job training in a training establishment and working life*. <https://www.udir.no/lk20/overordnet-del/3.-prinsipper-for-skolens-praksis/3.4-opplaring-i-larebedrift-og-arbeidsliv/?lang=eng>
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American journal of evaluation*, 27(2), 237-246.
- Thomas, J. (1988). The role played by metalinguistic awareness in second and third language learning. *Journal of multilingual & multicultural development*, 9(3), 235-246.
- Tønnesen, E. S. (2013). Læreboka som kunnskapsdesign [Framing knowledge in textbooks]. In B. Aamotsbakken, N. Askeland, & E. Maagerø (Eds.), *Læreboka. Studier i ulike læreboktekster* (pp. 147-163). Akademika forlag.
- Vold, E. T. (2018). Using machine-translated texts to generate L3 learners' metalinguistic talk. In Å. Haukås, C. Bjørke, & M. Dypedahl (Eds.), *Metacognition in language learning and teaching* (pp. 67-97). Routledge.
- Wen, Q., & Johnson, R. K. (1997). L2 Learner Variables and English Achievement: A Study of Tertiary-Level English Majors in China. *Applied Linguistics*, 18(1), 27-48.
- Widdowson, H. G. (1978/1983). *Teaching language as communication*. Oxford University Press.
- Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford University Press.
- Willis, J. (1996). *A framework for task-based learning*. Longman.

Appendices

Appendix A

Explanation:

G = grammar focus

V = vocabulary focus

LOS = life outside of school

U = understanding of text

Upper secondary (general studies)

Title/author/year	Description of task(s)	Pages	Task category
<i>The Tricky Twelve</i> /Arnesen (1985)	Translate the sentences containing adjectives from Norwegian into English	14	G
	Translate the sentences containing reflexive pronouns from Norwegian into English	21-23	G
	Translate the sentences focused on possessive pronouns from Norwegian into English	23-25	G
	Translate the sentences focusing on some/any from Norwegian into English	26-27	G
	Translate the sentences focusing on relative pronouns from Norwegian into English	31-32	G
	Translate the sentences focusing on concord from Norwegian into English	34	G
	Translate sentences focusing on the differences between present simple and present continuous	42-43	G

Translate the sentences focusing on questions and negative answers (different variants replacing 'you' and 'me', with 'Ann' and 'her' + translating the same sentences in past tense)	44-48 and 50-52	G
Translate sentences focusing on the differences between as and like from Norwegian into English and the same focus on translating sentences from Churchill's life from Norwegian into English	53-54 and 56-58	G
Translate the sentences focusing on the differences in meaning between 'do' and 'make' from Norwegian into English	60-61	V
Translate the sentences focusing on the differences between rise/arise/raise from Norwegian into English	62-63	V
Translate the sentences focusing on the differences between 'teach' and 'learn' from Norwegian into English	64-65	V
Translate the sentences focusing on the differences between 'think' and 'mean' from Norwegian into English	66-67	V
Translate the sentences focusing on the differences between lie/lay/put from Norwegian into English	68-70	V
Translate sentences focusing on the difference between 'fall' and 'feel' from Norwegian into English	71-73	V
Translate sentences focusing on the differences between 'say' and 'tell' from Norwegian into English	74	V
Translate the sentences focusing on the difference between 'lend' and 'borrow' from Norwegian into English	75-76	V
Translate the sentences focusing on the differences between 'have to' and 'must' from Norwegian into English (pp. 77-78).	77-78	V/G
Focus on the translation of the Norwegian word 'kunne', where you can use both 'be able to' and 'can'. Translate sentences focusing on the difference from Norwegian into English	78-79	V

	Translate the sentences focusing on the differences between 'want to/would like to' and 'will' from Norwegian into English	80	V/G
	Translate the sentences focusing on the differences between 'going to', 'shall', 'be to', 'be supposed to', and 'should'	81-86	V
	Translate the sentences where an expression involving a preposition is used from Norwegian into English	87-89	G
	Translate the sentences focusing on tricky tasks such as differences between full-beautiful, when to put capital letters, a/an, two words, or one word such as shopkeeper vs factory worker from Norwegian into English	94	V/G
	Words that end on -y with a consonant preceding the -y will be conjugated to an -ie-, verbs that when conjugated end up with a double consonant prefer-preferred, some words that end on -f or -fe will end up in -ves (shelf-shelves) in plural but other words that end on -f will have 'normal' ending - s (roof-roofs). Translate the sentences from Norwegian into English	95-96	G
	Focus on spelling (sch-sh and -ei vs -ie) and erasing the -e ending of a verb in present continuous (to have-having – one exception to be-being). Translate sentences focusing on this from Norwegian into English	97-101	G
<i>Citizens SF/Andersen et al. (2020a)</i>	Norwegian Nynorsk words that are 'inventions', which would you consider using? (ex. Fun fact = morofakta, chatbot = samtalerobot). Partial translation of English words	21	V
	Name other Norwegian words that could replace English words. Task c) and d) also talk about how English has adopted a set of Norwegian words such as hygge, fjord, and berserk. This could facilitate comparisons between the languages	21	V
	On the Citizens website, there is a text translated into three different languages (German, English, Norwegian). Do you know any other languages? Translate the headings of the text into these languages	27	V

Explaining a Norwegian word in English by the use of other words. Can you guess the Norwegian word? Not strictly translation, but a related activity	29	V
Technical terms connected to gaming. Fill in a table with the word, description, and translation	56	LOS/ V
Write down which English words your classmates regularly use. Are there any Norwegian equivalents? Translation might be used	62	V
Translate the words connected to the text by Toni Morrison about working life, from Norwegian into English	81	LOS/ U
Translate the terms "geniuses, morons, quickwitted, dull, bighearted and narrow"	81	V
Explain in English the Norwegian words expressed below. Translation involved	105	V
Some Norwegian words look/sound the same as English words, but mean something completely different. Explain what the words mean in English and explain their different uses. Ex. Time, dress	105	V
Match the Norwegian proverb with its English counterpart. Translation could be employed	105	V
Do you know any proverbs in Norwegian or other languages you know? List them and see if you can find any equivalents in English. Translation might be used	106	V
Investigate words in English that stem from languages spoken in India, what did the words mean before they were incorporated into the English language? Ex. Juggernaut, thug. Translation might be used	126	V
Translate sentences into your first language, then discuss similarities and differences between your L1 and English	137	G/V
Explain the listed Norwegian idioms in English. Translation might be used	145	V
Find the Norwegian equivalents to the listed English idioms. Translation might be used	145	V
How do you make sense of a text written in Spanglish? Translation might be needed	180	V

<i>Imagine.</i> <i>Workbook/Andersen (1994)</i>	Translate three sentences where 'buck' is used in different contexts and do the same for the word 'pilot'	14	V
	Use a dictionary and write the entry word for each word/expression, then translate (does not say into a specific language)	15	V
	Write sentences with 'right' as a noun, verb, adjective, and adverb. Translate the sentences	16	G
	Translate the terms related to office work. Ex. Junior clerk and typist	22	LOS
	Translation of the summary of a text in the textbook and translation of the poem Lone Dog	23	U
	Crossword with clues in Norwegian. Translation needed to fill in the crossword	32	V
	Translate seven sentences linked to American politics from Norwegian into English	39	U/V
	Translate "å mene og mening", and insert the appropriate translation in the listed sentences	40	V
	Translate the terms linked to school life and put them into a crossword	42	V
	Translation of a summary of the text 'Yankee in Louisiana' from Norwegian into English	45	U
	Insert the correct ending (-ent or -ant) and the Norwegian translation. Ex. Reliant = pålitelig	49	V/G
	Translate 8 sentences into Norwegian	51-52	U/V
	Translation of a text about being homeless in New York (excerpt) from Norwegian into English	59	U
	Translate a text with nobody, everybody, somebody, and anybody	60-61	G
	Heading: understanding in detail. Translation of sentences linked to the American college experience	66-67	U/V
	Translation of a passage of text linked to a school in the USA	71	U
	Translation of 'confusing' word pairs. Ex. Bus & buzz	74	V
	Translation of a text linked to eating disorders	85	U

Translation of sentences linked to feeling ill	87	U/V
Translation of another text involving eating disorders. Be aware of the use of the articles (the/a/an) and how they are used in the text	87-88	U/G
Translate the poem 'Barbie doll'	88	U
Translate the first section of the text 'America – a melting pot or a pot of stew' into Norwegian. The authors also highlight that the students should try to translate the text into <i>good</i> Norwegian	91	U
Crossword: translate the Norwegian word into English and insert the translation	94	V
Translate the text about 'Indian philosophy' from the textbook	95	U
Translation of the summary of a text about Native Americans	96-97	U
Translate the sentences written in passive voice into Norwegian	98	G
Translation of sentences from a text about a native American boy named Leon and his friend Tony	103	U
Translate a summary of Raymond's Run from Norwegian into English	109-1 10	U
Translate the poem 'La Migra' in the textbook	112	U
Translate 'negative sentences' from Norwegian into English. Ex. Liker han ikke å reise?	113	G/V
Translate the Norwegian words into English and insert them into the crossword	114-11 5	V
Translate a text about the north and south divide in England	120	U
Translate an excerpt of a text about the history of England. Compare your translation with a classmate	122	U
Translation of a summary of a text about Northern Ireland	134	U
Translation of an excerpt of a text about working life from Norwegian into English	139	LOS
Translations are provided when 'unknown' words are presented. Find Norwegian equivalents (if they exist) of the idioms presented in the text. Translation might be used	143	V

	Translation of the summary of the text 'Family on the dole' from Norwegian into English	151 U
	Translation of a summary of a text about being good enough	153-1 54 U
	Translation of a summary of a text about school life in the United Kingdom	160 U
	Translation of a passage from the text about multiculturalism in Britain from English into Norwegian	170 U
	Translation of a summary of a text about an Indian family's experience settling down in the UK from Norwegian into English	171-1 72 U
	Translate the poem 'The one that got away' – does not say into which language	183 U/V
	Translation of an excerpt of a text about Sigmund Freud from Norwegian into English	189 U
	Find the Norwegian equivalent of phrases inspired by the animal world. Ex. To let the cat out of the bag. Translation might be used	192 V
	Pair the stock phrases. Norwegian and English phrases with the same meaning are listed. Make the pairs. Translation might be used in many of the cases	192-1 93 V
	Translate the words which could be found in the text from Norwegian into English, then pair them with rhyming English words	194-1 95 V
	Translation of an excerpt from a text about Australia	205 U
	Translate the poem 'Okay, let's be honest'	206 U
	Translate the poem 'This is a photograph of me' into Norwegian	229 U
<i>Passage/Anvik et al. (2000)</i>	Identify proverbs in English and try to find the Norwegian equivalents. Translation could be useful	22 V
	Identify the English words which the Norwegian words come from (ex. Sørvis, gaid). Also, discuss if other English words could be given a Norwegian spelling	29 V
	Translate the words linked to the Internet (ex. Search engine)	35 LOS

	Translate the Pledge of Allegiance into Norwegian	76	V
	Write the Norwegian equivalents of a list of American/British school-related terms (ex. Form, high school diploma, A-levels)	80	V/LO S
	Discuss what the expressions mean in English and explore if there are equivalents in Norwegian (ex. Take the bull by the horns). Translation could be involved	95	V
	Translate sentences linked to the America chapter, challenges in italics such as AM/PM and 20th century	108	U/LO S
	Translate the last stanza of a poem about the newspaper The Sun into Norwegian	194	U
	Translate the listed quotations about Americans	214	V
	Translate the nouns ending in -ion and the verbs (ex. Demonstrate and demonstration)	242	V
	Finding the Norwegian equivalent of political terms such as MP and Queen's Speech. Translation could be involved	258	LOS/ V
	Make up Norwegian words describing the same as the English words. Ex. Walkman, rap, tagging	313	V
	Discuss if we have similar proverbs in Norwegian. Translation could be used here to find equivalents	325	V
	Translate 15 English words which are linked to Scandinavia into Norwegian. Ex. Husband, sky, happy	346	V
<i>Voices.</i> <i>Workbook/Bernt</i> <i>zen and</i> <i>Stenersen</i> <i>(1994b)</i>	Translation of sentences loosely related to the texts in the textbook	27	U
	Find five or more words that describe people, places or things. Translate these words into as many languages as you can. Do you notice any differences?	30	V
	Fill in the missing words in the sentences. A Norwegian equivalent word is provided in brackets and can be translated	30-31	V
	Write down Norwegian equivalents of the proverbs listed (ex. Too many cooks spoil the broth)	36	V

	Translate sentences linked to the United States chapter	40	U
	Translate sentences linked to the education chapter	57	U/V
	Translate the sentences which are linked to the topic of business. Do you notice a difference in preposition use?- sentences with noun + of and noun + for	77	G
	Translate sentences linked to the chapter on working life	78	LOS
	Read the beginning of Kipling's tale "The Elephant's Child", find the adjectives, and translate them into Norwegian	79	G
	Translate the text involving newspaper reading habits	85	U
	Translation of sentences where one should carefully consider the word order	95	G/V
	Translate a text about Aberdeen from English into Norwegian and vice versa	100	U
	Translation of sentences at the end of the chapter	123	V
	Translate sentences linked to environmental politics (does not say into which language)	151	U/V
	Try to find English words that describe Norwegian culture and activities. Translation could be useful	164	V
	Find Norwegian words that are the same or similar to English words. Translation could be used here	168	V
	Translate the holiday activities from A-Z into Norwegian. Example: embroidery	181	LOS
<i>Scope</i> I/Bjertnes et al. (2021)	Translate the idioms to Norwegian and other languages you speak	38	V
	Translate the United Nations Sustainable Development Goals into Norwegian and other languages you are familiar with	83	V
	How do you say 'the United Nations' in the six official languages and other languages you speak?	84	V
	Translate the expressions 'make a face', 'in the first place', and 'driving him crazy' to your mother tongue	234	V

	What does 'fanatic' mean? Translate the word into Norwegian and other languages you know	235	V
	When describing your identity you can use Norwegian (and any other language you know). Linked to translation	253	V
	Discuss the status of dialects, ethnolects, and multi-ethnolects in Norway and relate it to the language used in Varian Johnson's 'Black enough' short story. Linked to translation	290	V
	The English words below come from Hindu or Urdu, find out what they mean (ex. Bungalow). Linked to translation	336	V
<i>Interactions</i> <i>I/Burgess et al. (2021)</i>	Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin'	9	V
	False friends: For each Norwegian word, find an appropriate translation	51	V
	Translate the following compound nouns into English (ex. Eplesaft)	51	V/G
	Word pairs: do they have the same meaning in Norwegian and English (ex. Hound/hund). Not strictly translation	51	V
	Unreliable friends: write sentences where the Norwegian word could be used as a translation and one where it is not (ex. Tour/tur)	52	V
	Loanwords: explain the difference between the English and Norwegian meaning (ex. Chat/chatte). Not strictly translation	52	V
	Find a Norwegian word that corresponds to two English words and vice versa. Not strictly translation	52	V
	Write down three words that end with the suffix -dom. Can the words be translated into Norwegian words ending in -dom?	94	V
	Find Norwegian equivalents of English words related to computers and the Internet such as 'zippe'	141-1 42	LOS/ V
<i>Targets/Balsvik et al. (2020)</i>	Translation of sentences and grouping of these sentences into American or British English. Translating the sentences into Norwegian to decipher the meaning is listed as an option	51	V
	Translation these phrases into English, translations should include the indefinite article	128	G
	Explain the differences between sentences containing countable and uncountable nouns, then translate the sentences into Norwegian	250	G

	Translate the sentences into English. How is the word order different from Norwegian?	251	V/G
	Translate these Norwegian sentences into English using a verb + to infinitive	251	G
	Find the prepositions in the Norwegian sentences, then translate the sentences into English using the adjectives in the brackets	251	G
	In English, there is never a preposition in front of a that-clause. Find the preposition and translate the sentences into English	327	G
<i>Targets/Balsvik et al. (2015)</i>	One task involving differences between word pairs in American English and British English includes this line: "If necessary, translate them into Norwegian"	42	V
	Translate collocations from a text into idiomatic Norwegian (ex. To gain a strong foothold)	65	V
	Translation of Norwegian phrases into English (ex. Ha det travelt)	78	V
	How to solve the problem of dialects and accents when translating a novel into Norwegian. The students are asked to translate the text	99	V
	Translation of sentences involving the infinitive (ex. I just want you to turn me loose). The difference between the use of the infinitive in English and Norwegian	161	G
	Translation using the -ing form from Norwegian into English and vice versa	216	G
	Translate sentences involving countable and uncountable nouns	224	G
	Sentences with different word order in English and Norwegian. Translation is used to highlight differences	225	V/G
	Translation of Norwegian sentences using a verb + to infinitive	225	G
	Translation of Norwegian sentences, replacing the preposition in front of the infinitive with an adjective	225	G
	No prepositions in front of a that-clause in English. Identify the preposition and translate the Norwegian sentence into English	293	G
	Translate the sentences from Norwegian into English and decide if you should use should or not	293	V/G
<i>New reflections/Haugen et al. (2013)</i>	The student is challenged to contemplate why an author has chosen not to translate some terms from her mother tongue into English. Multilingualism	232	V
	Some translation tasks related to translating texts/words from non-standard English into standard	263	V

	English. Also, translation of Aboriginal words into standard English		
<i>Worldwide/Haugum et al. (2012)</i>	Rewriting varieties of English into standard English. Linked to translation	31	V
	Describing culture-specific words such as 'hytte' to people not familiar with the term	35	V
	Using the correct translation of "økonomisk", either economic, economical, or financial, in the open slots	43	V
	Translation of words linked to multiculturalism (example: quota refugee)	75	V
	Translate expressions in English with prepositions into Norwegian (ex. Quality of life)	208	V/G
	Translate the aims and principles of the United Nations into Norwegian	226	V
	Could English words used in social media be successfully replaced by Norwegian words?	237	V/LOS
	Find examples of Norwegian expressions that are difficult to translate	237	V
	Translation of sentences from Norwegian into English related to going abroad	294	LOS/V
	Finding Norwegian proverbs with a similar meaning to a sample of proverbs in English	296	V
	Translation is mentioned specifically as a method for learning vocabulary	302	V
<i>Targets. Workbook/Haugen et al. (2005b)</i>	Translation of present simple and present progressive sentences from Norwegian into English	14	G
	Translation of sentences focusing on concord from Norwegian into English	20	G
	Translation of false friends such as konkurrent/concurrent into both Norwegian and English. Also translation of challenging sentences involving false friends	23	V
	Translation of words from a text into Norwegian	28	U
	Translation of sentences from English into Norwegian with a special focus on word order	39	G/V
	Filling in translations of specific verbs/nouns from English into Norwegian	45	G

Translating sentences involving uncountable nouns from Norwegian into English	52	G
Translation of words created with prefixes and suffixes from English into Norwegian	54-55	V
Translation of challenging sentences that are either singular or plural from Norwegian into English	62	V/G
Rewriting informal English into formal English. Linked to translation	87	V
Translation of sentences with the definite article from Norwegian into English	104	G
Translate sentences from Norwegian into English with a special focus on it/there	122	G
Translate mathematical terms from English into Norwegian	123	LOS/ V
Translating Norwegian sentences into English with a special focus on reflexive pronouns	132	G
Translation of a text about religion from Norwegian into English	133	U
Translation of Norwegian sentences into English with a special focus on the use of the apostrophe and it is/its	141	G
Translate compound nouns from Norwegian into English and translate phrases with hyphens from Norwegian into English	176-1 77	G
Translate your timetable into English	181	LOS/ V
Pair the English word with the correct Norwegian translation	183	V

Upper secondary (vocational studies)

Title/author/year	Description(s) of tasks	Pages	Task category
<i>Tracks/Moen et al. (2013)</i>	A text box explains the dangers of directly translating from Norwegian into English, by using words which sound similar to Norwegian. Ex. 'Thank you for the mess' after church service	26	V
	Translate the text marked by 'Norwenglish' into Norwegian	28	V
	Translate the terms related to measurements from English into Norwegian	105	LOS/V

	A listening task where the students listen to a debate in English. The debate has been loosely translated into Norwegian in the same order. The student should listen to the debate in English again, and re-translate expressions from Norwegian into English	106	U
	Retell in Norwegian at least two of the findings in reports detailing why vocational students need to learn English. Translation is needed to complete this task	112	U/V
	Text box: Comparing and contrasting 'mean and meaning' in English and Norwegian. You can not say 'I mean' and 'My meaning'	112	V
	Translate five listed words that have been deemed important from the chapter about India	219	V/U
	Some words from the New Zealand chapter have had their letters mixed up. Try to figure out the "original" word and translate them into Norwegian	225	V
	Norwegian informal language is listed (such as tull og toys), pair these informal phrases with English phrases that are listed on the previous page. Translation could be used	267	V
	Listen to two personal stories about working life. Find expressions in English in their stories that match the listed Norwegian expressions. Translation required	272	U/V
	Find English expressions in the text about safety at the workplace that mean the same as the listed Norwegian words	285	V/LOS
	Translate the Norwegian words describing the human face into English	301	V
	Translate the terms used to describe family members from Norwegian into English. Ex. Svigerinne, fetter	304	V
<i>Action/Aanen sen and Holck (2020)</i>	Discuss if the word is Norwegian or English (ex. Caps)	22	V
	Translation of soft skills (interpersonal skills) used when writing a CV	36	LOS
	Translate terms that are important when structuring a text (ex. Linking words)	50	G

Translation of nouns and pronouns in sentences from Norwegian into English, then analyze what are the main noun and pronoun differences between your language and English	52	G
Discuss similar ways of communication and the differences in language between Norwegian and English when for example messaging your employer or a teacher	57	LOS/V
Translate messages given in both formal and informal English into Norwegian	73	V
Translate verbs and sentences in question with a focus on the verb, concord, and -ing form. What are the main differences between your language and English?	98	G
Read a poem, locate and translate words you do not understand	113	U
Skim a research article (in Norwegian) and write the paragraph headlines in English	125	U
Translate the adverbs and adjectives, and translate the sentences with adjectives and adverbs from Norwegian into English. What are the main adjective and adverb differences between your language and English?	140	G
Translate sentences with 'it' and 'there' from Norwegian into English. What are the main differences between 'it' and 'there' in your language and English?	192	G
Translate important words in Trevor Noah's 'Born a crime' text	209	U/V
Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. Similarities/differences in form, content, and language	213	LOS/V
Translate English idioms into Norwegian (ex. A lot on your plate)	229	V
Translate the words and sentences with genitives from Norwegian into English. The main genitive differences between your language and English? Then make a list of tips based on the translation and grammar tasks in the book to avoid grammar mistakes	250	G

	Translation repetition using -ing form and genitive	260-261	G
<i>Citizens YF/Andersen et al. (2020b)</i>	Translate politeness phrases from English into Norwegian and vice versa	86	V
	Find the English expressions in the text that mean the same as some listed Norwegian translations	93	U/V
	Find phrases in the text that mean the same as some listed Norwegian phrases	101	V
	Provide explanations in English of the listed Norwegian words/expressions and explain what the confusing words mean in English and Norwegian, and how they could lead to misunderstandings (example: gift + and)	145	V
	Coming up with Norwegian words that could replace English words in Norwegian. Match the Norwegian proverb with its English counterpart	145	V
	Finding Norwegian equivalents of English idioms	178	V
	Translate vocational glossary into Norwegian	243	LOS/V
	Translate instructions from Norwegian into English	265	LOS

Appendix B

Response 1:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Jeg bruker mange forskjellige metoder. 1 eks. er vi bruker ordlister med engelsk, norsk og home language. Vi lærer om hverandres språk med å lærer noe ord-vi finner fort ut likheter.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Arabisk, Tigrinia, Somali, egentlig alle språk elever snakker.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Bruker elevenes egne språk først og google translate for de alle svakeste

Hvis JA: Bruker du

Egne oppgaver

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 2:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Dette skjer kontinuerlig gjennom undervisningen, der elevene først forsøker å tenke seg til hvordan noe kan skrives/sies på engelsk før de finner fasiten

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk, innimellom andre språk de kan kjenne igjen spor av (latin, spansk...)

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

Dette skjer uansett av seg selv kontinuerlig, har ikke behov for å be dem oversette spesifikke ting

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Forståelse

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Nei

Response 3:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Siden jeg jobber i voksenopplæring har jeg stort sett fremmedspråklige elever. Jeg ber dem av og til tenke på hvordan noe er på deres språk (f.eks. fonologi, syntaks). Men det blir ikke mer omfattende enn det.

Det er også noen oppgaver i boka vi bruker (Citizens) som går på vokabular der norsk brukes.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk der det er nødvendig for å forklare ting de ikke forstår på engelsk. Dette gjelder hovedsaklig yrkesfagelever.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Jeg kan ikke de språkene elevene mine bruker

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Som nevnt, for å oppklare.

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Nei

Response 4:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

snakke om låneord både i engelsk, fra engelsk og i norsk. Se på likheter og ulikheter mellom grammatiske strukturer. Noen ganger søker vi opp navn til f.eks. bøker eller filmer på fransk, tysk og spansk i tillegg til engelsk. Vi ser også på "false friends"

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Litt norsk når klassen har elever med lavt nivå i engelsk (f. eks. yrkesfaglig engelsk)

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

For å forklare oppgaver

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Jeg bruker oversettelse som metode sjelden i tyskundervisning. Jeg bruker oversettelseoppgaver for å øve på ekstravanskelige strukturer (f.eks. relative setninger) slik at elever kan se sammenheng/samsvar mellom tyske og norske strukturer

Response 5:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk elevene kjenner til i egen språklæring»?

En kjent tekst(eventyr, annen skjønnlitteratur)på flere språk; først ukjent språk som fransk. Deretter på deres fremmedspråk spansk og tysk, og til slutt på engelsk. Hvilke ord kjenner de igjen, hvordan vet de hvilken ordklasse osv

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk..noen ganger med eksempler fra fransk, tysk og spansk

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer. Elevene mine liker det ikke

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

Tverrfaglig grammatikkopplegg

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Muntlig spontan oversettelse i fremmedspråk

Response 6:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk elevene kjenner til i egen språklæring»?

Gjennomgående når vi jobber med vokabular eller språkstrukturer sammenligner jeg dette med norsk/får elevene til å reflektere over likheter og ulikheter. Så uavhengig av metode vil dette være noe jeg trekker på i forelesning, i plenumssamtale med elever, i skriftlige eller muntlige tilbakemeldinger på elevarbeid osv.

Skolen jobber også tverrfaglig med grammatikk- og språkterminologi for Vg1 elever. Da blir en del forskjeller mellom engelsk, norsk og andre fremmedspråk løftet frem som eksempler men vi jobber med f. eks ordklasser.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Noe norsk, spansk, fransk og tysk, men det er bare veldig begrenset. Som oftest enkeltord eller korte setninger/fraser.

Hvis noen elever har andre morsmål, hender det at disse også blir tatt i bruk i begrenset grad (men da vil det være språk jeg ikke har noe kjennskap til, så enda mer begrenset enn de tidligere nevnte)

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Som nevnt over, vi jobber med forskjeller i grammatiske strukturer tverrfaglig i norsk, engelsk og fremmedspråk. Der møter elevene både oversettelsesoppgaver, sammenligningsoppgaver, setningsanalyse m.m.

Hvis JA: Bruker
du

Oppgaver fra
lærebøkene

Egne oppgaver

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Jeg har også brukt oversettelsesoppgaver for å utfordre elevene på språklig register eller spesifikt vokabular. Så f. eks formelle brev eller instruksjonsmanualer.

Jeg har også jobbet med oversettelser i timen. Altså vi har sett på f. eks hvordan engelsk i en film eller TV-serie har blitt oversatt i engelsk og diskutert om oversettelsene fungerer bra eller ikke.

Typisk for å snakke om ting som ikke har tilsvarende ord på norsk, eller slanguttrykk der det valgte på norsk gjerne høres utdatert ut eller er feiloversatt.

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Noe av det samme, men mindre komplekst. Som nevnt over, jobber vi på skolen min tverrfaglig bl.a. med grammatiske strukturer.

I spansk bruker jeg også oversettelse som en metode for å få elevene til å skrive enkle setninger, ikke nødvendigvis bare for å peke på forskjeller.

Response 7:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven

kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Etymologi: elevene har funnet tre ord i fremmedspråkboken sin som har lik stamme på fremmedspråket, norsk og engelsk (father-vater-fader), og så 'forsket' på språkrøttene til disse ordene for å finne ut av likheter og ulikheter mellom språkene og hvordan og når ordet ble tatt inn i det engelske språket

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Engelsk, litt norsk og litt spansk og tysk.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

Etymologi. Jeg utelukker ikke at jeg kommer til å bruke oversettelser, men har ikke brukt det til nå i min ett år lange karriere.

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 8:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

kartlegger språkene elevene behersker (og på hvilket nivå), refererer til andre språk når relevant for grammatikk, setningsstruktur, eller ord (norsk, tysk, fransk, eller kan spørre elevene om deres språk), kan påpeke typiske norske feil, og noen ganger feil fra andre språk når eleven har et annet morsmål. Og ikke minst, vektlegger hvor stort utbytte elevene har av å beherske flere språk og hvordan det hjelper den generelle språkbevisstheten.

Bruker dere mer enn ett språk i engelskundervisningen?

Nei

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

I can use individual sentences, perhaps sometimes words, but not really translation. Sometimes I use sentences written by the students that have particular errors and they correct these in class (in pairs for example). Next, we discuss these sentences together in class and I can point out how Norwegian grammar/sentence structure seeps into their English sentences.

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 9:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Er veldig usikker på dette læreplanmålet. Vi gjør ikke mye mer enn at eleven blir gjort oppmerksom på fornorskinger av ord og uttrykk i arbeider.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk og engelsk

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Vet ikke hvordan jeg skulle brukt oversettelse

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 10:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Henvise til gode ordbøker på morsmålet, oppfordre til å føre gloselister på norsk, engelsk og morsmål, og kartlegge de vanligste forskjellene mellom morsmål og engelsk (f.eks. fravær av artikler i russisk og flere andre øst-europeiske språk).

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk. Klassene med mange minoritetsspråklige elever er gjerne svakere; beskjeder må derfor gjerne gjentas på norsk om alle skal forstå

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

"Ordbok-redaktør" : elevene får en liste med ord de skal definere og bruke i en setning. De må også bøye ordet og definere hvilken ordklasse ordet tilhører. De blir oppfordret til å ikke bruke ordbok, men bruke egne ord så langt det lar seg gjøre

Hvis JA: Bruker du

Oppgaver fra
lærebøkene

Egne oppgaver

Annet

Hvor finner du oppgaver som har oversettelse som metode?

Diverse nettsteder og de digitale ressursene til læreboka. Engelsklærerne på skolen deler også oppgaver og opplegg

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Øving i bruk av digital ordbok, mange har lav digital kompetanse og trenger trening på dette. Finn synonymer etc.

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 11:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk elevene kjenner til i egen språklæring»?

Jeg bruker komparative og kontrastive teknikker. Sammen med elevene utforsker vi likheter og forskjeller knyttet syntaks, ordetenes betydning og konteksten de brukes

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Elever oppfordres til å se paralleller og forskjeller mellom alle språk som de mestrer.

Jeg er selv multispråklig, så da faller dette naturlig. Har elevene et morsmål som jeg ikke mestrer så forklarer jeg framgangsmåten til dem

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Ikke besvart

Hvis JA: Bruker du

Egne oppgaver

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

for å hjelpe elevene å forstå at forskjellige språk konseptualiserer mening på en ulik måte, som er kulturpreget

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Ingen

Response 12:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk elevene kjenner til i egen språklæring»?

Bruker oversikt over like ord og slikt fra lærebøker i norsk. Grammatikk brukes også.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk og engelsk

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ikke besvart

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

For å vise fallgruvene i bruken av oversettelsesprogram. Og hvordan ord som har flere betydninger krever mer enn et oversettelsesprogram

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 13:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

We compare pieces of literature, translation exercises, word for word, phrase for phrase, idea for idea

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

The mother tongue of all students

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

I ask the students what they see as difference between their mother tongue and English and what they struggle with and work from there

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

To learn literary devices, techniques for producing texts and learning idioms

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 14:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Nei

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Ikke besvart

Bruker dere mer enn ett språk i engelskundervisningen?

Ikke besvart

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ikke besvart

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ikke besvart

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 15:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Elever har erfaring (ofte) med fremmedspråk. Det tar vi i bruk for å sammenligne språk. Vi har mange elever med ikke-norsk opprinnelse. De får bruke morsmål for å sammenligne engelsk, norsk og morsmålet. Vi snakker også om engelsk påvirkning på norsk språk.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk og engelsk

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Vi bruker veldig lite tid på grammatikk. Mer på «hvordan ville du sagt det» og «Finn forskjellene på setningsoppbygging»

Hvis JA: Bruker du

Oppgaver fra
lærebøkene

Egne oppgaver

Annet

Hvor finner du oppgaver som har oversettelse som metode?

Ikke besvart

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Oversetter for eksempel bruksanvisninger de trenger i programfag på yf

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 16:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Samtale

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Ulike innvandrerspråk / morsmål

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Jeg kan ikke de språkene elevene mine bruker

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

Dialog

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Tekst / vokabular

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Response 17:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Ikke besvart

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Norsk, Engelsk, Arabisk, Tigrinja

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English

translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Ja, bruker ordbok og sammenligner ofte begreper og setninger.

Hvis JA: Bruker du

Egne oppgaver

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Det hender vi bruker det for å øke forståelse og skape diskusjon dersom det er noen spesielle oppdagelser.

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Underviser ikke i disse fagene. Føler ikke at alternativet 'nei' var passende, fordi jeg ville ha utnyttet det språklige mangfoldet DERSOM jeg underviser i et av disse fagene.

Response 18:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Jeg bruker nok for lite tid på akkurat det. Det blir vel mest at jeg forsøker å få dem til å se likheter mellom språk de kan i skriveprosesser, lesing eller hvis de står fast i noe de skal si.

Bruker dere mer enn ett språk i engelskundervisningen?

Nei

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråksundervisning? Hva består i så fall forskjellene i?

Ja, det gjør jeg. Jeg ser at det kan være fint med oversettelse og jeg mener ikke egentlig (helt) at det er utdatert. I fremmedspråk er det språklæring på et mye lavere nivå, der elevene ikke kan rammene for språket slik de gjør på engelsk. Jeg antar at jeg ikke bruker det systematisk i engelsk fordi jeg mener gevinsten ikke er verdt tiden det tar. På fremmedspråk er det det. Jeg har brukt det for å ha fokus på selve prosessen det er å oversette og de valgene en oversetter tar. Dette ser jeg på som nyttig, så kanskje jeg må tenke meg litt om :)

Response 19:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

I forrige time fikk elevene sammenligne språkene de behersker og oversette et tekstutdrag til engelsk.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Jeg bruker litt norsk når det er snakk om vanskelig grammatikk som må forstås.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Jeg har brukt det tidligere, men det er ikke relevant nå

Forklar kort hvorfor oversettelse ikke lenger er relevant for undervisningen din

Jeg pleide å ha norsk og engelsk i samme klasse. Da var det lettere å rettferdiggjøre tid på oversettelse.

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Nei

Response 20:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Lesing med litt oversetting av avsnitt/setninger. Microsoft Forms hvor elevene oversetter viktige ord og uttrykk fra en artikkel f. eks.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

Engelsk og norsk.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Oversettelsesaktiviteter muntlig.

Rene grammatikkøker med oppgaver.

Hvis JA: Bruker du
Oppgaver fra
lærebøkene

Egne oppgaver

Annet

Hvor finner du oppgaver som har oversettelse som metode?

Div. nettsider

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Nei

Respondent 21:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Jeg kan ikke si at jeg har en strategi for dette, men av og til sammenlikner vi enkelte ord eller setningsstrukturer i forskjellige språk når jeg vet at det er elever med andre morsmål enn norsk i klassen.

Bruker dere mer enn ett språk i engelskundervisningen?

Nei

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Ikke besvart

Hvis JA: Bruker du

Oppgaver fra lærebøkene

Egne

oppgaver

Annet

Hvor finner du oppgaver som har oversettelse som metode?

På nettet eller lager oppgavene selv.

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Respondent 22:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Jeg refererer til norsk og til spansk (som jeg underviser i) og spør av og til om hvordan for eksempel ord eller verb brukes på andre språk elevene snakker. Tilpasser det til hva som er førstespråket til elevene i klassen, men må ærlig innrømme at jeg kunne ha vært mye mer strukturert i dette arbeidet.

Bruker dere mer enn ett språk i engelskundervisningen?

Ja

Hvis JA, hvilke språk bruker dere?

N
o
r
s
k
.

S
p
a
n
s
k
.

Ber elevene referere til andre morsmål dersom det er relevant.

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Ja

Hvis JA: Bruker du også andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer? Gi gjerne eksempler

Se svaret nedenfor.

Eksemplene du viser er geniale og jeg ser at jeg kunne ha brukt oversettelse mye mer. Jeg gjør det som spanskklærer men i altfor liten grad som engelsklærer.

Bruker oppgaver fra lærebøker en sjelden gang.

Hvis JA: Bruker du

Oppgaver fra
lærebøkene

Egne oppgaver

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Ja

Hvis JA, hva bruker du oversettelse til i din engelskundervisning?

Av og til ser vi på sanger og hvordan de oversettes i Google translate. Fra engelsk til norsk. Og deretter tilbake til engelsk. Da ser vi at utgangspunktet ikke blir likt den oversettelsen som har gått via norsk.

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ja

Bruker du oversettelse som metode forskjellig i engelskundervisning og i fremmedspråkundervisning? Hva består i så fall forskjellene i?

Som spansklærer oversetter jeg ofte til engelsk og deretter til norsk da noen strukturer er lettere å forstå via engelsk.

Vi bruker også mer tid på generell språkinnlæring på spansk, for eksempel når elevene jobber med å lære seg bruken av en ny verbform.

Respondent 23:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring»?

Kartlegger ved begynnelsen av året hvilke språk elever snakker og diskuterer hvor viktig det er å øke bevisstheten om (u)likheter, at de øker kompetansen gjennom å være med bevisst og reflektere over disse tingene. Jeg nevner likheter med f.eks. tysk, fransk, norsk, nederlandsk og latin, som er språkene jeg kan noe om. Det kan være ord, grammatikk, setningsstruktur, uttale. Det hender også at jeg ber elever forklare hvor annerledes det er i f.eks. urdu eller kinesisk.

Eneste gangen jeg bruker norsk i timen og oversettelse er når jeg skal forklare typiske norske feil i grammatikk og setningsstruktur, f.eks. "it is" v. "there is/are", eller skal v. shall, eller plassering av hjelpeverb osv.

Bruker dere mer enn ett språk i engelskundervisningen?

Nei

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og forskjeller i grammatiske strukturer

Ikke alle elever har norsk som morsmål og ikke lærere heller. Jeg mener at elevene bør opplæres å snakke engelsk i alle sammenhenger, spesielt uformelle samtaler jeg har med dem som kontaktlærer.

Jeg bruker litt norsk når jeg må forklare grammatikk, men bare hvis elevene har norsk som morsmål. Mitt morsmål er ikke norsk og jeg bruker det aktivt med å hjelpe elevene med å forstå at å ha flere språk i hodet kan være forvirrende av og til, men det er også mange positive sider.

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Ikke besvart

Respondent 24:

Bruk av oversettelse i engelskundervisningen i videregående skole

Formål

Dette prosjektet undersøker bruk av oversettelse i engelsk i videregående skole. Opplysningene vil bare bli brukt i denne masteroppgaven.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du er engelsklærer ved en norsk videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema via Nettskjema. Spørreskjemaet inneholder spørsmål om din egen undervisningspraksis. Det er frivillig å delta i prosjektet. Dersom du velger å trekke deg, lar du være å sende inn skjemaet til slutt. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller velger å ikke sende inn skjemaet. Etter at skjemaet er levert, kan svarene ikke trekkes tilbake fordi de er levert anonymt og ikke kan spores tilbake til deg, heller ikke via elektroniske spor eller indirekte opplysninger.

Underviser du på videregående?

Ja

Hvilke metoder bruker du for å nå læreplanmålene om at elevene skal «utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruke dette i egen språklæring» og «bruke kunnskap om sammenhenger mellom engelsk og andre språk elevene kjenner til i egen språklæring»?

På det første kompetansemålet har jeg foreløpig bare brukt småoppgaver, men vil prøve ut andre metoder i år. Det andre kompetansemålet har jeg egentlig ikke "testet" eller

"vurdert" enda, annet enn at elevene kjenner til at de skal gjøre det. Refererer til det i tilbakemeldinger jeg gir på skriftlige og muntlige oppgaver noen ganger.

Bruker dere mer enn ett språk i engelskundervisningen?

Nei

Bruker du oversettelse som metode i språkundervisning?

Et eksempel på en oppgave som bruker oversettelse hentet fra Interactions 1: Be the quickest to find three Norwegian translations of the English word 'waffle' and three English translations of the Norwegian word 'magasin' (Burgess, Villanueva, Dypedahl, Hasselgård, & Skretteberg, 2021, s. 9).

Et annet eksempel hentet fra Action: "Find a job advert in Norwegian for your profession and translate it into English. Find a job advert from an English-speaking country and translate it into Norwegian. What are the similarities and differences in form, content and language?" (Aanensen, Holck, Lieungh, Lie, & Brendmo, 2020, s. 213).

Nei

Hvis NEI: Hvorfor ikke? (huk av for alt som er relevant)

Mener det er en utdatert metode

Har andre metoder for å lære elevene om likheter og forskjeller i grammatiske strukturer

Gi eksempler på andre metoder du bruker for å lære elevene om likheter og

forskjeller i grammatiske strukturer

Ikke besvart

Bruker du oversettelse til andre ting enn undervisning i språklige strukturer?

Nei

Hvis du underviser i andre språk (for eksempel fransk, spansk, tysk), bruker du oversettelse som undervisningsmetode i disse fagene?

Nei

Appendix C

Interview guide

General information:

When did you finish your teacher education?

Do you view yourself as a monolingual or multilingual speaker? If you consider yourself a multilingual speaker, how do you define this term?

Translation and language learning activities in the classroom/How do teachers use translation?:

Do you think about the topic of translation when planning activities in the classroom? Why/why not?

In which activities in the classroom have you used translation as a tool for language learning?

Could you think of activities where translation could be implemented to facilitate language learning in the classroom?

If you do not actively use translation as an activity in the classroom, what other activities do you employ to facilitate language learning?

Could translation activities be combined with other language learning activities? If so, which activities would you combine with translation?

Have you experienced activities in the classroom related to translation as a student? If so, did you find it useful as a tool in language learning?

Have you spoken to other teachers in team meetings or elsewhere about the use of translation?

If you have used translation in your classes, do you view this activity as an individual task, group task, or both?

If you use translation tasks in your teaching, how do you understand your role when using these tasks in the classroom? Explain your role in the classroom when using translation tasks.

The usefulness of translation in language learning/How is translation as a language learning activity perceived?:

How do you think translation can facilitate language learning? If you do not think translation can facilitate language learning, why is that?

What could be possible problems with the use of translation in the classroom?

Could translation activities be used in upper secondary, lower secondary, and primary school?

Why/why not?

If you use translation in the classroom, do you view this activity as something which benefits all learners, or do you consider this activity to be more "effective" for pupils with (a) basic or (b) more advanced knowledge of English?

Do you think translation will become more relevant in language teaching in the years to come? Why/why not?

If you have experience using translation in the classroom, do you use audio (for example sound clips, excerpts from movies) in the translation activities? Which benefits could these activities have in language learning?

How do you view the pupils' focus and interest in translation tasks compared to other language learning activities?

Translation and the English subject curriculum/How is translation portrayed in relevant curricula?:

How do you as a teacher implement the curriculum goal of using other languages the pupil knows to facilitate language learning in the subject English?

How do you understand the goal of expressing yourself "in a nuanced and fluent manner, using idiomatic expressions and varied sentence structure depending on context, recipients, and situation"? Could translation play a part in the process of reaching this goal?

Have you encountered tasks related to translation in English textbooks? If so, are these tasks found in current textbooks or previous textbooks you have used in English?

If you are teaching other language subjects, do you use translation as a language learning activity in these classes? (For example, reading a Spanish text and translating the text into Norwegian)

Do you think there is a learning potential in exploring similarities and differences between for example your L1 and L2 language?

How much emphasis do you put on grammar and sentence structure in your teaching? Do you find other aspects of the English subject more relevant than grammar and sentence structure? Why/why not?

Do you understand the new curriculum in English (LK20) as more inclined to use translation as a method in language learning compared to previous curricula such as LK06 and R94? Why/why not?

Translation and culture/How can translation facilitate understanding between cultures?:

Intercultural competence is seen as the ability to communicate appropriately with people of different cultural backgrounds. Could translation activities aid the process of reaching intercultural competence? If so, how?

Has code-switching been discussed in your English classes? Could translation be used as an activity when working on code-switching awareness?

Interviews investigating the use of translation in the English subject in Norwegian upper secondary school

I = interviewer and R = respondent

Interview 1 (Denise)

I: Det er bare oversettelse som tema som vi skal snakke litt om. Jeg tenkte bare litt generell info først. Når ble du ferdig med lærerutdanningen din?

R: Oi. 2000, tenker jeg.

I: 2000. Og ser du på deg selv som enspråklig eller flerspråklig?

R: Nei, jeg er jo enspråklig.

I: Hvordan vil du da definere flerspråklighet? Det er vel kanskje et litt vanskelig spørsmål.

R: Ja, da jeg tenker flerspråklig, da har du vokst opp med to språk som er nærmest like jevne, men jeg har lært meg engelsk fra femte klasse, men likevel så er ikke det et språk jeg tenker som likeverdig norsk.

I: Nei, jeg skjønner det. Når det kommer til oversettelse, har du vært borti det da du har vært elev selv eller på lærerskolen for eksempel?

R: Ja, hva tenker du om oversettelse da?

I: Nei, da tenker jeg for eksempel på en setning som du kan oversette, eller visse elementer i en setning som du skal se på forskjeller mellom for eksempel norsk og engelsk. Har du vært borti det?

R: Ja, jeg synes det var egentlig veldig mye brukt da jeg gikk på skolen. Det var oversett den og det var mye lekser med fra norsk til engelsk eller fra engelsk til norsk. Og i andre språk også, for eksempel tysk var det mye oversettelse. Vi hadde tysk på ungdomsskolen. Ja, så det var kjent, det var nok mer brukt da enn det er nå.

I: Bruker du oversettelse i det hele tatt?

R: Ja, det er ikke sånn at jeg bevisst unngår det, og der det er naturlig, så er det jo oversettelse. For eksempel, nå har jeg jo byggfag i år, for eksempel, der mange sliter med engelsk, og da er det ofte sånn at hvis jeg gir en beskjed så kan jeg be elevene: kan dere oversette det jeg sa nå. Da er det både fordi at da vet jeg at beskjeden når fram og den som oversetter får en øvelse i å tenke på hvordan skal jeg oversette det her. Så sånn kan en bruke oversettelse, men veldig sjelden sånn, du får en tekst og så skal du oversette den fra engelsk til norsk. Det bruker jeg ikke.

I: Ser du noen forskjeller på da du bruker oversettelse, da tenker jeg på yrkesfag kontra studiespesialisering? Er det noe du tenker på kan være forskjeller?

R: Det er nok kanskje forskjell på det, ja. På studiespes vil kanskje ikke behovet for å, eller mitt behov for å se at nå har de skjont det er ikke så stort på studiespes som det er på enkelte grupper på yrkesfag. Der må jeg forsikre meg om at alle har fått beskjeden.

I: Ja, jeg skjønner, men er det noen spesielle ting eller oppgaver du bruker på yrkesfag? Er det for eksempel instruksjoner du ser på eller andre oppgaver du bruker hvis du har oversettelse på yrkesfag?

R: Vi har ofte det med verktøy. Det er ofte en sånn oversettelsesoppgave, at det man, de bruker listene sine som man har i programfag for å finne orda på engelsk. De har for eksempel bilder av ulike verktøy som de bruker på verkstedet, og så oversetter de det til engelsk, og så øver de på det. De har brukt for eksempel Quizlet til det og til å øve på det ja.

I: Tenker du at, eller er det noe som blir diskutert på for eksempel teammøter at det blir brukt oversettelse, er det noe dere diskuterer blant dere lærere?

R: Ja, i den forstand at jeg trenger hjelp til rett og slett å oppdatere meg på programområdet for jeg er ingen ekspert på carpentry for å si det sånn. Så jeg får litt hjelp fra programfaglærerne til om dere har noen oversettelse på dette ordet, eller hva brukes det til slik at jeg kan bruke oversettelsesverktøy til å skrive en setning, for eksempel, for da kommer det bedre frem. Da blir det ikke direkte oversatt som kan være noen fallgruber av og til.

I: I de casene hvor du bruker oversettelse, ser du på det som en individuell oppgave eller er det mer en gruppeoppgave? Eller kan det fungere med begge?

R: Det kan fungere på begge områder det. Ofte så kan de, det er en verdi i det å jobbe selv, prøve å finne ordet selv. Så sånn sett så gir jeg de individuelle oppgaver på det da, det kan jeg gjøre.

I: Når du som lærer har gitt de en oversettelsesoppgave, hvordan ser du da på din rolle som lærer? Ser du på deg selv som en som aktivt går inn for å hjelpe eller en mer tilbaketrukket for å la de finne ut av oversettelsen selv? Hvordan tenker du på din rolle?

R: Jeg prøver jo å overlate jobben til elevene og jeg vet ikke hvor mange ganger jeg har sagt dette i løpet av min karriere, men jeg er ikke noe oversettelsesverktøy. Prøv selv og hvis du ikke får det til med å skrive inn akkurat det ordet det gjelder så prøver du å skrive en setning, så jeg gir dem verktøyene slik at de kan prøve å få det til, men å få det til selv. Så har jeg jo en slags fasit i hodet mitt som jeg har utarbeidet i samarbeid med programfaglærerne.

I: Skjønner. Når det kommer til språklæring, og det å utvikle språk og ordforråd og så videre. Hvilke metoder bruker du da, oversettelse kan være en metode, men har du andre metoder?

R: Ja, det å lese og forstå helheten uten at man trenger å forstå hvert enkelt ord, er noe jeg forteller dem er en måte å opparbeide seg bedre ordforråd på, så det bruker vi jo.

I: Hvordan tror du oversettelse kan bidra til å utvikle ordforråd, hvis du tror det har noen virkning i det hele tatt? Eller tror du at det ikke kan bli brukt på denne måten?

R: Jo, altså, nå pleier jeg, jeg hadde jo byggfag akkurat nå. Og de er jo engelsk, har jeg bruk for det og jeg prøver å bruke et helt år da på å fortelle dem at det har du bruk for. Og det er noe med at jeg må gi dem noen eksempler da, du står på arbeidsplassen din, det kommer da gjerne en polakk bort og skal ha et verktøy og han kan ikke norsk, du kan ikke polsk, hvilket språk lander vi på, jo vi lander på engelsk, og har et vagt håp om at denne polakken har lært seg noen faguttrykk på engelsk. Og da må du finne ordene, ikke sant, da må du oversette. Og da må det gå kjapt. Og du har jo oversettelses, altså du har jo kanskje med deg telefonen din,

men uansett er det lurt å ha lært seg noen grunnuttrykk og grunnverktøy og at du kan det slik at det kommer kjapt frem

I: Skjønner. Ser du noen utfordringer med det å bruke oversettelse i klasserommet?

R: Jeg kjenner jo det at en kan falle mye inn i norsk, hvis en oversetter eller bruker norsk en del. Jeg prøver å unngå det, men likevel så er den her i instruks. Når de skal sette i gang med en oppgave så er det så viktig for meg at de har skjont hva den oppgaven går i. Men jeg prøver som sagt å holde meg til det å gi beskjeden på engelsk først, og så oversetter kanskje ikke jeg, men en av elevene for at de skal få det på begge språk.

I: Jeg forstår. Når det kommer til dette med oversettelse, ser du det som noe som blir brukt for folk som går på videregående, ungdomsskole, barneskole? Du jobber nå på videregående, men har kanskje erfaring fra andre deler av skoleverket også? Hvor ser du oversettelsen sin plass der?

R: Ja, nå har jeg jobbet både på sjuende trinn på barneskole og på ungdomsskole, og på videregående og jeg ser jo at det blir mindre og mindre viktig med oversettelse eller bruke morsmålet og jeg prøver jo å holde engelsken gående i klasserommet og oversette minst mulig for dem, så det blir jo mindre og mindre, men det er klart det kommer an på grupper du har og du må forholde deg til de elevene som sitter foran deg, og sånn er det. Det blir oversettelse i større eller mindre grad alt ettersom hva behovet er.

I: Ja, jeg skjønner, så da ser du mer som der det er elever som har problemer med for eksempel basisforståelsen av engelsk, der du ser at det er mer nyttig for dem å bruke oversettelse enn å bruke det med elever som ligger høyere opp?

R: Absolutt. For jeg tenker jo at det mer vi bruker språket, jo mer får du det inn da, sånn sett prøver jo jeg å argumentere for at vi bruker engelsk og så oversetter vi der det er behov. Og det, jeg prøvde å ta et spanskurs en gang, var i Barcelona i syv uker og der gikk alt på spansk fra dag én, og alt gikk over mitt hode, så der lærte jeg ingen ting. Og jeg tenker at det, fordi det var andre som der i den gruppa som hadde mer, selv om det var på et grunnivå, så var det personer på den gruppa som hadde mye mer forståelse av spansk enn meg. Jeg følte at jeg var en av de dårligste ikke sant, turte ikke å kaste meg på, hadde ingen å spørre fordi det var ingen som kunne oversette til norsk. Nei, det ble fryktelig ubehagelig. Så min personlige erfaring også gjør jo at det er utrolig viktig at vi oversetter der vi ser behovet. Ofte ser jeg det på kroppsspråk, jeg ser det i øynene til elevene at dette her, det går meg helt hus forbi. Så da må jeg bruke de verktøyene jeg har, og da kan jeg bruke oversettelse.

I: Nå har du sett utviklingen gjennom mange år også, tror du at oversettelse er død og begravet eller tror du at det er noe som vi kommer til å bruke, av og til, mer eller mindre?

R: Jeg tenker jo det at det er noe vi må bruke når det er behov for det og det er sånn det er når det er et språk som ikke er vårt morsmål. Så det vil nok brukes, men jeg ser jo at på videregående så er det mindre bruk av det enn det er på grunnskolen.

I: Hvordan ser du på elevenes interesse på for eksempel yrkesfag når du bruker oversettelse, er det noe som bidrar til at de blir mer interesserte i engelskfaget eller er det noe som, hvordan ser du det på interessen hos dem?

R: Tenker du da på oversettelse som oppgaver?

I: Jeg tenker for eksempel på verktøykassa hvor du kan oversette, tror du det kan bidra til å øke interessen for å vite hva ting er på engelsk og norsk?

R: Det bidrar jo til det, og så gjør jeg meg jo til enda litt dummere enn jeg er da, og det er godt gjort, ja men de kan jo mye mer om de verktøyene i forhold til hva jeg gjør, så dette kan dere, jeg gir dem cred for at dere kan dette her på norsk og så skal vi hjelpe hverandre for å få dette her til å funke på engelsk også, så det er rett slett sånn at jeg prøver å motivere dem litt på den måten da.

I: Jeg skjønner. Når vi går til læreplanen så er det dette her med å bruke andre språk eleven kan i språklæringsarbeidet. Ser du et sted som oversettelse kan ha en plass når det kommer til å bruke andre språk i engelsk?

R: Ja. I noen klasser så har vi jo elever fra ulike verdensdeler med ulik språklig bakgrunn. Da ber jeg dem om å tenke over sitt eget språk, hvordan ville du sagt det der, hvordan ser det ut i forhold til norsk, og hvordan ser det ut i forhold til engelsk. Du har masse erfaring med ulike språk, og det kan være likheter og det kan være store forskjeller, så tenk gjennom det. Jeg kan gi dem den oppgaven da, men med norske elever da så er det jo, ja, der er det ikke, altså vi bruker norsken litt med sammenligning, men det er ikke mye. Jeg tenker litt i forhold til setningsoppbygging og noen sånne ting, at vi sammenligner litt sånn hvor står de ulike ordene i forhold til hverandre, og hva er gjengs på en måte, men ja, ikke i så stor grad nei.

I: Men du har jo vært med å skrive lærebok også, er dette noe som du har tenkt på i den forbindelse, har du inkludert noe oversettelse eller har det blitt diskutert?

R: Vi har svært lite oppgaver som går på sånne, les teksten, finn ut når han gikk til henne for å si det og hva sa hun da. Vi har veldig lite sånne les og finn oppgaver. Det er mer refleksjonsoppgaver i [læreboktittel] som jeg har vært med på å skrive og det var et veldig bevisst valg. Og litt sånn, vanskeligere, eller ikke vanskeligere, men krevende kan være med oppgaver der du skal reflektere mye og mindre sånn oversettelse av det ene ordet og det andre ordet. Så sånn sett tok vi et litt sånn skummelt valg, men det funker.

I: Så er det jo et annet læreplanmål som går på dette med å klare å uttrykke seg med flyt og på en nyansert måte med bruk av språklige uttrykk og variert setningsstruktur, med tanke på kontekst, mottaker og situasjon. Kan oversettelse bidra til å nå det målet i det hele tatt? Med tanke på å se på forskjeller og likheter, eller synes du det er mer noe dere jobber med på engelsk?

R: Ja. Dette jobber vi med på engelsk, i størst mulig grad fordi nå kommer jeg akkurat fra noen presentasjoner på yrkesfag og så fort de begynner å snakke norsk midt i presentasjonen, så bryter jo det på en måte flyten og jeg prøver å si at det, prøv å omformulere deg på engelsk istedenfor å gå til norsk, fordi det bare bryter flyten din, og det gjør at du havner på steder du ikke vil da. Jeg vet ikke om det var svar på spørsmålet ditt?

I: Jo, jo, jo, jo. Du har jo også sikkert sett en del tekstbøker opp gjennom din tid, har du lagt noe merke til noen forskjeller i utviklingen der, med tanke på, vi har jo vært inne på det litt før, bruk av oversettelse, hvilke type oppgaver som har vært når du startet som lærer og hvilke som er nå?

R: Jeg må jo si at utviklingen har gått i den retningen at man bruker mindre oversettelse. Ja, det er nok min klare oppfatning ja.

I: Når du jobber med for eksempel personer som har et annet morsmål enn norsk, er det en gruppe som du tenker at der kan oversettelse ha en større plass enn med for eksempel personer med norsk morsmål?

R: Ja, altså, det kan det ha. Samtidig så er det lett å havne i den situasjonen at en blir totalt språkforvirra også. Så sånn sett, så prøver vi å holde oss til engelsk, men det er en engelsk der en ser en mangelfull opplæring fra før da og nå er vi faktisk på videregående, og da er det en kjempeutfordring og det er en ekstremt stor utfordring at de skal opp til samme eksamen som de som har vokst opp i Norge og har hatt engelsk siden tredje klasse for ikke å si andre klasse og første klasse. Så dette her er noe vi jobber med og gir tilbakemeldinger på at det er for krevende og at elevene med kort botid må få en annen eksamen i engelsk, men det har ikke kommet foreløpig.

I: Du er ikke lærer i noe annet språk enn engelsk eller er du lærer i spansk?

R: Nei, det er jeg ikke.

I: Men hvis du lærte et fremmedspråk på skolen for eksempel, følte du at dere brukte mer oversettelse da du var elev selv med å lære et annet fremmedspråk enn dere gjorde i engelsk?

R: Ja, jeg vil nok si at det var mer sånn oversett, men det var jo at det var for hundre år siden nå så jeg vet ikke hvordan det ser ut i dag da, om det er mindre oversettelse i dag på tysk enn det det var da jeg tok tysk, back in the day.

I: Jeg har mye av den samme opplevelsen selv, at når en starter med et språkfag så er det veldig mye at en ser på, hva er det her på norsk og så videre på tysk.

R: Ja, men når det er sagt da så har jeg rettslære i år. Det er første året jeg underviser i rettslære og der er det ekstremt mange begreper som en må lære seg og jeg kaller det faktisk gloser til disse rettslæreelevne mine og sier at du må lære deg glosene i dette faget fordi det er den eneste måten du klarer å snakke med et juridisk språk, som jo er et krav til eksamen. Så sånn sett så er det jo nærmest oversettelse i et fag som rettslære også.

I: Ja, det er sant, det er et godt poeng. Når du underviser i engelsk, er det på en måte sånn at, hvordan tenker du når du skal undervise i grammatikk, setningsstruktur etcetera, er det noe du legger vekt på at du ser på forskjeller og likheter mellom et språk og et annet språk eller er sånn at du kjører det monolingvert?

R: Ja, nå er det veldig, veldig sjelden jeg har rene grammatikkøker så måten jeg gjør det på er ofte at de får tilbakemeldinger på en tekst for eksempel der de må ta tak i det de sliter med. Og da setter jeg av for eksempel en halv økt til det og at de går inn og gjør oppgaver som er retta mot dem da, så det er veldig sjelden jeg har rene grammatikkundervisningsøker rett og slett, så det er vanskelig å svare på.

I: Jeg skjønner. Så har vi dette med interkulturell kompetanse, at en skal prøve å forstå hverandre, hvor man kommer fra forskjellige kulturer og så videre, og kommunikasjon kan jo være et problem noen ganger. Er det sånn at du ser for eksempel på elever som oversetter for hverandre i klasserommet, ser du på det som noe positivt eller ser du på som at en bør holde seg til engelsk når vi har engelsk?

R: Jeg prøver å oppfordre til å bruke engelsk når vi har engelsk. Det er et klart mål, men jeg ser jo at det sklir ut av og til.

I: Ja, vi har jo allerede snakket litt om det, men du ser på en måte en trend fra tidligere læreplaner og til i dag at oversettelse går litt mer ut av bildet, men hvordan ser du på fremtiden for dette med å lære seg andre språk og se på likheter forskjeller, tror du at det er noe som vi ikke trenger så mye i fremtiden på grunn av at vi bruker mer engelsk?

R: Vi blir jo mer og mer multikulturelle og det er klart det vil vel kanskje føre til at engelsk er et språk en bruker mer og mer, vi ser det jo, men ja, jeg vet ikke, man har jo alltid verktøy med seg også nå. Så sånn sett så er det lettere å ty til det da, og det er fordeler og ulemper med det.

I: Nå har vi dekket en ganske god del av det jeg tenkte å gå igjennom egentlig.

R: Ja, så bra.

I: Ja, hvis du har et fritt ord, hva tenker du om oversettelse sånn generelt sett, det er jo to linjer, noen sier at det er ut, dette har vi lagt bak oss, mens andre sier at det er noe vi kan ha med oss inn i fremtiden.

R: Ja, jeg er ikke en av de som er 100% imot at vi holder på med oversettelse. Jeg ser verdien av det stadig vekk jeg. Det handler kanskje om at jeg har jobbet veldig mye på yrkesfag i årevis nå og ser jo at hvis jeg skal gå inn i et klasserom og snakke engelsk, og at jeg skal forlange at elevene skal snakke engelsk hele tiden, uten å oversette noe som helst, så blir det veldig stille og lite læring i det klasserommet. Så det må rett og slett til for at vi skal komme et steg videre.

I: Mhm, du da, tror jeg vi sier at det er greit jeg, og så bare avslutter vi den der.

Interview 2 (Ingeborg)

I: Se der, da starter vi. Vi tar bare noen generelle spørsmål på starten. Når ble du ferdig med lærerutdanningen din?

R: Lærerutdanningen, nå driver jeg jo med master da, men jeg ble ferdig med lærerutdanningen min i 2012. Da tok jeg PPU da. For jeg hadde jo studert lenge før det.

I: Ja, og ser du på deg selv som en enspråklig eller flerspråklig?

R: Nei, flerspråklig.

I: Ja, hvordan vil du definere flerspråklighet? Mange forskjellige definisjoner

R: Jeg snakker fem språk, så jeg synes det er innafor

I: Så går vi litt mer inn på det prosjektet handler om. Tenker du noen gang på oversettelse når du planlegger aktiviteter i klasserommet?

R: Sjelden.

I: Ja, hvorfor ikke?

R: Nå snakker jeg om engelsk på VG1, ikke sant? Det er vel sikkert flere grunner til det. Litt fordi jeg tenker på det som litt sånn gammeldags, og det er det jo litt. Vi har jo liksom gått bort fra den der Grammar-Translation-metoden for en stund siden. Og så er det litt sånn, ja, det er kanskje først og fremst det da, men nå har jeg tenkt litt på det da siden jeg skal snakke med deg, så har jeg sett at det kanskje ikke er så enkelt. Kanskje jeg bare har tenkt det, ikke tenkt noe mer på det hvis du skjønner. Og så er det litt det at på VG1, så kommer de hit, og så kan de ganske mye engelsk. Og så er det litt sånn at hvilke tekster skal en drive å oversette. Fordi jeg regner med at det er du som har laget den undersøkelsen. Det med den

jobbannonsen for eksempel. Det synes jeg var veldig fint. Så da tenkte jeg at det kunne jeg jo ha gjort. Fordi at det har noe med den tiden det tar og det utbyttet en eventuelt får av det da, der føler jeg kanskje at det ikke er helt verdt det.

I: Jeg skjønner.

R: Så kanskje sånne spesifikke ting. Men det som jeg har gjort, er at jeg underviser jo på IB ikke sant, og der skal vi jo lese og oversette verk. Og der har jeg et par ganger kjørt et opplegg med at vi både leser litt om, hvis man er så heldig og finner noe stoff om den som har oversatt boka sånn som vi gjorde i den ene boka vi leste. Så snakket vi litt om hvordan hun hadde gått fram for å oversette fra koreansk da til engelsk. Og så tenkte jeg at, nå kan vi snakke om det, fortellerteknikker og sånn hva lar seg oversette. Det er sånn Dumbledore og Humlesnurr, er det det samme liksom? Så har de oversatt, eller gjort et forsøk på da, å oversette første siden i en bok, den der *The Help*. For der er det en hel del sånn, ja, hva heter det på norsk da, dialekt da, vernacular. Og så, hvordan oversetter man den? Fordi man kan ikke velge totensk liksom. Det blir ikke det samme. Så det har de opplevd som ekstremt krevende og som nyttig, men nå er jo det noe annet igjen liksom.

I: Ja, men det kan jo lede inn på en måte til et spørsmål som hvordan ser du på oversettelse, om det passer bedre for personer som har problemer med å forstå basisengelsk, eller er også nyttig for de som er mer avansert i språkforståelsen?

R: Jeg bruker det jo litt i den engelsken, men ikke mye, men der må de gjerne oversette tekster muntlig for eksempel da, fordi oversettelse er jo ikke bare skriftlig. Så å oversette tekster muntlig når de har lest noe for eksempel. Men de som er flinke, de er liksom så flinke at det ikke, det er jo teit å si at det ikke er noe vits i det da, jeg skjønner at det er teit altså, men at de som ikke er så flinke kanskje kan, 1) oppleve at de kanskje mestrer noe da og 2) at de kanskje lærer noen faste uttrykk eller å ja, der måtte verbet være sånn. Jeg har lest mye om det på dette studiet mitt som er med noticing og sånn da. Det er sånn at de kanskje legger merke til ting som de kanskje ikke har tenkt på før.

I: Ja, og det er jo, spørsmålene går litt inn i hverandre, og vi har allerede vært inne på noen aktiviteter og hvordan en kan bruke oversettelse, men ser du på det som en individuell eller er det mer gruppe?

R: Nei, ikke individuelt. Nei, fordi det synes jeg litt av vitsen er å snakke om det. Å si at her synes jeg det skal være sånn, og så sier den andre kanskje hvorfor det, det er ikke det som det betyr. Det må være en dialog der, så det at det skal være individuelt og sitte der, det synes jeg ikke har så mye for seg.

I: Så tenker jeg litt på, hvis du har opplevd lærebøker som student eller som elev selv, hvordan ser du utviklingen med tanke på oversettelse? Er det mer eller mindre oversettelse fra når du var elev eller student selv?

R: Ja, dette er veldig føleri det jeg sier nå, men jeg kan huske at vi drev med oversetting og i tysken hadde jeg oversettelse til hver tirsdag. Jeg vet ennå at det var en tirsdag. Og dette var i 1990 liksom, før du ble født, men så jeg tror jo det at det var mer av det før. Lærebøkene, jeg var jo med på å skrive lærebok selv i fjor og er forsåvidt det nå også, for VG2 i fjor, og VG3 nå, og der har ikke det vært noe spesielt tema for å si det sånn. Jeg synes ikke heller at de VG1-bøkene som vi har nå legger noe nevneverdig opp til det. Nå har ikke jeg gått igjennom alle oppgavene i de bøkene da, men det er ikke noe sånn at det er et gjennomgående tema i hvert fall.

I: Nei, det er ikke det, nei. Det er jo litt interessant å se på hvor mye det var i bøkene fra 94 for eksempel og frem til i dag da. Så det kan hende at det ikke er et så stort tema noe mer, men det er jo for visse, for eksempel for yrkesfag, så har du det at du kan oversette mer praktisk begreper.

R: Ja, og det er jo viktig. Og så har jeg jo da prøvd i ren desperasjon å få elevene bort fra Google Translate. Gjort noen sånne oversette fram og tilbake oppgaver ikke sant, du skjønner hva jeg mener? Det er jo mer for å vise at Google Translate ikke fungerer da, og ikke nødvendigvis at de skal lære så innmari mye av det. Men da må de jo også, hvis de skal prøve å få god norsk igjen for eksempel, eller god engelsk så må de jo, de må jo bruke språket for å få det til. Både på norsk og engelsk. Det er jo ikke bortkasta tid liksom.

I: De gangene du har jobbet med oversettelse, hvordan ser du på din rolle som lærer i dette, ser du på deg selv som, tilbaketrucken, mer en observatør eller går du inn på en måte for å rettlede i oversettelsen? Hvordan går du inn der?

R: Litt begge deler kanskje. For eksempel, så drev vi med oversettelse i norsken her om dagen, for jeg har VG3 da i norsk. Så skulle vi gjøre noen nynorskgreier, så tenkte jeg at de skulle få lov til oversette en sang da, fra engelsk til nynorsk. Og det er jo krevende å oversette, lyrikk er jo krevende i seg selv, men det blir vel mest sånn at, det er en sånn blanding av de to rollene som du sa da. At jeg driver jo ikke og, de må jo få lov til å holde på selv, men det er klart jeg går jo rundt og ser litt, og så spør de jo selvfølgelig. Litt om, hva betyr det egentlig og kan jeg si det sånn og, for eksempel det der med lyrikk er jo interessant, eller sanger er jo interessant, fordi der bruker de gjerne en del ord og vendinger som ikke akkurat er helt standard heller da. Så da blir det jo litt diskusjon rundt det, men akkurat når det kommer til engelsk da, så føler jeg det at vi må bruke så mye tid som mulig til at de skal

produsere engelsk. Og man kan jo selvfølgelig oversette norske sanger til engelsk, det går jo an selvfølgelig. Men det er nok det at jeg gir dem en oppgave og så har vi sikkert gått gjennom noe på forhånd, så er det liksom dette må man tenke på og så noen eksempler som for eksempel i den nynorskgreia så hadde jeg Frida Ånnevik og så den der *If the world was ending*-sangen, sånn at man viser hvordan en skal få til både innhold og form da. For det er jo ikke så lett.

I: Ja, fordi det er jo litt interessant det at du ser på litt alternative media, sånn som musikk og film som på en måte aktuelle medier å bruke oversettelse i enn for eksempel tekst og å oversette teksten, så bruker du heller et musikkstykke

R: Ja, og grunnen til det er jo at de liker musikk, ikke sant? De liker ikke oversettelse, veldig mye. Nei, så at hvis en prøver å gjøre noe som på en måte er i et format som de liker å drive med da, eller for eksempel sånn som jobbannonse eller bruksanvisning, noe som kan være relevant for den målgruppa. Man kunne jo for eksempel hvis en underviser på bygg da, tatt en bruksanvisning da, og nå skal dere oversette denne her til, ikke hele da, men noen ting, til engelsk, så ville jeg tro at det ville bli opplevd som relevant. Fordi da betyr jo det også at de kan kanskje snakke om den maskinen på engelsk i etterkant da.

I: Ja, så du ser en slags praktisk nytte med det når det blir brukt på yrkesfag?

R: Ja, ja, ja.

I: Så er det det her med utfordringer, du har vært litt inne på det allerede, men utfordringer med å bruke oversettelse i klasserommet, hvilke utfordringer ser du med å bruke det aktivt i klasserommet?

R: For det første, finne gode tekster og så må man bestemme seg hvilken vei en skal oversette, hva tenker du? Burde man oversette til norsk eller til engelsk?

I: Det er noe med det ikke sant, det kan være lurt å se begge veier egentlig. Du lærer jo noe av å se på strukturen både fra norsk og engelsk. Det er jo noe som er med det nye læreplanmålet, å bruke andre språk du kan i språklæringen din, så kan jo det være nyttig.

R: Ja, fordi det har det jo vært lenge i fremmedspråk. Det er ikke et mål jeg jobber så veldig tungt etter, men hva var det du egentlig spurte etter?

I: Det var utfordringer med å bruke det.

R: Ja. Nei, det er litt det med å finne hva skal en oversette. Og at det bør være, som alt annet da, i en kontekst liksom, i forhold til det man driver med. Og eller som jeg gjør i den nynorsken da, der er jo på en måte språket litt målet i seg selv da. Og så, det tar tid. Jeg har oversatt litt selv. Noe HMS, sånne manualer, bruksanvisninger og sånn. Og det tar faen meg,

unnskyld, mye tid. Det tar skikkelig mye tid. Og da er spørsmålet liksom, er det verdt den tida det tar da. Det er det som er det store spørsmålet.

I: Ja, så er det et spørsmål, du har jobbet mest på videregående ikke sant?

R: Bare på videregående.

I: Så da kan vi synse littegrann, hvordan vil du se på oversettelsesaktiviteter som mer aktuelt for barneskole, ungdomsskole eller videregående? Hva vil du si?

R: Kanskje ungdomsskolen, kunne jeg ha tenkt. For på barneskolen så er de så opptatt med å lære rammene da, og kanskje ikke har så stor bevissthet rundt det de driver med. Jeg mener det ikke sånn da, men du skjønner hva jeg mener? Mens på ungdomsskolen så har du kommet et hakk videre, og så prøver du kanskje å ha litt mer fokus på form da. Få litt mer bevissthet rundt, hva er likt med norsk og engelsk for eksempel, og hva er forskjellene. Fordi det er forskjellene som er vanskeligst selvfølgelig. Altså norske elever som er veldig glad i -ing form da, som vi ikke har på norsk, så det er jo verdt å se på egentlig. Fordi de bruker jo -ing i hytt og pine. Alle gjør ting akkurat nå tydeligvis. Men hvordan får vi dem til å, man kan jo lage en tekst for eksempel selv, eller finne en tekst som har mye av noe, som man vil se på, for eksempel -ing da. Og da synes jo jeg det er verdt å, for det er ikke for alt en kan bare si en regel. Sånn er det, og så skjønner dem det. Og jeg synes jo da at present continuous da er en av de tingene jeg synes er vanskelig å forklare. Så det kan jo hende at det kan bli brukt til noe sånt, hvis de gjorde det på ungdomsskolen for eksempel, så slapp vi andre å gjøre det.

I: Ja, men det er relevant det. Så er det litt mer synsing, men tror du oversettelse kommer til å bli mer aktuelt, eller mindre aktuelt i årene som kommer?

R: Jeg tror mindre. Fordi nå begynner vi å få så gode oversettelsesprogrammer også. Jeg kjenner noen som jobbet som oversetter i EU og opplevde det som en helt meningsløs jobb da. Egentlig kjøre gjennom, det var ikke Google Translate da, men gjennom et oversettelsesprogram, og så på en måte språkvaske det etterpå. Og selv om han som jeg kjenner da, har prøvd å si fra om at det var noe feil i originalteksten her, så fikk han beskjed om at din jobb er å oversette, ikke tenke. Så ja, jeg tror kanskje at det med all mulig automatisering som kommer, det gjelder selvfølgelig ikke skjønnlitteratur og sånn da, men, så vil den prosessen automatiseres så mye, at jeg tror ikke oversetting kommer til å bli noe større i framtida, nei.

I: Så er det litt, du var litt inne på det tidligere, men hvordan opplever du interessen og fokuset til elevene når de jobber med oversettelsesaktiviteter sammenlignet med andre språklæringsaktiviteter?

R: Det kan jo være litt begge deler, ja. Nå har jo jeg som sagt, jeg bruker det ikke noe mye, så jeg har ikke noe sånn kjempeempiri på dette her, men jeg opplever stort sett at hvis man prøver å gjøre det litt morsomt da eller relevant for dem, så synes de det er greit liksom. Og så det jeg liker egentlig best med det er at de får noen sånne aha-opplevelser om hvor vanskelig det egentlig er, fordi det tror jeg kanskje ikke de har tenkt over. Nei, så det synes jeg er, rent sånn bortsett fra det språklige, så synes jeg det at det er en fin ting de kan ta med seg videre da.

I: Så absolutt. Du var også litt inne på det her tidligere, men det å bruke andre språk eleven har i språklæringen i engelsk, hva er det du tenker rundt det? Du sa at dere ikke jobber helt spesifikt med det, men, hvordan tenker du at du kan jobbe med det?

R: Det er kanskje lettere sånn som i går i spansken, så skulle jeg forklare, hva var det jeg skulle forklare, jo, verbtider. Fordi da har vi jobbet med tre verbtider i spansken; presens perfektum, presens og en av de to futurumsformene på spansk da, og det går jo litt i surr for en del. Og da skrev jeg opp de tre tingene, eller de tre verbene i de forskjellige tidene på tavla, eller de måtte fylle det inn da, og så skrev jeg jo da inn disse navnene da på de tidene, og for eksempel futurum på spansk heter futuro, og da sa jeg liksom sånn, dere kan tenke på future på engelsk, ikke sant? Og presente, eller presens da, blir da present på engelsk. Så der prøver jeg å dra sånn paralleller med ting som kan gjøre det litt lettere for dem. Det er mange språk elevene snakker som ikke jeg kan, og veldig ofte så har ikke de språkene jeg ikke kan da, de er jo da gjerne fra en annen språkfamilie. Fra de latinske og de germanske språkene, selv om jeg ikke snakker alle selvfølgelig, så har jeg allikevel forståelse for dem. Selv om jeg ikke sier at jeg snakker tysk, så kunne jo jeg ha sett sammenhenger mellom norsk og tysk eller engelsk og tysk, ikke sant? Men hvis det er somalisk for eksempel, not so much, nei. Men da er det gjerne ikke så mange sammenhenger heller, i hvert fall mange færre da. Så jeg synes det der er litt sånn rart mål for å være helt ærlig. Liksom, det er veldig vanskelig å gjøre noe med. Jeg har sendt den undersøkelsen din til flere og en venninne av meg i Porsgrunn som sendte meg melding etterpå og bare, herregud, jeg er den dårlige læreren, jeg skjønner jo ikke noe av det her. Og da er det særlig det der med språk, sånn annerledes språk da. Fordi hvordan skal man gjøre det? Jeg vet ikke hvordan de har tenkt jeg.

I: Nei, du kan si det er veldig ullent. Så det er vanskelig å angripe det med noe konkret. Det er den generelle følelsen jeg sitter inne med, men det er interessant å høre betraktninger rundt hvordan man jobber med det.

R: Eller ikke.

I: Eller ikke. Men du underviser jo også i spansk, føler du at du bruker mer oversettelse aktivt i spansken enn i engelsken?

R: Ja, fordi der er det mye mer sånn konkret fokus på språket. Mens engelsken på VG1 er jo ikke noe sånn språkfag lenger ikke sant, det er mer på innhold først og fremst. Vi jobber jo selvfølgelig med språket da, men jeg driver jo ekstremt lite med grammatikkundervisning på VG1. Det er jo sånn, for at jeg hater *get* da. Så vi driver med det for eksempel. Og litt *it* og *there*, hva samsvarer med hva, noe som mange sliter med. Men sånn utover det, så er det veldig, jeg trenger jo ikke å forklare fortid og jeg trenger ikke, det har de jo gjort før ikke sant. Og til forskjell fra spansk da, eller andre fremmedspråk, så hører de jo engelsk hele tiden. De har et annet forhold til engelsk. Så det er jo en ting vi jobber litt med, sånn formelt og uformelt. Det kan man jo drive med, litt sånn oversetting da i gåseøyne. Hvordan kan du gjøre om det her til en formell, til et formelt utsagn for eksempel. Selv om det ikke er oversettelse på en sånn måte kanskje. Det er jo det på et vis da.

I: Det er jo det. Det er jo en tolkning, og så oversetter man jo vernacular til mer formal da for eksempel.

R: Mens i spansk så, så handler det mer om å forstå det som står der.

I: Og da bruker du mer oversettelse

R: Ja.

I: Så er det målet om hvordan du forstår målet om å uttrykke seg med flyt, og på en nyansert måte med bruk av språklige uttrykk og variert setningsstruktur, med tanke på kontekst, mottaker og situasjon. Så er spørsmålet om oversettelse kan bidra til å nå dette målet, med for eksempel å sette språk opp mot hverandre eller om du synes at man jobber bedre med det på engelsk.

R: Ja, du har jo vært med meg i engelsk før, så du vet jo at jeg prøver å holde meg stort sett bare til engelsk. Og det synes jeg jo er et poeng. Selvfølgelig kan man ta grammatikk kanskje noen ganger på norsk og sånn, fordi de kan jo knapt disse begrepene på norsk. Så min erfaring som språklærer er jo det at det de må i hvert fall skjønne det på norsk da hvis de skal ha noe som helst håp om å skjønne det på et annet språk. Men altså det med å, register for eksempel, det å gjøre om fra formelt til uformelt eller omvendt, det er jo, det er jo innafor det du skal ha, det å uttrykke seg med flyt. Det er jo litt sånn svada. Det er jo det. For hva betyr det da, hva betyr det å kunne et språk, men jeg synes jo det at hvis elevene klarer, hvis de klarer å snakke sammenhengende uten å måtte stoppe for mye, så synes jeg det kvalifiserer til å snakke med flyt og hva det nå var for noe. Og så er det dette her med mottaker og sånn, ja, da må de skjønne da at hvis de er på butikken for eksempel, eller snakker med en lærer, eller

hvem det nå måtte være som har en litt annen rolle, de kan ikke komme med noe sånn *gonna wanna, ain't gonna say nothing*. Så de må liksom kunne forskjellen mellom sånne ting. Og kanskje en ting som jeg ikke bruker veldig mye tid på, det slo meg en gang, jeg var sånn språk, du vet EF språkreiser, jeg har vært lærer for de i Brighton et par somre da jeg var ung da. Og da den ene sommeren så var det en sang, tror den het *fuck you* eller et eller annet. Som var en veldig sånn søt sang egentlig, men med de ordene da. Og da var det noen jenter som satt på bussen. Noen av mine jenter da, som satt på bussen og sang. Og hun kvinnelige bussjåføren, hun bare snudde seg rundt og bare skjelte dem ut etter noter. Og de bare, det er jo bare en sang og vi bare ja, men dere må skjønne hva dere synger og det er ikke greit liksom. Så det kanskje å snakke litt som om verdien av en del ord da. Vi bruker jo tid på en del ord som, ja, nå er det snart ikke noe å lov å si lenger, man må passe seg mye, men det med banneord og sånn for eksempel. Det er veldig lett å slenge ut banneord på andre språk, fordi det betyr så mye mindre. Og du hører jo sånn på engelsk at du hører disse ordene hele tiden i film, ikke sant? Og tenker at det er vanlig å gå å snakke sånn. Ingen av de engelsktalende menneskene jeg kjenner går rundt og snakker sånn. Så det er liksom noe med det å vite hva som er innafor, akkurat som de må gjøre på norsk også. Vet ikke om det var svar på spørsmålet?

I: Det var fint det, det var fint. Så har vi vært litt inne på dette med tekstbøker og du har jo også vært involvert i å skrive lærebok nå også. Så sa du allerede litt tidligere at det ikke ble så veldig mye diskutert, men har du sett på en måte i tidligere lærebøker at det har blitt brukt mer oversettelse eller? Hvis du husker tilbake?

R: Ja, nei, det har jo vært litt, men det har vært litt sånn oppgaver her og der.

I: Litt hist og pist?

R: Litt sånn som det er med andre for eksempel grammatikkoppgaver, på linje med det liksom. Kanskje i forbindelse med et eller annet grammatisk aspekt eller, et eller annet sånt da, som gjør at nå synes jeg at dette kan være fin ting, for eksempel den der, det er ikke oversettelse som sådan, men det var en tekst som var i engelskbøker i en periode, et brev som var skrevet av ei utvandrer dame fra Norge. Hun trengte, hun hadde en udugelig mann. Så da hadde hun skrevet et brev til en advokat. Du har sikkert sett det du også, ja. Det er hysterisk morsomt da. Så der måtte man jo oversette litt for å se hvilke ord er det hun bruker på norsk egentlig, og hvilke språk må man kunne for å forstå det brevet for eksempel da. Det er ikke ren oversettelse som sådan, men det jo litt sånn i grenseland.

I: Vi har vært inne på det litt før dette her også egentlig, men, synes du det er et potensial for læring som ligger der for å utforske da likheter og forskjeller mellom morsmål og

fremmedspråk, eller er det sann at når vi har kommet på videregående så er det mer det monolinguelle fokuset som ligger der da?

R: Ja, nei, altså, jeg synes jo denne læreplanen er i overmåte optimistisk med tanke på hva elevene kan av struktur i sitt eget språk. Fordi at det det krever hvis du skal sammenligne språk på den måten som det virker som de har tenkt at vi skal gjøre, så må de faktisk kunne en god del grammatikk, og det kan de ikke. Jeg driver nå med spansk på VG1 og stadig forklarer hva et substantiv er, og adjektiv, å jajaja. Og så skal vi plutselig sette oss ned for å sammenligne setningsstrukturer liksom, det er jo helt utopisk, spør du meg.

I: Ja, det handler om å bygge et hus fra grunnen av. Ja, du så litt på læreplanen, og hvis du husker tilbake til de andre så kan du synse litt om det, synes du det ligger ann til bruk av oversettelse i den nye læreplanen kontra de andre, eller hvordan tenker du med nye læreplanen at den legger opp til å utforske forskjellige språk i engelsk?

R: I hvert fall, så står det i den nye læreplanen at nå har jeg tatt den på engelsk, jeg vet ikke helt hvorfor jeg gjorde det, men det er fordi jeg åpner den så mange ganger i forbindelse med studiet mitt og så kommer den bare på engelsk. Så det står da, *an exploratory approach to language communication patterns*, så det kan jo, *knowledge of and an exploratory approach to language and communication patterns*, og så andre ting da. Det kan man jo tolke dithen. Man kan jo også fint ikke tolke det dithen hvis man ikke tenker på det. Nå har jo jeg sittet og tenkt på oversettelse da. Og så står det da, *the pupil should experience and explore the language from the very start. Explore the language*, hva betyr det da? Betyr det å sammenligne med ditt eget eller? Det må jo bety at en skal se på språket og undre seg litt, det jo det det må bety.

I: Du kan tolke det som en åpning, på en måte.

R: Ja, så er det jo *pronunciation of phonemes, word structures, syntax and text* ja. Men der kan man også, det er jo noe av det du har sagt også, *use knowledge of similarities between English and other languages with which the pupil is familiar in language learning. We use knowledge of grammar and text*, det var den samme som du hadde før da. Så hvis du leter etter det, så kan det jo være, men det står jo ikke noe om det i teksten i det hele tatt.

I: Så det handler vel mer om på en måte, hvis du har det i hjernebarken skulle jeg til og si, så kan du benytte deg av det, men det kommer helt an på om du er bevisst det eller ikke.

R: Ja, helt enig. Og jeg synes jo det at den nye læreplanen, siden det er så mye i den om faget delen, og så lite egentlig innhold, i selve læreplanmålene, så er den jo veldig mye mer krevende. Når jeg jobbet med den boka så har vi stadig snakka om en sann fiktiv tutta i Finnmark som eneste engelsklærer på VG2 og VG3 på en liten videregående skole i

Finnmark, ingen fordommer her. Men at den boka skal liksom være, til hun da. Mens vi sitter jo her og brainstormer ideer og det liksom bare renner over av ting jeg har lyst til å gjøre ikke sant, men jeg synes at den læreplanen ikke hjelper de som ikke har det faglige miljøet, men det har ikke noe med dette å gjøre da, men det er ikke så mange som kanskje, eller dette her vet jeg jo ikke da, det er bare det jeg innbiller meg siden jeg er litt sånn selv, at jeg vil ha læreplanmålet jeg, og så vil jeg finne det jeg trenger å gjøre der. Ikke sånn der innbakte greier i noe overordnet og *intercultural competence* og det er fint, jeg skal skrive om det selv. Men det er veldig sånn pakka inn da. Fordelen kan du si, er jo at du kan gjøre nesten akkurat hva du vil.

I: Ja, det er veldig åpent. Som sagt, hvis du leter etter oversettelse da, og vil bruke det så kan du finne også hjemmel for det. Og så er det et spørsmål som jeg kom på nå som jeg glemte i stad, og det er, har det noensinne vært noe snakk om oversettelse sånn i kollegiet, har dere diskutert det? Nei, ikke i det hele tatt, nei

R: Nei. Ikke som jeg kan komme på nå.

I: Det er greit, så kan en gjøre en bridge over til interkulturell kompetanse, så er det noe oversettelsesmateriale som kan brukes som går på det at du kan skape broer mellom kulturer og mellom grupper av folk, men tror du det at, for eksempel hvis du har en klasse med forskjellige kulturell bakgrunn og forskjellige bakgrunner at oversettelse kan bidra til det eller ikke?

R: Tenker du da mellom elevene i klassen?

I: Mellom elevene i klassen ja, med å øke forståelse for hverandre sine kulturer.

R: Det må jo vi håpe da. Det er jo den drømmen. Men ja, de er jo kompliserte disse elevene og de liker jo veldig godt å gi inntrykk av at de er så tolerante og sånn, og så er det ikke helt sånn som de liker å gi et inntrykk av at de er. Sånn som i går i spansken for eksempel, så driver vi med mat da. Og så snakket vi om dette med ingredienser og hva man kan få tak og sånn. Så er det en som sier, ja, i den der *jalla-butikken i [stedsnavn]*, og jeg bare, hva sa du? Og han bare, mamma kaller det *jalla*, og jeg bare, nei, nå må du gi deg, og så hadde vi en samtale rundt det da. Og det var flere som mente at det var greit å si *jallabutikken*. Og hun ene som sa det, hun er norsk, men har foreldre fra Serbia. Så jeg bare ja, når dere spiser serbisk mat da, er det *jalla* mat? Og hun bare, ja.... litt sånn. Liksom all annen mat enn norsk mat er liksom *jallamat* da. Hører dere hva dere sier liksom? Og da var det noen som var litt sånn, å ja, nei, kanskje det ikke var helt innafor, nei. Nå hadde jo ikke det nødvendigvis noe med oversettelse å gjøre, men at man kan snakke om språk. Hva betyr det å bruke det ordet

og det ordet, og hva mener du når du sier det, hvordan oppfatter du når jeg sier det. At man har noen sånne samtaler da. For da kan man fort øke forståelsen litt.

I: Det er et godt innspill det. Og så det siste spørsmålet, det er egentlig dette med code switching eller kodeveksling, er dette noe som dere diskuterer i engelsken? Eller er det noe som på en måte blir...

R: Eller hva tenker du på da?

I: Da tenker jeg på si at du switcher mellom, for eksempel norsk og engelsk i dagligtalen eller switcher mellom for eksempel...

R: Switcher ja.

I: Ja, akkurat. Heller veksle, mellom vernacular og formal, når du snakker, er det et tema?

R: Altså bøkene som jeg har brukt, i hvert fall Targets, har jo hatt et kapittel. Nå har ikke jeg hatt VG1 på et par år, men jeg tror ikke jeg har hatt VG1 siden dere var her. Men der har det jo vært egne kapitler om det, gjerne sånn i begynnelsen av boka. For å få litt fokus på, ja, for å få litt fokus på det og at det er viktig. Og at du må tenke litt over hvordan du snakker til folk. At du ikke kan bare være Pål 17 hele tida liksom. Så har jeg brukt den, og nå har jeg har fått med meg i den engelskboka jeg har vært med på faktisk, en novelle som heter *Black Enough*. Av en amerikansk forfatter som heter Varian Johnson. Som handler om en gutt som bor i Texas, tror jeg, Arizona eller Texas. Og som reiser til en av Carolinaene, tror jeg. Om sommeren, for å være med bestemoren sin og familien sin der. Og han opplever veldig, ja store utfordringer, med språket, fordi han snakker da sånn hvit engelsk i gåseøyne han ikke sant, og så kommer han dit og så skal han prøve å være en av gutta da, og så går ikke det helt, ikke sant? Så den er veldig fin og veldig sånn tydelig på hva en type codeswitching kan være da. Og den traff jeg veldig godt med når jeg har brukt den. Og da blir det sånn, da er det lett å dra den over til, hvordan gjør du det da, ikke sant. Fordi du eller vi kanskje gjør det på en annen måte, så gjør vi det jo alle, hele tiden.

I: Så du tenker at det kan være en bro over til for eksempel hvordan er det vi gjør det på norsk da?

R: Ja, absolutt. Og vi snakker jo om det i norsken også ikke sant. Så det synes jo jeg så absolutt er mer relevant enn å sitte og oversette en kjedelig tekst.

I: Ja, flott. Da er det slutt egentlig bare et sånt åpent spørsmål om, om du har noen tanker rundt oversettelse på et generelt plan. Om det er noe som du kan tenke deg å gjøre mer eller mindre i fremtiden?

R: Ja, det kan jo ikke bli så mye mindre da. Nei, altså, sånn sett så synes jeg at det har vært ganske nyttig å tenke litt på det her fordi det har fått meg til å tenke på hvordan jeg faktisk

driver med, eller ikke driver med oversettelse da. Og at oversettelse kan bety mange ting, nå har vi inno m flere elementer liksom, det betyr ikke bare å sette seg ned og oversette en tekst. Og den forståelsen fra et språk til et annet, altså det er ganske viktig. Og jeg føler jo at selv om jeg ikke driver med det jeg kaller oversettelse, at vi har fokus på det. Men, nei, jeg vet ikke om jeg har så mye mer å si jeg.

I: Det er helt greit det.

R: Ja.

I: Da bare avslutter jeg den der.

R: Ja, det er greit.

Interview 3 (Oda)

I: Først så er det bare litt sånn generell info om deg, når ble du cirka ferdig med lærerutdanningen din?

R: Jeg har jo på en måte fagutdanning pluss PPU, jeg var ferdig med en master i engelsk i 2013, og så, ja 2013, og så ble jeg ferdig med PPU, skal vi se jeg ble ferdig med den i, 20, nå skal vi se, 2017 var det.

I: Ser du på deg selv som enspråklig eller flerspråklig? Hvordan tenker du rundt det?

R: Jeg vil vel si at jeg er tospråklig, egentlig. Norsk og engelsk da. Jeg kan engelsk godt nok til å kunne si det.

I: Ja, så skal vi gå litt over til oversettelse og hva du tenker rundt det i klasserommet. Har du tenkt noe på oversettelse når du planlegger noe aktiviteter i klasserommet?

R: Nei. Egentlig ikke.

I: Kan du forklare litt hvorfor ikke?

R: Ja. Det er jo klart læreplanen, den læreplanen som er nå, den åpner jo på en måte noe for oversettelse, kanskje, men den pålegger jo oss ikke å gjøre det. Jeg er ikke så vant til å bruke oversettelse i undervisningssituasjoner. Jeg vet ikke om det kan ha en sammenheng med at jeg tok hele min fagutdanning, både bachelor og master i engelsk, i USA, og da var det jo ikke snakk om noe oversettelse på en måte. Nå vet ikke jeg hvordan på en måte lektorprogrammet i engelsk og en, hva skal jeg si, vanlig mastergrad i engelsk er lagt opp på norske universiteter. Jeg regner med at der hadde det, hvis det hadde vært aktuelt et sted, så hadde det vært der da. Ja, så det kan være en faktor som spiller inn.

I: Ja, har du sånn, nå sa du jo at du har studert i USA, men har du for eksempel som elev eller student i norsk skole, har du opplevd noe bruk av oversettelse der, hvis du husker tilbake?

R: På ungdomsskolen, så husker jeg at vi gjorde det. Det husker jeg veldig tydelig. Da hadde vi på en måte oversettelse begge veier, at vi hadde liksom fra norsk til engelsk, og fra engelsk til norsk. På videregående var det nok mindre av det i hvert fall, men nå kan jeg ikke si at jeg husker at vi liksom aldri hadde oversettelse på videregående eller om vi hadde det, kanskje noen få ganger. Jeg tror i hvert fall, for jeg tok jo engelsk, nå husker jeg ikke hva det het da en gang, men engelsk på VG2 og VG3 da, eller VK1 og VK2 som det het da. Og da innbiller jeg at det på en måte i hvert fall var enda mindre sannsynlig at vi hadde det der da, på engelsk fordypning.

I: Skjønner. Har det noensinne vært noe tema i teamet eller når dere jobber i teams på engelsk her, har oversettelse noensinne vært noe tema?

R: Vi har nok, nå har jo jeg vært, på den første jobben min, der var det veldig lite teamarbeid fordi det var et veldig lite fagmiljø. Her er det jo et kjempestort fagmiljø og vi har fagmøter, og jeg har vært her siden 2018 da. Jeg kan egentlig ikke huske at vi har snakka noe særlig om oversettelse da, på fagmøter. Det er jo veldig, det er jo veldig varierende nivå da, på elevene her, og det gjaldt jo også på den forrige arbeidsplassen min. Så det er jo på en måte de aller faglig svakeste da, så vet jo jeg at jeg har brukt gloseprøver noen ganger, og det vet jeg at andre lærere har gjort også, men det er da på en måte litt, det gjør ikke jeg og jeg hører ikke så mye om det fra, hva skal jeg si, de ordinære VG1-klassene da. Nei, det er mer sånn små grupper og sånne ting. Men så, en sånn type, det er en form for oversettelse selvfølgelig, men som på en måte å oversette en tekst, liksom da, hvis de har en norsk tekst, og så skal du liksom, nå skal du oversette den her til engelsk, det tror jeg nesten jeg aldri, det kan jeg nesten si at jeg aldri har gjort før, som lærer da.

I: Ser du på en måte, du kan si for eksempel, en forskjell, hvis du skulle ha tenkt på å bruke oversettelse, ser du en forskjell mellom yrkesfag kontra studiespesialisering med tanke på at i yrkesfag så har du for eksempel, dette med at du har redskaper som du kanskje kan ha en bro over fra norsk til engelsk? Er det noen forskjeller der tror du?

R: Ja, det kan jeg tenke meg, men jeg har jo for eksempel så hadde jeg jo, det har jeg ikke hatt her, men jeg hadde byggfag, der hvor jeg jobbet før, jobbet der i tre år. Og der var det jo på en måte, der skulle vi ha et sånn der, prosjekt, hvor de skulle da velge ut tre ting da. Det kunne kanskje være liksom tre sånne produkter eller utstyr eller sånn da, og da måtte vi jo bruke oversettelse. Og det var egentlig ganske morsomt, fordi da fikk de på en måte, de fikk, de kunne på en måte lære meg da om ting. Og det ble jo veldig morsomt fordi det var jo litt

sånn du, å er forskaling på engelsk og jeg bare sånn, ja, først må jeg vite hva det er liksom ikke sant. Og det var jo litt gøy for dem da, for da kunne jo de forklare meg hva forskaling var da. Og det var jo lekter og sløyfer og det var ditten og datten ikke sant. Og da fikk jo på en måte de være ekspertene litt da, og så fant vi jo litt, okay, nå skal vi finne ut hva forskaling er sammen da. Og sånn sett så var det, det synes jeg var en veldig positiv bruk av oversettelse. For jeg tenker litt sånn, hvordan eller skulle man ha gjort det da? For jeg visste jo ikke hva forskaling var på en måte da, så jeg måtte jo høre de norske ordene først og så måtte de liksom forklare litt hva det var, og så selvfølgelig brukte de det i en fagsamtale etterpå, men da brukte de bare de engelske ordene. Og da hadde jo jeg på en måte lært meg hva som var hva da, på en måte. Så ja, det var, det kan jo være et eksempel på positiv bruk da, positiv bruk av oversettelse, tenker jeg.

I: Hvis du ikke bruker oversettelse, hvordan jobber du for eksempel med språklæringsarbeidet, for eksempel, utvide vokabularet og så videre, kan du forklare litt hvordan du jobber med det?

R: Ja, jeg har jo, det er jeg ikke alene om det vet jeg jo, har jo veldig tro på det med å eksponere seg for engelsk da, gjennom å lese tekster, gjennom å høre på engelsk, se på film, altså, ja, så jeg prøver nok på en måte først og fremst å gjøre det da. Og så er det jo på en måte, altså elevene spør meg jo også hva heter det her liksom, hvis de skal skrive en tekst eller noe, liksom hva heter det her på engelsk da, og da sier jo jeg at det kommer litt an på konteksten og klassen også, men da sier jeg okay, du må slå det opp eller så bare gir jeg dem det engelske ordet da. Så ja, egentlig at de skal eksponere seg så mye som mulig da, for engelsk og at de skal liksom på en måte, mange av dem gjør jo det allerede, men så er det kanskje litt ensidig hva de på en måte konsumerer da av engelske medier, så det er noe med på en måte som lærer da å bidra til en diversitet i det de leser og det de hører på og sånne ting.

I: Ja, skjønner. Du har vært inne på det litt allerede, men kan du utdype litt hva slags utfordringer det er med å bruke oversettelse? Fordi du sa det at dere jobber på engelsk, så hva ser du på som de klareste utfordringene med å bruke oversettelse aktivt?

R: Ja, det er jo litt vanskelig å svare på siden jeg ikke har prøvd det så mye da, men jeg tenker på en måte, altså, nå har jeg jobbet så lite med oversettelse at jeg vet ikke om det her er på en måte kan bli en konsekvens av å bruke oversettelse, eller kanskje å bruke oversettelse i stor grad da, men jeg vil jo på en måte helst at elevene mine skal, når de skal snakke engelsk da eller når de skal skrive engelsk, at de skal tenke på engelsk da på en måte. At de ikke skal liksom innom norsk, på en måte. Og jeg ser jo det, fordi jeg er jo norsklærer også, og da ser

jeg jo sånne merkelige, i hvert fall sånn som jeg synes er merkelig da, sånn som, de skal skrive en nynorsk tekst og så skriver du hele teksten på bokmål først, og så sier de at jo det er enklere liksom. Og så ja, men, det er kanskje enklere, men hvis du på en måte da hadde trent på å bruke nynorsk på en måte, med en gang da og så liksom tenke på nynorsk, så hadde det, hvis du hadde trent nok på det, så hadde det vært mer effektivt, og språket hadde faktisk blitt bedre. Og det er litt det jeg tenker med engelsk også. At på en måte hvis en ikke er innom morsmålet først, så tror jeg at språket blir bedre, men det er bare sånn, jeg har ikke noe sånn vitenskapelig grunnlag for å si det, men det er det min erfaring er da.

I: Nå er jo det her litt sånn, du kan si synsing eller ikke synsing da, men du har jobbet mest på videregående, ikke sant?

R: Jeg har bare jobbet på videregående.

I: Ja, men hvis du vil synse littegrann, det går helt fint, tror du at oversettelse har noe mer for seg på for eksempel et lavere nivå da, på ungdomsskolen eller på barneskolen? Eller hva tror du? Hvis du skulle spekulere litt?

R: Ja, jeg vet ikke, det kommer selvfølgelig helt an på hva det brukes til da. Jeg kan jo ta et annet eksempel da som jeg like gjerne kan overføre til engelsk fordi jeg jobbet på, før jeg fikk den, jeg hadde liksom ett år etter at jeg kom hjem fra USA, hvor jeg hadde sånn ti tusen forskjellige jobber før jeg fikk en stilling da, i videregående. Og da jobbet jeg blant annet som språklærer på Berlitz språkskole, der var jeg norsklærer da. Kjenner du til den Berlitz-ideologien? Ja, der var det sånn, oh yeah, we never translate, ikke sant? Og det prøvde jeg jo å etterleve så mye som mulig, og jeg ser veldig hensikten med det, men samtidig da, så så jeg at i noen tilfeller da, så var det på en måte sånn at det er jo helt teit å ikke, da hadde vi ofte, men ikke alltid, engelsk som felles språk da. Det er jo på en måte helt teit å ikke på en måte bare si det engelske ordet her da. Spesielt med en elev som jeg husker da, som jeg hadde veldig mye, som var fra India. Han kunne jo engelsk og som skulle lære seg norsk da. Og han var sånn, da han begynte var han på ganske lavt nivå da, fordi da hadde han nettopp begynt, og jeg husker jo at han ble jo på en måte veldig frustrert over det da, og ble nesten irritert på meg liksom, og det kan jeg ha forståelse for. Fordi hvorfor kan man ikke på en måte bare si det engelske ordet liksom, når det ble på en måte veldig klønete da, på en måte, og liksom forklare det på norsk eller liksom illustrere det, det er ikke alt du kan ta et bilde av. Sånn, ja, preposisjoner for eksempel da, det er ganske vanskelig. Så da ble det jo på en måte til at jeg prøvde å holde meg aller mest da til å ikke bruke oversettelse, men noen ganger så ble det på en måte fullstendig upedagogisk å ikke gjøre det, og da tenker jeg at, okay, da kan man faktisk, gå på siden av den hardcore ideologien da. Og da tenker jeg på en måte at det kan

sikkert være situasjoner, der hvor man, der det er det mest hensiktsmessig å bruke en oversettelse da, for eksempel. Det med å på en måte oversette tekster da. Litt mer sånn, ikke i ord bare, men på en måte å gi elevene i oppgave å oversette en tekst, om det er liksom fra norsk til engelsk, eller fra engelsk til norsk, ja, det kan jo hende at det kan ha en hensikt. Tror på en måte at jeg måtte ha kanskje ha prøvd det ut da, hvis jeg hadde jobbet på en ungdomsskole også så hadde jeg jo også hatt et kollegium som sikkert hadde hatt meninger om dette her da, kanskje ulike meninger men, innstilt da på å jobbe, jeg håper jo at jeg ikke hadde vært alene.

I: Nei nei, men med tanke på lærebøker, har du sett noe til for eksempel oversettelse? Det kan jo hende at du har sett litt på de nye lærebøkene, men du kan jo også huske tilbake på noen eldre som du kanskje har brukt selv, om du husker tilbake om du har sett mer eller mindre oversettelse? Kan du spekulere litt rundt det?

R: Nei, egentlig ikke, men det som, eller noe som irriterer meg veldig da, for å si det sånn, det er kanskje spesielt i programfag, altså samfunnsfaglig engelsk da, som jeg har hatt flere ganger. Det er jo, altså det er jo på en måte, der begynner vi å nærme oss universitetsnivå på en måte. Og det er veldig avansert, men fortsatt så har, altså tekstene da, fagtekstene i boka og for såvidt hvis det er en novelle og sånn også, de har gloseliste i marginen og der står det oversatt til norsk og det irriterer meg veldig fordi det som jeg på en måte prøver da å si til elevene mine, det er, og det husker jeg til og med at helt tilbake til ungdomsskolen, at læreren min sa til meg, hvis du ikke kan det engelske ordet, så prøv og på en måte snakk deg rundt det da, på engelsk ikke sant? Og da bare sånn, et helt konkret eksempel, fordi da var det, det var *pesticide* eller noe sånt, og jeg husket ikke hva det var, jeg husket bare at ja, det er sånt plantemiddel, eller sånn plantedreper da, men jeg husker ikke hva det heter. Og da sa jeg liksom, *oh, I don't remember what it is called* og da sa han liksom, *yeah, but try to explain it, okay, something you kill plants with or weeds*. Og det tenker jeg på en måte er en veldig nyttig egenskap da, en skill å ha. Og det prøver jeg på en måte også å innprente da hos mine elever. At selv om, hvis du ikke husker ordet, prøv å forklare det da, på engelsk. Og, hvis du tenker da på en måte, det er jo i læreplanen da, så er det jo veldig fokus på det med å, de skal, hva er det det heter? Demokrati og medborgerskap, ikke sant? Og da er det ikke bare medborgerskap i Norge, det er jo også det med å være en verdensborger, du skal ha interkulturell kompetanse, fordi du skal kunne kommunisere med mennesker i ulike deler av verden, ikke sant? Og det er jo også et av de kanskje viktigste formålene med å lære engelsk er jo nettopp å kunne kommunisere på engelsk med personer som ikke kan norsk. Og da tenker jeg at det blir på en måte feil og da liksom *what does this word mean* og så skal du si

det på norsk da på en måte. Prøv heller å forklare det på engelsk, og det er derfor jeg er så irritert på den gloselista, spesielt i programfag på høyere nivå, fordi da tenker jeg sånn, hvorfor står det ikke bare synonym på engelsk eller det står et, altså en forklaring da, i stedet, ikke sant? Så det er en ting med lærebøkene da som irriterer meg veldig, fordi da går det på en måte, det går litt imot hvis vi skal få elevene da til å trene på å liksom bruke synonymer eller forklare, si det på en enklere måte. Da blir det jo på en måte selvmotsigende når det skal stå på norsk i boka, tenker jeg da.

I: Ja, jeg har jo sett litt gjennom lærebøker nå når jeg har prøvd å gjøre research og det er jo gjennomgående i både tidligere og nåværende at den gloselista står der.

R: Ja, og så tenker jeg litt sånn, altså jeg ser jo det at det er noen veldig faglig svake elever og at de kanskje kunne trengt begge deler da, men det kunne vært en nettressurs i stedet da.

I: Ja, så er det litt mer, kan du si synsing, men tror du, med tanke på utvikling fremover, har du noen synspunkter på hvor oversettelse står på veien fremover. Tror du at det kan bli enda mer marginalisert eller hvordan tenker du?

R: Ja, nå er det jo, jeg tenker jo kanskje at måten den nye læreplanen da, hvis de som har laget den har tenkt, så er det jo kanskje det som står da med å bruke, at du ser kanskje sammenhengen med språk som eleven kan fra før, så det kan jo like gjerne være arabisk for eksempel da. Da legger de jo på en måte kanskje litt opp til det, men altså en ting er jo læreplanen, og en annen ting er den praksisen som lærerne har da. Så jeg vet ikke om det på en måte om det kommer til å bli noe av det, men nå snakker jo jeg bare for videregående da. Hvordan det på en måte er på barneskolen og på ungdomsskolen, det har jeg ikke så peiling på.

I: Nei, så snakket du jo litt om det her med at yrkesfagelevne dine lærte litt oversettelse. Hvordan opplevde du deres interesse for den aktiviteten som dere holdt på med da og var det liksom noe som du følte at det her fungerte liksom, eller?

R: Ja. Det var en veldig positiv opplevelse både på byggfag der vi hadde det og jeg hadde også, det var vel året før, men jeg gjorde det samme prosjektet, type prosjekt der, men det var på elektrofag. Og det var jo, sånn generelt, så var det faglig sterkere elever der. Så de var litt sånn, de fant også litt ut av ting selv da, på en måte. Og det var, det var vel på en måte kanskje noe av det mest vellykkede undervisningsoppleggene jeg har hatt noen gang, egentlig, de prosjektene. Og de var kjempefornøyde med det selv, og han som var da kontaktlærer og programfaglærer, kom jo til meg etterpå og sa at de kom ned fordi de hadde da at hatt samtale med meg hvor de da forklarte forskjellige ting da. Så var de da, de var så fornøyde med hvordan det hadde vært og de tok jo med seg, de tok vel med seg utstyr og

viste frem med sånn stripper du en ledning og det var ja. Ja, så det var veldig positivt, og litt det igjen at de fikk være ekspertene, istedenfor at på en måte jeg var sånn, det å lese en roman for eksempel, det synes de ikke var så veldig gøy. Men da var det liksom sånn at læreren vet best, læreren har liksom fasiten på hvordan denne romanen skal tolkes, men på det prosjektet da, så var det faktisk de som hadde fasiten og så jeg trengte jo ikke på en måte å spille dum engang fordi jeg kunne jo ingenting om altså, liksom sånn hvordan du lager tak og hvordan du, hvordan en lysbryter ser ut inni, ikke sant? Da fikk de, de fikk være ekspertene da, og det syntes de var kjempegøy. Ja, så veldig positiv opplevelse, med det der. Både med på en måte, at jeg så at elevene hadde det, at det fungerte bra for dem og at det fungerte også bra for meg da, på en måte.

I: Så bra. Så går vi littegrann over til læreplanen. Snakke litt om den. Hvordan kan du si, bruker du det målet om å bruke andre språk som eleven kan i språklæringsprosessen i engelsk? Hvordan jobber du med det i klasserommet?

R: Det er vel det kompetansemålet jeg har lagt minst vekt på, nå har jo læreplanen vært, vi har jo bare hatt den i ett år. Så, jeg har vel på en måte, kanskje mer brukt det litt i tilbakemeldinger og sånt kanskje, med at jeg da viser til at på en måte okay, sånn her har du oversatt det direkte fra norsk fordi på norsk så kan vi gjøre sånn, men på engelsk så kan vi ikke gjøre det. Men jeg har ikke, har nok ikke jobbet så mye sånn direkte med det da. Så det som er litt interessant er jo at jeg ser, jeg vet ikke helt om du har, så på den debatten for eksempel som var for litt siden.

I: Ja, for et par dager siden, ja.

R: Ja, ja, og det som jeg ser, fordi jeg har jo noen av de elevene som på en måte bruker, bruker seg imellom og så er det på en måte det er en elev som er i den, hva skal jeg si, klikken, som er tysk og ikke kan så innmari bra norsk, men jeg hører jo også når hun ikke er der så snakker de faktisk engelsk seg imellom da. Og det ser jeg jo også, fordi jeg har dem i norsk da, og det ser jeg jo på språket deres i norsk at faktisk der begynner engelsk å skinne igjennom, med for eksempel noen sånne *anglisismer* er det vel det heter, og ordstilling, og sånne typer ting da. Så da går det liksom motsatt vei da, mens jeg hadde jo den samme gruppa i engelsk i fjor, og de elevene, det var ikke noe norsk som skinte igjennom i engelsken deres, men går motsatt for å si det på den måten da. Så det er jo interessant egentlig. Det blir jo litt spennende når en har på en måte både norsk og engelsk da, at man kan se det.

I: Ja, da får du direkte erfaring med dette. Så er det et annet læreplanmål som går på dette med å uttrykke seg med flyt og på en nyansert måte med bruk av språklige uttrykk, variert setningsstruktur med tanke på kontekst, mottaker og situasjon. Er dette noe dere jobber med

kun, kan du si, bare med å bruke engelsk eller sere dere på for eksempel forskjeller mellom norsk og engelsk da, i det å klare å uttrykke seg for eksempel, eller er det noe dere bare jobber med monolingvert?

R: Jeg gjør i hvert fall det, ja.

I: Ja, kan du si, når du for eksempel underviser i norsk da, eller er det noen andre språkfag du underviser i?

R: Nei, jeg har norsk og engelsk.

I: Ja. Når du underviser i norsk, har du noen gang tenkt på for eksempel å se på å oversette en engelsk sang, for å se på okay her har vi en tekst på norsk og en tekst på engelsk for å se på likheter og forskjeller eller er det noe som du tenker ikke er brukbart kan du si.

R: Ikke på engelsk, men på norsk på VG1, nå har jeg norsk på VG2, men på norsk på VG1 så husker jeg ikke akkurat hva det kompetansemålet heter sånn ordrett, men det er et kompetansemål som går på andre språk. Så det jeg gjorde da var at elevene fikk, altså alle gjorde det her forsåvidt, men på litt ulike måter da, fordi vi hadde en sånn felles årsplan. Og da fikk de, på en måte, altså de fikk en sånn oversikt, altså ordforråd, syntaks, altså sånn, nå har jeg glemt fagbegrepet for det, men for eksempel at man bruker, at bevege kan bli til bevegelse da, altså verb og substantiv og sånne type ting, altså hvordan gjør man det på det andre språket. Er det forskjeller, ulikt fra norsk da, og da var det jo de aller fleste, fordi da sa jeg at det ikke er lov til å ta engelsk, de aller fleste hadde jo da et fremmedspråk, enten tysk, fransk, spansk eller italiensk. Noen valgte da et morsmål, fordi det er noen som har andre morsmål så det var en presentasjon om bulgarsk blant annet, det var en om polsk, det var ei som valgte russisk, fordi hun var interessert i det og kunne litt om det. Det var egentlig veldig interessant, men kvaliteten på det var litt sånn godt og blanda. Det var noen som var, stort sett de som var flinkest i faget gjorde det bra. Det som kan være en utfordring da, kan man jo se også hvis de skal gjøre det samme på engelsk da, er at de har på en måte litt sånn dårlig begrepsapparat egentlig. De på en måte, de har ikke alle fagbegrepene inne, okay, kanskje de liksom vet hva et verb er, men på en måte når de begynner å snakke om, altså, for eksempel, ubestemt og bestemt form av et verb, da er det litt sånn, ja, det er ikke det da, men det konkret var det noen som gjorde altså, det er liksom et sitat, altså bestemt og ubestemt form av verb. Så det kan jo være en utfordring, for da får de jo på en måte kanskje, da må du kanskje starte med å faktisk få det begrepsapparatet inn da, og det er jo også tenker jeg litt sånn, og det er jo sånn som språk er jo et modningsfag da, så det er ikke nødvendigvis sånn at de kan liksom si verb er sånn og substantiv er sånn, og så videre, og så videre, og så på en måte kan de det med en gang. Og jeg tenker jo at det jeg synes at der er noe som de bør kunne da, men jeg har

jo hatt når jeg har hatt sånn små grupper da, brukt kanskje mer, eller liksom, oversettelse da. Da snakker jeg om elever som på en måte nesten ikke kan engelsk da, på en måte. Og det er liksom sånn, ja, du skal liksom ha om verb, de vet ikke hva et verb er engang, så de vet ikke hva et verb er på norsk, ikke sant? Jeg starter da med å si noen eksempler på verb på norsk da, så kan de si grønn liksom, ikke sant? De har ikke, liksom, verb, substantiv og adjektiv, de har ikke det engang, det vet ikke hva det er. Så da tenker jeg at et sånt type kompetansemål kan jo bli utfordrende da, men kanskje desto større grunn til å jobbe med det da.

I: Du var litt inne på det akkurat nå da du snakket om det med morsmål og fremmedspråk, tror du at det er en, at det ligger et potensiale i å utforske noe der, eller er det på en måte noe som er litt for vanskelig med tanke på nivået. Du sa at det var litt forskjellig hva de fikk ut av det kanskje?

R: Ja, det er jo, det er litt vanskelig, fordi det er jo på en måte litt, hvis du har sett litt i planer og du har jo vært i praksis og sånn også, så er det jo veldig, det er jo utrolig mye man skal igjennom. Og så vet man jo at det hadde jo vært så enkelt hvis man på en måte alle var, alle lå på liksom, hva skal jeg si, middels måloppnåelse eller høyere liksom, at alle kunne noe grunnleggende liksom, men det er jo, så lenge det på en måte ikke er egentlig ingen formelle krav om å få komme inn på videregående, så vil de jo ikke ha sånne grupper. Ofte vil du ikke ha det, også på studiespesialiserende er det jo elever som på en måte, altså nesten ikke kan, nesten ikke kan engelsk, kan kjempedårlig norsk, og jeg har vært inne og sett, nå kjennet jo jeg til bøkene i norsk da, de norske fagbøkene, men jeg har ser også på, vært inne og sett på en geografibok da for VG1, hvor begrepstung den er da. Og da synes jeg jo synd på de minoritetsspråkligelevne, det må jo være helt håpløst. Du kan jo ikke bra nok norsk til å gjøre det her, og da er det jo ikke, det har jo ingenting med dem å gjøre på en måte, det er bare det at de har ikke, de har ikke vært i Norge lenge nok til at de kan lære seg bra nok norsk da.

I: Ikke sant. Så går vi mot slutten, men du kan jo spekulere litt og tenke litt, hvis du ser på læreplanen i dag LK20, hvordan ser du, er det noen flere åpninger der synes du for å bruke oversettelse kontra tidligere læreplaner, eller synes du at det er på en måte noe av det samme? De er jo åpne for tolkninger læreplanene, det er jo ganske åpent

R: Ja, jeg tenker jo at det spesifikke kompetansemålet, åpner jo litt for det, men jeg føler ikke at det på en måte, pålegger deg å gjøre det da, og det føler jo jeg at det kanskje er enda mindre, hva skal jeg si, spesifikke pålegg da i den nye læreplanen. Den er veldig, nærmest enda videre da, selv om kompetansemålene er færre, så er den enda videre enn, enn den LK06.

I: Så helt til slutt, vi var litt inne på dette om interkulturell kompetanse også. Tror du for eksempel at oversettelse kan ha en eller annen virkning der med tanke på kan du si å bygge forståelse mellom kulturer, språk eller tror du at en kan jobbe mer effektivt med det på andre måter?

R: Jeg vet ikke, det kan, jeg ser at muligheten er der på en måte. Jeg tenker også, det som er kanskje viktig i det med interkulturell kompetanse da, er jo den på en måte forståelsen for at engelsk som verdensspråk, det er ikke britisk eller amerikansk engelsk. Det er alle mulige varianter av engelsk som snakkes i ulike deler av verden da, både, både engelsk i land der, altså de som engelsk som andrespråk da, men har en for eksempel altså Jamaica eller Nigeria eller noe sånn, men som har en da annen aksent da på en måte enn det vi er mest vant til å se på TV og gjennom filmer og sånn som liksom er amerikansk eller britisk aksent. Men også på en måte de som lærer engelsk, ja, for eksempel i Norge da, lærer engelsk som andrespråk her da, det er jo ikke alle som andrespråks, eller de færreste som får andrespråkskompetanse av, hvis vi ser på alle som går gjennom skolen på en måte, men en del da. Og det er jo også, Norge har jo ikke vært britisk koloni eller noe sånn, så vi har jo ikke på en måte den tilknytningen til engelsk som en for eksempel har i altså, selvfølgelig Kanada, Australia og sånn, men også, ja, Nigeria, for eksempel. Det er jo på en måte alle, det er alle mulige varianter av engelsk da og jeg tenker at hvis man på en måte, at det er viktig å ha en forståelse av det da og også at de personene som lærer engelsk da, at deres morsmål vil sannsynligvis påvirke hvordan de lærer engelsk da. Men jeg vet ikke hvordan man kunne, hva skal jeg si, utnytte det i en, i en undervisningssituasjon da, det vet jeg ikke. En ting som vi har snakket om, fordi vi snakket nettopp om interkulturell kompetanse på fagmøtet og okay, hvordan skal vi jobbe med det og da kom det opp, da hadde vi liksom bare idemyldring og alle kom med tips og triks og sånn. Og da var det jo noen som kom med forslag om å bruke elever som går på grunnskoleopplæringa her, vi har jo en ganske stor grunnskoleavdeling, hvor det da går, altså det er ikke voksne, på en måte, det er stort sett tenåringer, men noen er liksom kanskje tjue og sånn da, men det er ikke sånn, det er ikke femtiåringer som går på voksenopplæring liksom, det er liksom, ja, de eldste er vel kanskje femogtjue da, men mange er på samme alder. For der er det jo veldig mange språk og kulturer representert da, sånn at det kanskje går an og på en måte få til noe slags samarbeid da med de elevene, og de elevene lærer jo også engelsk. Fordi de skal jo liksom få grunnskolekompetanse da. Vi ser jo ofte at de har jo ikke det når de begynner her, men det er liksom, ideen da.

I: Ja, det var en interessant ide. Og så var det, det aller, aller siste spørsmålet. Dette med kodeveksling, altså code switching, har det vært et tema i engelskøktene dine og er det på en

måte når du har norsk også, er det noe som du ser på for eksempel mellom sånn street language eller vernacular language og mer sånn formal language, at du ser på forskjeller mellom hvordan det er på norsk, hvordan vi snakker med venner og når vi skal snakke i mer formelle sammenhenger, og på engelsk da, kan en dra litt veksler på hvordan man gjør det på norsk og på engelsk eller er det noe dere jobber med kun på ett språk? Hvis du skjønner hva jeg mener.

R: Ja, jeg tenker vel at i hvert fall jeg da jobber mest med det sånn på engelsk da, men altså absolutt, vi snakker mye om formelt og uformelt språk, og det står jo det, det som på en måte er nytt da i den nye læreplanen for studieforbereende er jo det med akademisk språk, ikke sant? Og ja, tilpasse til mottaker, situasjon og formål, sånne typer ting da. Så det er jo ofte noe som jeg legger på en måte mye vekt på og det gjør jeg også forsåvidt i norsk da. At det er på en måte, hvis jeg skriver en tilbakemelding da, på en tekst, der det for eksempel er uformell språkbruk da, så passer jeg på en måte på å si ikke sånn, at det her er feil, men det her kunne du kanskje brukt i en uformell tekst, men det her er en formell tekst, og da må du bruke et mer formelt ord da, for eksempel. Så det med at det ikke, ikke at det er feil, men at det er, at du ikke har tilpasset språket bra nok da, til situasjonen.

I: Skjønner. Så er det egentlig bare det siste, er om det er noe annet du har på hjerte med tanke på oversettelse. Det er liksom åpent ord hvis du skjønner hva jeg mener, ja. Er det noe som du kunne tenke å bruke noe i fremtiden eller er det noe som er mer i fortiden? Hvis du skjønner hva jeg mener.

R: Kanskje sånn rene, liksom å oversette rene tekster, sånn frem og tilbake, i hvert fall på videregående så er det noe, jeg tror ikke det er noe som jeg ønsker å bruke tid på da. Rett og slett, fordi jeg ønsker å bruke mer tid på både, eller liksom da, at det skal ta inn engelsk, men også produsere engelsk, enten det er skriftlig eller muntlig da. Men jeg ser jo på en måte at, det og på en måte, aldri, aldri skulle bruke oversettelse i noen som helst form, det blir på en måte også litt for rigid da, tenker jeg. Men jeg ser jo litt sånn, fordi det er jo noe som vi, jeg har snakket med mange praksisstudenter tidligere da, som de også er litt nysgjerrige på da, det med bruk av norsk i klasserommet. Er det på en måte, er det bare bruk av engelsk og ja, og så videre, og så videre da, og så prøver jo jeg som veileder da, så skal ikke jeg liksom gi noen fasit da, men jeg kan jo på en måte si mine tanker og så kan de på en måte tenke over det, om det er det noe som de tenker. Og da er det, da er det litt sånn, ofte så er det egentlig unødvendig å bruke norsk da. Og så er det litt sånn for elevene da, så blir det en litt sånn, det blir så komfortabelt. Ja, det blir liksom en sånn hvilepute for noen. Da kan vi jo liksom bare si det på norsk i stedet og jeg bare nei, du klarer å si det på engelsk hvis du prøver, og det ser

jeg jo på en måte så ofte, kan jeg ta det på norsk og jeg bare nei, og da blir det en prøve på engelsk, de klarer det jo. Det er liksom en sånn, det er litt stygt å kalle det latskap, men, men, men det er, altså de må liksom prøve da. Ja, og så snakket vi jo litt, og jeg har snakket med studenter tidligere om, det med å på en måte, altså, hvis de på en måte har lest noe eller hørt noe på engelsk og så svarer de på spørsmål om det på norsk, så okay, ja, da viser de jo på en måte at de har forstått den engelsken, men da produserer de jo på en måte ingenting. Du kan jo ikke måle muntlig kompetanse da på en måte. Så ja, men det er jo ikke lett.

I: Men da sier jeg bare tusen takk jeg.

R: Jo, i ligemåde.

I: Og så stopper vi den der.

Appendix D:

Information to interviewees

Vil du delta i forskningsprosjektet

Translation as a language learning tool in Norwegian school?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke bruken og utbredelsen av oversettelse i videregående skole. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette er en masteroppgave. Formålet med studien er å få et innblikk i hvordan oversettelse blir brukt i engelskfaget i norsk videregående skole og om denne språklæringsmetoden er en aktuell metode for å belyse hvordan en kan bruke ulike språk i språkopplæring, med bruk av den gjeldende læreplanen. Dette vil bli analysert nærmere gjennom bruk av intervjuer og tekstanalyse.

Hvem er ansvarlig for forskningsprosjektet?

Høgskolen i Innlandet. Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag – Hamar er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Studien vil undersøke hvordan lærere som jobber med engelskfaget daglig opplever bruken av oversettelse og jeg vil med din hjelp få informasjon som kan hjelpe i forståelsen av hvordan oversettelse blir brukt eller ikke brukt i engelskfaget

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du samtykker til å bli intervjuet. Intervjuet vil samlet sett vare rundt 30 minutter. Intervjuet vil bli tatt opp via en nettskjema-app som lagrer informasjonen på en trygg måte. Dermed vil ingen uvedkommende få tilgang til intervjuet. Intervjuet vil omhandle bruk av oversettelse i engelskfaget.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke

samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun studenten og eventuelt veiledere som vil ha tilgang til intervjumaterialet ved den behandlingsansvarlig institusjon. Opplysningene sikres gjennom nettskjema-appens kryptering. Deltakerne ved studien vil ikke kunne gjenkjennes i studien.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er cirka 15 mai. 2022. Lydopptak av intervjuene vil bli lagret kryptert gjennom nettskjema-appen som er tilknyttet et eksternt lagringssted og vil etter prosjektperiodens slutt bli slettet.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskolen i Innlandet. Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag – Hamar har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Høgskolen i Innlandet. Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiskefag – Hamar ved veiledere Siri Først Skogmo (siri.furst.skogmo@inn.no) og Gjertrud Flermoen Stenbrenden (gjertrud.stenbrenden@inn.no) samt student Åsmund Strømme Bakosgjelten (bakosgjelten@gmail.com).
- Vårt personvernombud: Anne Sofie Lofthus (anne.lofthus@inn.no).

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Åsmund Strømme Bakosgjelten (student).

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Translation as a language learning tool in Norwegian school, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)