

The relationship between students' reported reading habits and their writing proficiency in terms of language learning.



Karianne Gjeraker  
Master's Thesis  
Department of Foreign Language  
University of Bergen  
May 2024

## Acknowledgments

First and foremost, I would like to thank my supervisor, Sigrid Ørevik, for the guidance and valuable feedback which contributed to forming this project to what it is today. Your expertise and advise has in no small part given me the motivation to continue when this project felt overwhelming in a busy everyday life.

I would also like to thank the students who participated by being interviewed and giving me access to their written mock exams. This made the project possible, and I am forever grateful.

Finally, I would like to thank my two young boys, Pål and Håvard for being patient and giving me time to study when there are so many other, and more fun things we could have done.

Karianne Gjeraker, May 2024.

## Abstract in Norwegian

Lesedugleik er ein av dei grunnleggjande dugleikane i læreplanverket LK20 og sentral for å lukkast i skulegangen. Mi interesse for lesing og samanhengen mellom lesing og språklæring kom etter eit halvt år med utveksling i San Diego, der eg vil hevde at mykje av mi språklæring hadde samheng med lesing. Dette førte vidare til at eg ynskte å undersøkje kva områder innan språklæring som vert påverka av lesing og om det er mogeleg å sjå samanhengar mellom ulike områder innan språklæring og lesing.

Denne oppgåva i engelsk fagdidaktikk har som mål å undersøkje samanhengen mellom elevane si rapporterte lesing og språklæringa som kan sjåast i tekstar produsert av dei same elevane. Dette er gjort gjennom ei case study der eg gjennomførte intervju med 3 elevar der fokuset var lesevanane deira og tekstanalyse av tentamen dei skreiv i engelsk på våren i 10. klasse.

Studien består av både ein kvalitativ og ein kvantitativ del. Den kvalitative delen undersøker elevane sine rapporterte lesevanar og den kvantitative delen undersøker lingvistiske strukturar i delar av tekstane som tentamen til elevane består av.

Dei samla resultata indikerer at det kan vera ei samheng mellom å praktisere sjølvvald lesing og språklæring. Elevane som rapporterte at dei praktiserte sjølvvald lesing hadde også produsert tekstar som inneheld fleire av dei lingvistiske strukturane utarbeidd frå eitt av kjenneteikna på måloppnåing i engelsk etter 10.trinn (Ministry of Education and Research, n.d.). Dei viste generelt ei betre forståing og bruk av «eit klart og variert språk med flyt og samheng» (Ministry of Education and Research, n.d.). Dette kan verte tatt med i diskusjonen om kva engelskundervisninga på ungdomstrinnet bør innehalde og gje føringar for kva endringar ein bør gjennomføre for å fremje språklæring.

## Table of content

Acknowledgments .....	i
Abstract in Norwegian .....	ii
List of tables .....	iii
<b>1 INTRODUCTION</b> .....	<b>1</b>
1.1 Relevance .....	1
1.2 Previous research.....	2
1.3 Research gap .....	4
1.4 Aim of the study and research question .....	5
1.5 Structure of the thesis .....	6
<b>2 THEORETICAL BACKGROUND</b> .....	<b>7</b>
2.1 Definition of terms .....	7
2.1.1 Genre .....	7
2.1.2 Skill, knowledge, and competence .....	8
2.2 Model texts .....	9
2.3 Implicit and explicit learning .....	12
2.4 Extensive reading as an approach for language acquisition.....	14
2.5 The basis for language acquisition .....	17
2.5.1 The input hypothesis and the output hypothesis .....	17
2.5.2 The Four Strands .....	19
2.6 Writing skills .....	20
2.7 Written proficiency- intralingual errors .....	21
2.8 Different perspectives on assignments for writing.....	24
<b>3 METHODS</b> .....	<b>25</b>
3.1 Research design.....	25
3.2 Research Instruments .....	26
3.2.1 Semi- structured Research Interview .....	27
3.2.2 Analysis of student texts .....	31
3.3 Participants and student texts .....	34
3.3.1 Selections of participants .....	34
3.3.2 Presentation of interview participants .....	36
3.3.3 Student texts .....	36
3.4 Ethical Considerations.....	37
3.4.1 The role as researcher.....	38
3.4.2 Ethical considerations relating to interviews.....	38

3.4.3	Transcription .....	39
3.5	Reliability and validity .....	39
<b>4</b>	<b>RESULTS AND DISCUSSION</b> .....	<b>41</b>
4.1	Student perspective- interview results.....	41
	<b>Table 4.1</b> Results from interview data coded according to themes.....	42
4.1.1	Interview results .....	43
4.1.2	Summary of findings .....	49
4.2	Student texts- results from the analysis.....	50
4.3	Clear Language .....	50
4.4	Varied language.....	52
4.4.1	Word classes.....	53
4.4.2	Sentence structure .....	54
4.5	Cohesion.....	56
4.6	Summary of findings .....	58
4.7	Discussion of findings .....	58
4.7.1	Text analysis results in light of the interview results .....	59
4.7.2	Overall findings discussed in relation to theory .....	59
<b>5</b>	<b>CONCLUSION</b> .....	<b>66</b>
5.1	Summary and conclusion .....	66
5.2	Didactical implications.....	69
5.3	Limitations of the study.....	70
5.4	Suggestions for further research.....	71
<b>6</b>	<b>References</b> .....	<b>73</b>
<b>7</b>	<b>Appendix 1- Interview guide</b> .....	<b>79</b>
<b>8</b>	<b>Appendix 2- Transcribed interviews</b> .....	<b>80</b>
8.1	Intervju 1 .....	80
8.2	Intervju 2 .....	83
8.3	Intervju 3 .....	87
<b>9</b>	<b>Appendix 3- Verb forms</b> .....	<b>91</b>
<b>10</b>	<b>Appendix 4 – Words from different word classes</b> .....	<b>100</b>
<b>11</b>	<b>Appendix 5- Sentence structure</b> .....	<b>108</b>
<b>12</b>	<b>Appendix 6- Cohesion</b> .....	<b>117</b>
<b>13</b>	<b>Appendix 7- Mock exam, CDU.no</b> .....	<b>126</b>
<b>14</b>	<b>Appendix 8- Lagvis samtykke</b> .....	<b>131</b>

## List of tables

**Table 2.1** Extensive reading as an approach for language acquisition

**Table 3.1** Interview data coded according to themes.

**Table 3.2** Framework for analysis of students' texts, written proficiency

**Table 3.3** The use of verb forms

**Table 3.4** Word classes

**Table 3.5** Sentence structure

**Table 3.6** Cohesion devices

**Table 4.1** Results from interview data coded according to themes

**Table 4.2** The use of verb forms-results

**Table 4.3** Word classes-results

**Table 4.4** Sentence structure-results

**Table 4.5** Cohesion devices-results

# 1 INTRODUCTION

## 1.1 Relevance

The famous author Stephen King once wrote: “If you don’t have time to read, you don’t have the time (or the tools) to write. Simple as that”. With this in mind the idea to examine the relationship between reading and writing was born and this project came to be.

One of the most important skills to master is the skill of reading and “language is the central tool for cognitive development in school” (Schleppegrell, 2004, p. 156). A society that moves in the direction of being knowledge based demands a certain ability to read from every human being that exists in the society. It is a skill that defines who you are. It is a skill that defines if you are a part of the society or not, which is discussed further in chapter 2 Theoretical background. This has not always been the case, as shown in the audio-lingually inspired curriculum of 1974 (Ministry of Church Affairs and Education, 1974).

This method focuses on learning the target language through repetition and drills. However, the rapid development within technology and the impact technology has on the lives of people are demanding in terms of reading as a skill and this has influenced to the development of the national curriculum as well. LK20 lists reading as one of five basic skills that must be a part of the student’s education at all levels. These basic skills are “important for developing the identity and social relations of each pupil, and for the ability to participate in education, work and societal life” (Ministry of Education and Research, n.d.).

It is a commonly known assumption that students who practice extensive reading as a spare time activity will in most cases become better readers. They see the value of reading, they get practice in finding the overall meaning in a text, and it develops their skill of extensive reading, which in turn may have an impact on other areas of language learning. Extensive reading gives the reader the ability to see beyond the small and at times insignificant details in a text (Krashen, 1981). It also provides students with practice in the ability to spot literary devices and reflect on why they are used. These, in turn, are important skills which students need to master to be able to “critically assess different types of texts in English” (Ministry of Education and Research, n.d.) which is part of the core element “Working with texts in English” (Ministry of Education and Research, n.d.). The ability to critically assess has an impact on how one interprets any type of text and what the learning

outcome may be from reading. The relationship between extensive reading and language learning and the benefits extensive reading has on language learning in the subject of English is a topic that is not extensively explored. However, it is one of great interest.

As a teacher of English at a lower secondary school I have experienced that extensive reading does not play a huge role in the teaching of the subject of English at our school. The focus in the teaching of English among my colleagues is on using short texts in the textbook for intensive reading often accompanied by tasks for understanding or glossary tests. With the new curriculum, however there is no way around not using literature anymore. In LK20 “English- language fiction, including young people’s literature” is introduced as part of the competence aims in the English curriculum (Ministry of Education and Research, n.d.). With this in mind, the extensive reading that students are practicing now becomes of interest. They may already be practicing using literature through extensive reading as a way of gaining language knowledge, however this is based on assumptions. I presided from this assumption and wanted empirical data on the subject. This lead to this thesis which is a case study of three lower secondary students’ reported and documented written proficiency in English and it will try to make a connection between the participants’ reported habits concerning extensive reading and their assessed level of language proficiency. The material collected are student texts and interviews of three 10<sup>th</sup> grade students.

## 1.2 Previous research

An extensive amount of research has been conducted in the field of second language learning in general, and more specifically, on how a second language is learned. In this section I will look at past research in the mentioned field in addition to research on extensive reading and research on the use of model texts.

The results in the study by Birketveit et al. (2018) indicate that a large percentage of the participants in their study read books in both Norwegian and English in their spare time. Also, the study concludes that it is possible to conduct an extensive reading program in the Norwegian classroom that leads to students reading and enjoying English literature. They are “able to employ strategies that allow them to access the texts successfully, usually only giving up if they found the material boring” (Birketveit, Rimmereide, Bader, & Fisher, 2018). In terms of relevance to this project, Birketveit et al. (2018) indicate that the authentic language



input received through extensive reading of English literature brings benefits to language learning. Interesting here is what these benefits may be, which is something I will try to explore in this project.

Krashen (2004) claimed, in *The power of Reading* that there had not been conducted any research into what impact extensive reading has on language learning. However, in recent years this research perspective seems to have attracted scholarly interest. The research on using extensive reading in the second language classroom stretches from the use of picture books to extensive reading programs implemented and used over time. Multiple studies indicate that extensive reading is beneficial in terms of language learning in one way or another. As an example, Birketveit & Rimmereide (2017) found that

a number of learners increased their use of adverbials and thus their text-linguistic competence. The verb forms used were more complex, the sentences were generally longer, and their narrative skills and strategies improved (p. 114).

Research by Mermelstein (2015), which took a closer look at the impact extensive reading had on content, organization, vocabulary, language use, spelling, and fluency found that classes which use extensive reading in the teaching of English as a second language performed better in all the categories listed above compared to the students who attended a traditional language program (Mermelstein, 2015). This study was conducted with third-year undergraduate students who had English as a second language. Another researcher who has studied the effect extensive reading has on language learning is Park (2016). In this research the results indicate that compared to traditional classroom teaching implementing extensive reading would lead to better results in all five sub-skills of writing which were listed in the study. These sub- skills were content, vocabulary language use, organization, and spelling. Park (2016) notes in their conclusion that students who participated in the study might have been exposed to the target language in their daily life as well through extensive reading. Seeing that this is difficult to eliminate as a factor this could have affected the results. This is also relevant in the present project and will be discussed in the conclusion chapter.

Wold (2019) has, in her PhD investigated Norwegian learners' use of the English progressive aspect. This is part of the learning of English as a second language and research which will be used in this project. The discussion on the matter will be part of the theoretical background, however it is also a vital part of previous research in this project. Previous research on the possible language learning from extensive reading is discussed in this section

and it indicates that there may be benefits on language learning from practicing extensive reading. This project, then goes into detail as to what types of grammatical structures that may be affected positively by extensive reading. It compares the results from text analysis of student texts and sees this in light of what the students report for reading both at school and in their spare time.

### 1.3 Research gap

The natural approach and the input hypothesis which was developed by Krashen (1985) brought reading and communicating in a natural way into the teaching of English as a second language. This theory builds on communicative language teaching (CLT) which came in the 1970s and emphasized that the focus should be on “exposure, or input, rather than practice” (Richards & Rogers, 2014, p. 261). Somewhat in line with the natural approach and the input hypothesis is Nation (2007) who has meaning focus input as one of his four strands of language learning. To learn a language there must be comprehensible input. That reading has an impact on language is clear, however what type of impact and what the relationship between extensive reading and language learning is, needs to be further researched, as pointed out by Krashen (2004). Birketveit & Rimmereide (2017) used picture books in class with 11-year-old students to see whether it would improve their writing. Their findings indicate a correlation between extensive reading and writing in terms of text- linguistic competence. This can be seen in the students’ increased use of adverbials, longer and more complex sentences and the use of more complex verb forms.

The relationship between extensive reading and the development of writing skills is an interesting field which needs more research and to my knowledge there has not been conducted research where the relationship between students reported reading is seen in relation to their written competence in terms of showing criteria of language learning in using the English language. This is substantiated by Rindal & Brevik (2019) who states that:

It seems future research could benefit from an enhanced focus on the content of writing and the link between students’ reading and writing, and particularly on how their preferences for texts and genres influence their own writing. This would be of interest not only to assess their writing competence as such, but also their development as English writers (p. 427)

Ng et al. (2019) state that there has been done some research on the effect extensive reading has on language learning, however most of these studies are conducted with participants who are university students and that there is a need for research carried out on young adolescents and children. Ng et al. (2019) claim that children have a better chance at capitalizing on the linguistic and non- linguistic benefits if they are exposed to extensive reading from a young age.

#### 1.4 Aim of the study and research question

In the beginning of working on this master thesis I wanted to look at how extensive reading effects language learning among students at lower secondary school. The scope had to be narrowed and it led to this research question: To what extent can a relationship be detected between the students' reported reading habits and their writing proficiency in terms of clear language, varied language, and sentence structure? In addition to describing and classifying different grammatical competences within language learning I intend to look at what relationship can be found between the level of competence reflected in 10<sup>th</sup> grade students written texts and their reported reading habits. Also, I explore if there is a connection between reading at home and linguistic structures in their writing.

The two research questions which is the basis for this project are:

1. What do three 10th-grade students at different levels of proficiency in English report about their reading habits in and out of school?
2. To what extent can a relationship be detected between the students' reported reading habits and their writing proficiency in terms of clear language, varied language, and sentence structure?

The purpose of this study is to contribute to the research in the field of language learning and extensive reading in English as a second language. This study will try to indicate whether it is possible to find linguistic structures which is part of the definition of language learning, as defined by UDIR (The Ministry of Education and Research, 2019), in the student

texts and see if it is possible to indicate a connection to the reported extensive reading. In the definition of characteristics of level of language learning it is stated that: “The student expresses himself with a clear and varied language, fluency and cohesion, and a language adapted to the situation, purpose, and receiver in different written and oral texts” (The Ministry of Education and Research, 2019). From this definition linguistic structures under clear and varied language and cohesion are chosen as areas which will be examined and tried connected to extensive reading. In addition, if some of the results indicate language learning as a possible outcome of reported extensive reading it might make it easier for teachers to justify the use of young people’s fiction through extensive reading in the English classroom.

## 1.5 Structure of the thesis

The thesis is structured as follows. The introduction has anchored the project in relation to previous research, introduced the research question, and indicated the purpose of the study. Furthermore, the theoretical background will address relevant theory which will be referred to and used in chapter 3 Method and in chapter 4 Results and discussion. Theory which will be relevant here are different language learning theories, extensive reading, creating written texts, the use of model texts, and grammatical structures. The method chapter explains the methods used and it refers to theory relevant to the implementation of this project. Following the method chapter is chapter 4, Results and discussion. Initially in this chapter the results from the interview and text analysis are presented and briefly summed up and discussed, then the results are discussed in relation to each other and finally they are discussed in relation to theory from chapter 2 Theoretical background.

The last chapter in this thesis is the conclusion. Here the findings and discussions from chapter 4 are summed up and findings which may indicate that extensive reading can influence language learning are discussed. The didactical implications and the limitations of the study are then presented, and the thesis ends in the suggestions for further research.

## 2 THEORETICAL BACKGROUND

The chapter theoretical background presents the theory relevant to this project. The definition of terms which this chapter starts with explains the role of literature in this project and what I explain as literature to the students that are interviewed. Next, the competence orientated curriculum, which the LK20 (Ministry of Education and Research, n.d.) is and the terms used in this project connected to this are presented. Theoretical perspectives connected to language learning are presented and discussed in relation to one another. Lastly Bloom's Taxonomy of educational objectives is presented and discussed. (ENG01-04, Ministry of Education and Research, 2022).

### 2.1 Definition of terms

In this section important terms which are relevant in this project are explained and discussed.

#### 2.1.1 Genre

One of the competence aims after year 10 states that students should be able to: "Read, interpret and reflect on English-language fiction, including young people's literature" (Norwegian Ministry of Education and Research, 2019). What types of texts are included in "English language fiction" and how it is defined will be of importance for conducting the research for this master thesis. It will be important to establish what fiction is in the setting of second language learning and to ensure that the participants and the researcher have the same perception of what fiction is. This discussion is then relevant to the creation of the interview guide which can be found in appendix 1, in addition to the information document given to the participants, which can be found as appendix 7.

Furthermore, the competence aim referred to above goes on to specify that "English language fiction" in this setting should include "young people's literature" (Ministry of Education and Research, n.d.). This makes the definition of both fiction and literature important to this project. The question of what types of texts qualify as literature must then be raised. One might be tempted to define literature as fiction, "imaginative" writing which is not literally true. However, according to Eagleton (1996, p. 1) "even the briefest reflection on what people commonly include under the heading of literature suggests that this will not do".

Eagleton (1996) argues further that literature cannot be defined objectively and that “it is up to how somebody decides to read, not to the nature of what is written” (p.7).

Eagleton’s way of defining literature opens for the use of various types of text written for an adolescent audience and it challenges the teachers’ definition of what literature is worthy of using in the English classroom. This shift can also be seen in the use of “young people’s literature in the competence aims in LK20. This states clearly what type of audience the literary texts that are included in the teaching of English as a second language in Norway should be intended for. This includes books written with young adults and teenagers as the audience. “Gangster Granny” by David Walliams and “The hate U give” by Angie Thomas are examples of such books. The type of genre of literature mentioned in LK20 gives reading a more prominent place in the classroom compared to in the previous curriculum which did not mention this.

### 2.1.2 Skill, knowledge, and competence

The National Curriculum (Norwegian Ministry of Education and Research, 2019) distinguishes between the terms “skill, knowledge, and competence”. It is therefore important to distinguish between the terms in this master thesis as well. Developing competence is a central aim of education. In the core curriculum competence is defined as: “... 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” (Norwegian Ministry of Education and Research, 2019). There cannot be competence without skill and knowledge, however skill and knowledge can occur and function on its own. In the Cambridge dictionary “skill” is defined as “an ability to do an activity or job well, especially because you have practiced it” (Cambridge dictionary, 2022). “Skills are part of the competence in the subjects and necessary tools for learning and understanding them” (Norwegian Ministry of Education and Research, 2019). Skills are needed to complete tasks and for solving problems. Skills needed in an educational environment are, among others, practical skills, motor skills, linguistic skills, and social skills. As part of competence, knowledge is defined by the Cambridge dictionary “as understanding of or information about a subject that you get by experience or study, either known by one person or by people generally” (Cambridge dictionary, 2022). This definition is in line with the definition of “knowledge” in competence in the subjects in the core curriculum in English. Here, “knowledge means being familiar with and understanding

facts, concepts, theories, ideas and relationships in various subject fields and topic areas” (Norwegian Ministry of Education and Research, 2019).

The new curriculum introduced into the Norwegian school in 2006, the LK06- reform which was later revised in 2020 introduced a competence- oriented curriculum in contrast to a content- oriented curriculum which the previous curriculum, “Reform 97” was. The two curriculum models and the shift from one to the other demands a shift in the approach to the knowledge question. This turn from a curriculum based on learning targets to a curriculum based on competence aims shows three common features (Sundby & Karseth, 2021). The first feature is a shift from an input-oriented curriculum, specifying “particular content knowledge, towards a skill focused and competency-oriented curriculum” (Sundby & Karseth, 2021, p. 2). The focus is on 21<sup>st</sup> century skills which the Norwegian Government defines as 10 skills needed in the 21<sup>st</sup> century in *Elevenes læring i fremtidens skole* (NOU, 2014:7). These skills include communication and cooperation, creativity and innovation, and metacognition and the skill to learn how to learn. (NOU, 2014:7). The second feature is the focus on “learning how to learn” and the third is the shift towards a more standardized and outcome- oriented curriculum. (Sundby & Karseth, 2021) In a curriculum that focuses on future oriented skills and competences, what role does knowledge play? What knowledge is worth focusing on and what should be overlooked? According to Sundby & Karseth (2021, p. 1), “analysis of a new subject curriculum framework indicates that it more clearly describes skills, methods and strategies than the specialized knowledge content to teach”. This discussion will not be taken any further, however it shines a light on important elements in the curriculum which in turn will be important to bear in mind when analyzing the student texts. Since competence has been given such an important and prominent role in the new curriculum and the mock exam builds on the competence aims in it the term “competence” will be used as the main term when discussing and referring to what the students show in relation to the use of grammatical structures in their texts.

## 2.2 Model texts

Being able to create certain types of text is a future- oriented competence which prepares the students for a life in an ever changing 21<sup>st</sup> century world. This is where the use of model text in education comes in. A model text is defined by Charney & Carlson (1995, p. 90) “as a text written by a specific writer in a specific situation that is subsequently reused to

exemplify a genre that generalizes over writers in such situations”. Using model texts as part of language learning is built on Bernstein’s (2003) sociolinguistic theory of language codes and social context. “Forms of spoken language in the process of their learning initiate, generalize and reinforce special types of relationship with the environment and thus create for the individual particular forms of significance” (Bernstein, 2003, p.76). The codes which a person uses says something about their place in the world, what social group they belong to, and it symbolizes their personal identity.

“The concept of socio-linguistic code points to the social structuring of meanings and to their diverse but related contextual linguistic realizations” (Bernstein, 2003, p. 132). The terms restricted and elaborate codes refers to different types of vocabulary. The elaborate codes are relatively context- independent in terms of meaning whereas restricted codes are relatively context- tied. Being capable of abstract reasoning is one example of using elaborate codes.

If students master the use of elaborate codes their message will be understood by participants that do not know them or have extended information about the context it is written in. It is a skill needed for writing in an educational setting and something model texts can contribute to acquiring (Bernstein, 2003).

Restricted codes are more tied to a local social structure and have a reduced potential for change in principles. Where codes are elaborated, the socialized has more access to the grounds of his own socialization, and so can enter into a reflexive relationship to the social order he has taken over. (Bernstein, 2003, p. 136)

Elaborate codes are not tied up to context, its meaning is universal. There is less to be read between the lines and the sentences are longer and more complex compared to restrictive codes. Being able to use elaborate codes are associated with middle class and codes used at a university level. (Bernstein, 2003) Using model texts will give all students access to both restricted and elaborate codes and gives them the same opportunities in terms of language learning.

The notion that restricted codes are the dominant way of communication in working class communities and elaborate codes are the dominant way of communication in higher social classes are criticized by scholars such as Rosen (1974) and Labov (1972) for being too generalizing and a nuance free way of looking at language use. Rosen (1974) argues that



Bernstein's theory is based on generalizations which does not take into consideration the diversity in, and between communities such as working-class communities. All language codes have value and elaborate codes are not superior to restricted codes. They can be equally complex in expressing meaning. (Labov, 1972) Interesting in relation to restrictive and elaborate codes in this project is whether one or more of the student texts show signs of one or the other and how this can be seen in light of the grammatical structures the texts contain. This can also be seen in connection to the communicative paradigm of today's English teaching in Norway, compared to earlier views on language teaching such as audiolingualism. These aspects will be further discussed in chapter 4 Results and discussion after the results from the text analysis are presented.

Scholars in the field of second language learning acknowledge that the use of model text play a role in second language learning and that the use of it can contribute to learning. However, it is seen as most beneficial to use with students on a beginner and intermediate level. Model texts will offer these students guides and give them pinpoints as to what a text in a specific genre should look like. (Peloghitis & Ferreira, 2018). An example where the use of explicit genre teaching is used is in the Sydney School. Explicit genre teaching is here used to familiarize students from various backgrounds with genres needed to gain access to higher education. Genre pedagogy "enables teachers to guide successful acquisition of knowledge through reading the curriculum, and displays of knowledge in writing, not just for the elite but for every student in the school" (Rose, 2016, p. 24).

Negative consequences of using model text, as discussed in Peloghitis & Ferreira (2018) might be that learners do not use their creativity to their full extent seeing that there is a model that provides a standard for what the content should look like. In addition, Smagorinsky (1992) brings forth the lack of appropriate background knowledge about the genre and producing texts as a factor that may prevent the students from utilizing the model text to its full extent. This may lead to students "writing genres as meaningless reproductions of the models they learned" (Peloghitis & Ferreira, 2018, p.21). If this occurs the learning outcome from using model text could be considered minimal. This is substantiated by Smagorinsky (1992) who argues that "studying a product cannot teach a writing process" (p. 163). Also, "the problem is far more complex than whether models do or do not promote learning; rather, we must consider individual learners' characteristics and the nature and sophistication of the task we are asking them to perform" (Smagorinsky, 1992, p. 162).

## 2.3 Implicit and explicit learning

Implicit and explicit learning are two different ways of acquiring knowledge. Implicit learning is generally categorized as “the process whereby a complex, rule- governed knowledge is acquired largely independently of awareness of both the process and the product of the acquisition” (Reber, Walkenfeld & Hernstadt, 1991, p. 888). Explicit learning, on the other hand, requires an awareness of both the process and the product. The difference between implicit and explicit learning is in this context important in terms of how language is learned, especially how a second language is learned. Among scholars such as Krashen (1981), Ellis (2004), Hulstijn (2005), working within different disciplines there is a mutual understanding that “L1 acquisition relies principally on processes of what we might now call implicit learning, whereas the acquisition of L2 often relies on both implicit and explicit learning” (Hulstijn, 2005, p. 129).

In Krashen’s monitor theory the difference between language learning and language acquisition is important. They are described as “two distinct and independent ways of developing competence in a second language” (Krashen, 1982, p. 10). Language acquisition in second language is considered a subconscious process and is similar to the process of developing competence in a first language. Language learning, on the other hand, is “conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them” (Krashen 1982, p.10). When reading about language learning and language acquisition it is difficult to overlook the similarities they share with explicit and implicit learning. Hulstijn (2005) definition, as shown below, of explicit and implicit learning is strikingly similar to Krashen’s (1982) definition of language learning and language acquisition.

Explicit learning is input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out the concept and rules with which these regularities can be captured. Implicit learning is input processing without such an intention, taking place unconsciously. (Hulstijn, 2005, p.131)

Implicit and explicit learning is closely linked to implicit and explicit knowledge in second language learning as stated by Hulstijn (2005). This is shown through the connection between explicit learning and the use of grammar rules in second language learning. However, there is no consensus within the field of second language learning that the

definitions of implicit and explicit learnings are as clear cut as defined above. In addition to this there is the question in second language learning “whether or not ‘learned’ knowledge can become ‘acquired’ or whether the learner’s conscious hypotheses can become internalized” (Schmidt, 2001). Schmidt (2012) claims that it is not possible to learn a language without awareness. This is shown in the noticing hypothesis which states that “input does not become intake for language learning unless it is noticed, that is, consciously registered” (Schmidt, 2012, p.27). The line between implicit and explicit learning is not definite and different scholars have drawn the line differently between the two. The two terms denote two types of learning that are placed in different ends of a scale, with a grey area in the middle. However, Andringa & Rebuschat (2015, p. 186) state that “distinction between implicit and explicit knowledge and learning is widely accepted within second language acquisition”, and the distinction can be found back in the research by Krashen (1982, 1989). In the following implicit and explicit learning are terms used in the discussion on language learning.

Language learning is one of three core elements in the subject curriculum of English. This shows its relevance, and it gives the direction of the teaching of English as a second language. The definition of the core element Language learning given by the Norwegian Ministry of Education and Research (2019) is as followed:

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 (Norwegian Ministry of Education and Research, 2019).

This definition focuses on what the language learning aspect of the subject of English should contain. It does not say how it should be learned. There is a freedom of method. One can draw on both language acquisition and language learning as defined by scholars such as Krashen (1982) and used in research done by Hulstijn (2005), Nation (2007), Andringa & Rebuschat (2015) and Ellis (2015) to support aspects of language learning listed in the Core elements in the subject curriculum of English. When developing “language awareness and knowledge of English as a system..., and to understand how English is structured”

(Norwegian Ministry of Education and Research, 2019) the use of methods which prompt language learning might be appropriate, whilst when focusing on “vocabulary, word structure, syntax and text composition” (Norwegian Ministry of Education and Research, 2019) methods such as extensive reading which falls under language acquisition may be beneficial.

The acquisition of vocabulary, word structure, syntax, and text composition from the core element “Language learning” (Norwegian Ministry of Education and Research, 2019) is a competence which research by Mason & Krashen (1997), and Krashen (1982) has found can be accomplished through implicit learning, it can be learned without consciously registering it. This contrasts with Schmidt’s (2012) view on how language is acquired. In this master thesis the definition of language learning given by the Norwegian Ministry of Education and Research in LK20 (2019) will be used because the emphasis is placed on the students’ reported learning from extensive reading and on measurable evidence of language learning in their texts. When collecting data on reported learning from 10<sup>th</sup> grade students there is the need for a fairly simple definition to ensure that we are talking about the same thing.

## 2.4 Extensive reading as an approach for language acquisition

The Core element of language learning in the English curriculum (Norwegian Ministry of Education and Research, 2019) contains competences which may be promoted through the use of extensive reading. Extensive reading as an approach for language acquisition is derived from the input hypothesis as presented by Krashen (1989). Day and Bamford (2002) list 10 key ingredients in a successful extensive reading program. These principles will be used to come to a mutual understanding with the students as to what extensive reading is and what it must contain. This was important to establish before interviewing students. Eight of the ten principles are relevant for this study and are listed below:

1. The reading material is comprehensible for the student.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading is for pleasure, and to gain information and general understanding.
6. Reading is the reward itself.
7. Learners generally read quickly and not slowly.
8. Reading is silent and individual (Day and Bamford, 2002, p. 137- 141)

The research by Birketveit & Rimmereide (2018), Day & Bamford (1998) and Elly (1991) shows the conditions that need to be present for the outcome of extensive reading to be language acquisition. These characteristics are presented by Birketveit & Rimmereide (2018) as:

Important characteristics of an extensive reading (ER) approach are that the learner reads a lot, reads for pleasure, and reads for overall meaning rather than detail. The learner should also have the choice of which texts to read, with a wide variety of reading material available. The readers read unassisted, and the reading is viewed as its own reward (p. 3)

This definition is in line with how Day and Bamford (2002) define extensive reading, however neither Day and Bamford (2002) nor Birketveit & Rimmereide (2018) say anything about exactly how much time that needs to be spent reading for there to be language acquisition. To read “a lot” (Birketveit & Rimmereide, 2018, p.3) and “reads as much as possible” (Day and Bamford, 2002, p. 137- 141) may give some pointers, however the connotations the expressions will give may vary among people. To get some more specific pointers, which may be used as guidelines on how long one must read for there to be language acquisition it may be wise to look at Nation (2015) and table 1, which is shown below.

**Table 2.1** *Extensive reading as an approach for language acquisition*

*Table 2: Amount of reading input and time needed to meet the word families in each of the most frequent nine 1000 word families 12 times*

1000 word list level	Amount to read (tokens)	Time needed in one year for reading per week (and per day) at a reading speed of 150 words per minute
2 <sup>nd</sup> 1000	200,000	33 minutes per week (7 minutes per day)
3 <sup>rd</sup> 1000	300,000	50 minutes (10 minutes per day)
4 <sup>th</sup> 1000	500,000	1 hour 23 minutes (17 minutes per day)
5 <sup>th</sup> 1000	1,000,000	2 hours 47 minutes (33 minutes per day)
6 <sup>th</sup> 1000	1,500,000	4 hours 10 minutes (50 minutes per day)
7 <sup>th</sup> 1000	2,000,000	5 hours 33 minutes (1 hour 7 minutes per day)
8 <sup>th</sup> 1000	2,500,000	6 hours 57 minutes (1 hour 23 minutes per day)
9 <sup>th</sup> 1000	3,000,000	8 hours 20 minutes (1 hour 40 minutes per day)

*Note.* The per-week figure is based on forty weeks. The daily rate is based on 5 days per week.

(Nation, 2015, p. 141)

Nation (2015) looks at vocabulary learning through extensive reading which is a part of language acquisition. Based on table 2.1 a Norwegian 10<sup>th</sup> grade student should read for about an hour to an hour and 40 minutes a day for vocabulary learning to occur. This may be used as a guideline and might, by 10<sup>th</sup> grade students be what they would refer to as a lot of reading. In addition, Nation's (2007) "time- on- task principle", which is discussed in section 2.5.2 *The Four Strands* may also apply here.

Day and Bamford (2002) list 10 key ingredients which must be present for there to be successful reading program. This indicates that there is a possibility for there to be some limitations or challenges to conducting an extensive reading program. Finding the right reading material for the students may be one of those challenges and having a sufficient reading speed may be another. Birketveit & Rimmereide (2018) looks at gender in relation to extensive reading and the difference in reading skills between boys and girls may also cause challenges when a group of students consisting of both boys and girls are practicing extensive reading over time. This may be challenging because the results from their article show that "girls outperform boys in reading narrative texts and long texts" (Birketveit & Rimmereide, 2018, p. 5).

The opposite of extensive reading is what Day & Bamford (1998) calls intensive reading. This is when "texts are often treated as vehicles for the presentation, practice, manipulation, and consolidation of language points, rather than the encouragement of reading itself" (Bell, 2001, p.1). This is in line with what Birketveit et. al. (2018) found which indicate that "reading in the English subject in both primary and secondary school often involves studying course book texts in detail" (p. 3). This falls under the definition of intensive reading as defined by Day & Bamford (1998). This might imply that the students who are highly proficient in the English language have other sources of input of the language in addition to what is taught in English classes. This is also substantiated by Ng et al. (2019) who found that traditional reading, or intensive reading as Day & Bamford (1998) defined it as, is not as effective as extensive reading on improving language proficiency.

Seen in relation to Nation (2007) and Krashen (2004), Grabe (1991) also discusses the benefits of extensive reading, and he states that "longer periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation" (Grabe, 1991, p. 396). In this study the building of vocabulary and structural awareness will be discussed as possible outcomes of reading.

## 2.5 The basis for language acquisition

How language is acquired is a question which has been tried answered by many scholars and from different angles. In the following sections the main theories of language acquisition which are relevant for this project are presented and discussed on their own and in relation to each other where that is appropriate and gives depth to the discussion.

### 2.5.1 The input hypothesis and the output hypothesis

The input hypothesis which was developed by Krashen as one of five hypotheses within second language acquisition theory has its basis in the natural approach first outlined by Tracy Terrell in 1977 (Richards & Rogers, 2014., Krashen, 1982). The natural approach emerged as an attempt to “develop a language teaching proposal that incorporates the ‘naturalistic’ principles researchers had identified in studies of second language acquisition” (Richards & Rogers, 2014, p. 261). The input hypothesis tries to answer the question as to how we acquire a language and Krashen (1982, p. 9) claims it “may be the single most important concept in second language acquisition theory” and that “the only true cause of second language acquisition” (Krashen, 1984, p.61) is comprehensible input. The input hypothesis is based on the notion that “humans acquire language in only one way- by understanding messages, or by receiving comprehensible input” (Krashen, 1985, p.80). The comprehensible input must include some content that is above the student’s level of competence in the second language for there to be development of language skills. Reading and especially extensive reading plays an important role in the acquisition of a second language (Krashen, 1985). If the input received through extensive reading is comprehensible Krashen (2004) claims that it may lead to better reading comprehension, writing style, vocabulary, grammar, and spelling.

In contrast to Krashen (1982) who sees input as the most important part of language acquisition, the output hypothesis is the most important hypothesis in second language learning according to Swain (2010). In the output hypothesis the output is viewed as the product of second language learning, it is the process itself. “Problems that arise while producing the second language can trigger cognitive processes that are involved in second language learning (Swain & Lapkin, 1995, p. 371).” This process consists of “three functions of output in second language learning: 1) noticing/triggering function, 2) the hypothesis-testing function, and 3) the metalinguistic (reflective) function (Swain, 2010, p. 471).” The

noticing/ triggering function comes into play when a student consciously recognizes their shortcomings in the target language. This leads to awareness around the errors and shortcoming which in turn leads to learners generating linguistic knowledge that is new to them, or that consolidates with their existing knowledge (Swain, 2010). When students are producing modified output based on feedback or past experience their learning outcome is greater and it falls under *The Hypothesis Testing Function* (Swain, 2010). The third function, the metalinguistic (reflective) function speaks to the fact that “using language to reflect on language produced by others or the self, mediates second language learning” (Swain, 2010, p. 478). This view is based on Vygotsky’s sociocultural theory which is about “people operating with mediating tools” (Swain, 2010, p. 478).

Explicit learning, that involves learners’ active language production and is not based exclusively on drill exercises, one could argue is the equivalent to the output hypothesis. This is acknowledged by Krashen (2004) when it comes to explicit learning of grammar rules and spelling as part of learning a second language. He also argues that this is not taken into account in the input hypothesis, however, constitutes an important part of language learning at an intermediate and/or advanced level. He claims that “even very well- read people may have gaps in their competence. Typically, these are small... and these errors do not make a difference in terms of communication...” (Krashen, 2004, p.129). Based on this statement on explicit learning, the learning of grammar rules and spelling should be included in second language classes when the students are older. This is further discussed in the Monitor hypothesis which argues that language is initially mastered through acquisition, however when one corrects oneself, either before one speaks or writes or after, it is on the basis of language which is learned (Krashen, 1982).

Swain (2000) relabeled output as “speaking, writing, collaborative dialogue, and/ or verbalizing” (p. 103). Negotiating meaning entails something more than just getting one’s message across. It “needs to incorporate the notion of being pushed towards the delivery of a message that is conveyed precisely, coherently, and appropriately” (Swain, 2010, p. 473). Swain (2000) argues for the use of tasks which are oriented towards meaning making and that at the same time encourage students to reflect on language. This will be useful for the grammatical aspect and the learning strategic processes of language (Swain, 2000).

With the definition of output as a process and not an outcome in mind, Swain & Lapkin’s (1995) hypothesis “is that output is one of the triggers for noticing” (p. 373). When producing the target language students may notice weaknesses and that might lead to



awareness which in turn leads to language learning. This indicates the need to push learners not only in terms of input but also in output.

Krashen (1984) claims that “we acquire language in only one way: when we understand the message in that language, when we receive comprehensible input” (p. 61). Swain (2010) acknowledges the importance of comprehensible input; however, this alone is not enough for the students to reach the native speaker level in the target language, which should not be the aim either. In addition to comprehensible input, there is the need for comprehensible output. As with the input hypothesis, it is important to remember that comprehensible output also refers to the process as much as the product (Swain, 2010).

What a learner reads and how much time they spend reading influences the development of their reading skills. This can be viewed as logical and common sense, and Krashen (2004, p.132) takes it one step further when he claims that “writing style does not come from actual writing experience, but from reading and that formal language is too complex to be learned one rule at a time”. However, the integration of input and output factors both play a role in second language learning as discussed above.

### 2.5.2 The Four Strands

A set of learning approaches which takes the best of both worlds and acknowledges the need for both input and output is Nation (2007) *Four Strands*. This “time-on-task principle” is the basis for *The Four Strands* and it “simply says that the more time you spend doing something, the better you are likely to be doing at it” (Nation, 2007, p.2). The time and activities in an English course must be divided between the four strands so that every aspect of the language is covered and learned. The Four strands draw on different learning theories among them the input hypothesis. This can be seen in the “Meaning-Focus Input Strand which states that “the learners’ main focus and interest should be on understanding and gaining knowledge or enjoyment or both from what they listen to and read” (Nation, 2007, p.3). The Meaning-Focused Input Strand is in line with Krashen’s (2004) view that “language acquisition comes from input, not from output: from comprehension, not production” (p. 136). Extensive reading is the way to become a better writer. Whilst Krashen (2004) sees this as the predominant route to becoming proficient in the language, Nation (2007) sees this as one of four ways of language learning.

## 2.6 Writing skills

To be able to write a well-structured and coherent text is a difficult task for nearly every 10<sup>th</sup> grade student so what can be expected from a text written by them is difficult to know exactly. “Learning how to write a coherent, effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech” (Kellogg, 2008, p. 2). In addition, the skill of writing a well- structured, coherent, and effective text is learned in late adolescence, early adulthood. Kellogg (2008) describes it as a process, in three stages, that stretches from childhood to early adulthood. At the early years of childhood language use is a competence that is naturally developed, however the ability to develop this competence into an expertise is something that requires practice (Bereiter & Scardamalia, 1986). This development of expertise is a process that takes decades and involves a lot of practice in the skill of writing. It is seen as a culturally dependent skill which not everyone develops (Kellogg, 2008). The three stages are knowledge- telling, knowledge-transforming, and knowledge- crafting, which were introduced by Bereiter and Scardamalia (1984) and are briefly explained below.

It takes at least two decades of maturing, instruction, and training to advance from (1) the beginner’s stage of using writing to tell what one knows, to (2) the intermediate stage of transforming what one knows for the author’s benefit, and to (3) the final stage of crafting what one knows for the reader’s benefit. (Kellogg, 2008, p. 3)

Kellogg’s (2008) three stages of developing writing skills all require a cognitive process which involves short-term working memory and long-term memory that becomes more advanced with practice and time. These stages are in line with Swain’s (2000) output hypothesis and in addition to this, it adds characteristics to the process described in the output hypothesis.

With the basis in the theories presented and discussed in this chapter I believe that extensive reading may potentially lead to increased linguistic competence, but that noticing and discussing grammatical phenomena and vocabulary may strengthen this development of linguistic competence. It would seem wise to include extensive reading as part of the education in elementary school and avoid the focus on grammatical rules at that age. There is also evidence for discussing grammatical phenomena and vocabulary when the students are at an intermediate level, most likely in lower and upper secondary school.

When reading about the different theories within second language learning discussed in this chapter it is clear that there are similarities in both form and content between second language acquisition as described by Krashen (1984, 2004) and implicit learning which is described and discussed by Reber, Walkenfeld & Hernstadt (1991) and Hulstijn (2005). If one takes it one step further one might argue that language acquisition through extensive reading is similar to implicit learning using model texts. In the literature the use of model texts is linked to explicit learning. The students are made aware that this is a model text which their text should be similar to in form and content and students are aware of the fact that learning is taking place. With implicit learning and extensive reading, the students are not in that same position. They are doing something that is enjoyable, reading in this case, however still learning but unconsciously.

## 2.7 Written proficiency- intralingual errors

In the analysis of student texts, I am looking at some grammatical structures and errors. The theory behind these structures and some of the errors is presented here and used in the discussion of findings in chapter 4, “Results and discussion”. The way a second language is acquired and how different grammatical structures are learned may differ: some of the structures may be learned through implicit learning, and some through explicit learning. Hulstijn (2005, p. 129) maintains that “the acquisition of a second language relies on both implicit and explicit learning”. In this section the influence implicit and explicit has on written proficiency and the types of errors which may occur is discussed.

In the following the grammatical structures included in the text analysis are discussed. The development of these is based on the learner’s oral language in the beginning and the development towards a more “information- packed clause structure characteristic of academic register only develops fully as children move into adolescence” (Schleppegrell, 2004, p. 78). The participants in this project are in this development from child to adolescent and the level of written proficiency may be influenced by this. The children’s written proficiency develops from “constructing chained clauses, using *and* and other generalized conjunctions of informal spoken discourse” (Schleppegrell, 2004, p. 78) to beginning to “incorporate dependent clauses, vary their sentence structure, and expand their vocabulary” (Schleppegrell, 2004, p. 78).

The results from a study by Phuket & Othman (2015) show that the errors which occur most frequently are translated words, word choice, verb tense, preposition, and comma. The study was conducted by examining interlingual and intralingual errors in written texts created by Thai students learning English as a second language. They found that the errors had two sources: interlingual and intralingual. Interlingual was the dominant source of errors. Interlingua, or interference of the native language is not considered in this study, and this will be discussed further in chapter 5 in section 5.3 Limitations of the study and in 5.4 Suggestions for further research. Relevant in this study is the intralingual errors which refers to the “faulty application of rules and unawareness of the restrictions of rules” (Phuket & Othman, 2015, p. 99). These types of errors occur when the learner makes assumptions about how the English language works based on limited experience. It can be seen as part of the process of developing written proficiency (Kellogg, 2008) discussed above in section 2.6 Writing skills. The discussion in section 2. 6 is a general discussion looking at what it takes to be able to create a text. In the following the different intralingual errors relevant to this project are discussed and subsequently applied in the discussion of the results in chapter 4.

Errors made by the learner are a natural part of the process of learning a language and it shows that they apply different strategies when writing in an attempt to get it right. Liu (2013) found, in a study where syntactic errors made by Chinese students studying English as a second language were analyzed, that the most frequently made errors are in tense, voice, and modality of verbs. Another study by Watcharapuyawong & Usaha (2013) which also analyzed syntactic errors found that the most frequently made errors fell into 16 different categories where the ones relevant in this study are: the use of verb tense, verb form, word choice, and sentence structure. Errors within the areas mentioned above are in section 3.2.2 Analysis of student texts set into context with the definition of language learning made by UDIR in the “Characteristics of level of language learning” (The Ministry of Education and Research, 2022).

Being able to use verb tenses and aspect correctly is a skill many students struggle with and something one need a lot of practice in. In this project 4 areas within verb tenses and aspect are being looked at in the analysis. The lack of consistency in the use of verb tenses, switching between tenses unexpectedly is the first one and it indicates that the student is not familiar enough with the verb system and conjugation of verbs in English (Wold, 2019). Verbs are divided into regular and irregular verbs and in this project, I first look at errors in conjugation of verbs in general and then errors in conjugation of irregular verbs. Irregular

verbs may be more difficult for second language learners in the sense that they do not follow a set way of being conjugated (British Council, 2024). The final area within verb tenses and aspect used in this project is the overuse of the continuous aspect. The continuous aspect is used to express when something for instance is ongoing, continuing, temporary, new, changing or developing (British Council, 2024). It is also referred to as the progressive aspect and Wold (2017) found that the aspect is consistently overused by learners of English. The PhD states that this verb form is the grammatical feature first acquired by learners and the fact that Norwegian is a tensed language may influence the learners use of the *-ing* because they see it as a tense form rather than a grammatical structure (Wold, 2019).

Word classes chosen to investigate in this project are verbs, nouns, adjectives, and adverbs. Being able to use a varied range of words from each of the word classes mentioned above may indicate a varied vocabulary and the ability to express meaning in a precise and appropriate way. I will not go into detail and explain the different word classes, seeing this may be familiar to many, however I will comment on the use of adverbs because this is important for the discussion of findings. When someone is able to use and vary the use of adverbs it may indicate a couple of things. A person who uses a wide spectrum of adverbs may show an understanding for the English language and its nuances. Adverbs are used to give more detailed information about for instance actions, description and other adverbs which makes the text communicate precisely (British Council, 2024).

Sentences in English can be divided categories and in this project the categories examined are simple, compound, complex, imperative, and interrogative sentences. Simple sentences consisting of one independent clause, compound sentences consisting of at least two independent clauses, and complex sentences consisting of at least one independent and one dependent clause. Imperative sentences express for instance, and relevant in this project, a command. Interrogative sentences typically ask a question. When one can vary the use of different types of sentences the student shows a depth in their written competence. If you are able to vary the types of sentences when writing it can contribute to the reader becoming engaged in the text and content. Short sentences create speed and longer sentences gives the opportunity to go into detail and depth in what is being written. Using a varied sentence structure with the use of commas and full stop can also create a text which is dynamic and not monotonous to read (British Council, 2024).

The last category chosen for the text analysis in this project are cohesion devices. They are also known as transitional words, connectors, or linking words, and are used to connect

ideas and create coherence when writing. They play a crucial role in holding a piece of writing together and can affect the comprehension of the text (British Council, 2024). In this project the cohesion devices which are looked at are repeated key words and/or ideas, reference words, and linking words. When repeating words and/ or ideas it emphasizes what the text is about and the importance of that particular word and/or idea. Reference words will in this project consist of the use of pronouns which refer to nouns or ideas in previous parts or sentences in the text. Linking words are words which join together two main clauses, join a dependent clause with an independent clause, and form a transition between two independent clauses. Children are more prone to using “and” to connect sentences into a coordinated structure and the ability to reduce “sentences to phrases or single words, using strategies of condensation” (Schleppegrell, 2004, p. 79) is a competence which is typical for academic writing and difficult for immature learners.

## 2.8 Different perspectives on assignments for writing

The term assignment for writing entails different perspectives, types of tasks and processes (Otnes, 2015). In this case the focus is on how the written assignments in the Mock exam by Cappelen Damm are built up and what consequences this has for the students’ understanding of the assignments and their writing. In relation to this one might look at writing assignments as its own genre. Swales (1990, p. 46) argues that one important criterion for this is that “genres are communicative vehicles for the achievements of goals”. There is a common expectation that assignments for writing give a written instruction or input with the intent to get the students to write, present, and, in addition, preferably communicate (Otnes, 2015). A written assignment is something that encourages action and a thought possesses. It involves all or some of the processes listed here: application or demonstration of knowledge or learning, creative expression, summarization, clarification, reflection, synthesis, narration, interpretation, evaluation, and analysis (Otnes, 2015). I will argue that the mock exam includes all of the processes listed above. It is similar to the 10<sup>th</sup> grade exam, and it is based on the competence aims in the English curriculum (Ministry of Education and Research, n.d.).

### 3 METHODS

This study will explore the connection between students' reported reading and written proficiency, which in turn may say something about the language learning one may gain from extensive reading. In the present chapter I will outline and justify the methodological foundation of this master thesis. I will place the project in a context of scientific theory and argue for the use of the methods and instruments of data collection and analysis chosen. Further, I will present the participants in the project. The chapter will end with a discussion of ethical considerations connected to the different stages of the project, and reliability and validity connected to the project are discussed.

#### 3.1 Research design

The overall research design for this project is a mixed methods approach combining qualitative and quantitative elements. It is divided into a qualitative research approach which includes qualitative data in the form of student interviews and the student texts are materials, along with the interview transcripts. Further, I have conducted a quantitative analysis of student texts where occurrences of certain grammatical structures and errors are counted. (Kuckartz, 2014, p. 3; Johnson & Onwuegbuzi, 2004). The difference between a qualitative research approach and a quantitative research approach is what type of data it relies on and what type of analysis is done to answer the research question (Creswell & Guetterman, 2021). Quantitative data is "directly associated with numbers and statistics" (Kuckartz, 2014, p. 1) and considered "hard" data, in contrast to qualitative data which in educational research refers to a narrative and a story (Kuckartz, 2014; Creswell & Guetterman, 2021). This will to some extent be true for this project. The data from the text analysis will form the basis for saying something about the written proficiency and the data from the interviews will back up this data and give further background information to the data from the text analysis.

Dornyei (2007, p. 163) argue the advantages for the use of mixed method research to "open up fruitful new avenues for research in the social sciences". Combining the use of qualitative and quantitative data in a mixed method approach, I will argue gives a wider understanding of the connection between reported reading habits and language learning by viewing the findings from the text analysis and the findings from the interviews in the light of each other. In this process it is possible to examine the research questions from different angles, which increases the validity of the project.

The qualitative research approach which includes qualitative data in the form of student interviews with a qualitative analysis has a narrative research design. The focus is on the individual stories of the students. It focuses on the microanalytic picture, the individual stories told by the students through interviews which focus on their experience with extensive reading (Creswell & Guetterman, 2021, p. 561). The data was collected from a small number of students, and it was analyzed by describing information from the interviews and developing themes based on this information. This was then systematized and presented in a table (Creswell & Guetterman, 2021, p. 565). The methodological tools for data collection are further explained in the section 3.2 Research instruments.

When analyzing the student texts, a linguistic analysis focusing on elements which show written proficiency was chosen. The research approach for this part of the study is based on quantitative data in the form of student texts which were analyzed quantitatively which in short is “turning words into numbers” (Kuckartz, 2014, p. 3). The data collected, the basis of the linguistic analysis, are three written texts produced by 10<sup>th</sup> grade students. Aspects of the student’s written proficiency will become evident through the linguistic analysis of the students’ written texts, evaluated by standards and characteristics set by operationalizations of linguistic and structural skills outlined in the English subject curriculum. This approach, where I count the occurrence of different linguistic structures, gives the project a quantitative dimension.

When combining the results from the analysis of data from the interviews and the results from the analysis of the students texts it may be possible to say something about the connection between students’ reported reading and written proficiency, which in turn may say something about the language learning one may gain from extensive reading. The results from the text analysis combined with the reported reading habits are also used to indicate if there is a connection between the students’ reading at home and having fewer linguistic mistakes in their writing.

## 3.2 Research Instruments

This section contains an overview of the research instruments used in the different parts of the project. First, the research instruments used in the interviews are explained and discussed and then the research instruments used in the analysis of student texts are presented.



### 3.2.1 Semi- structured Research Interview

The semi- structured interview is a data- collection instrument eliciting qualitative data. By using a semi- structured research interview one “attempts to understand the world from the subject’s point of view, to unfold the meaning of their experience, to uncover their lived world” (Brinkmann & Kvale, 2015, p. 3). In this project I want to look at extensive reading through the student’s point of view and to get an insight into their experience with reading and how they experience the impact of reading on schoolwork and language learning.

When choosing a semi- structured interview, it is possible to adjust and adapt the questions, which leads to a less rigid form of interviewing suited for this type of data collection. This form of interviewing allows for a conversation where the participant is free to discuss the topics freely which may lead to the discovery of information that would not be unveiled in a more structured interview, the purpose is to get descriptions of the interviewee’s life world. The aim is then to interpret the meaning of this world view described in the story which is being told. (Brinkmann & Kvale, 2015; Kleven & Hjordemaal, 2018)

When collecting data through interviews one is in the hermeneutic tradition of interpreting meaning (Brinkmann & Kvale, 2015). This tradition gives the interviewer a diversity of interpretations of meaning. This approach gives me as interviewer the freedom to adapt the content to the participants answers and to prompt them to elaborate on interesting points (Brinkmann & Kvale, 2015). This can, to some extent be done in the interview, which may lead to a more personalized interview. This will be beneficial when interviewing and specially when interviewing young adolescents. 15-year-old students do not have much experience with being in this situation and being able to personalize the interview as it progresses will be beneficial in terms of getting the information I am after.

The data collected in the interviews is in Norwegian and the transcription of them are also in Norwegian. When quotations from the transcription are used in the presentation of the results in section 4.1.1 and in the discussion in section 4.7, they are translated into English.

#### 3.2.1.1 The Interview Guide

The purpose of the interview guide is to give the interviewer an outline to follow, and it ensures that the interviews are conducted with the same starting point and themes throughout (Creswell, 2021). The interview guide starts with an introduction of the project

and a repetition of the information from the consent form. Then, the rest of the interview guide is divided into main categories, which contains themes, questions for introducing the themes and follow up questions to go deeper into the themes, see appendix 1.

### 3.2.1.2 Piloting of the interview guide

The interview guide and questions were tested before the interviews were conducted. The piloting of the interview guide was carried out in a group of 9<sup>th</sup> grade students and in connection with a reading project they had been through in the spring. The students were presented with questions, and with follow-up questions, in an effort to start a conversation. This gave valuable information and reflection on whether the questions were adequate, and it led to reflection on the process of conducting interviews. It also led to a reflection on the difference between a teacher having a prepared and structured conversation with a student versus a researcher conducting a semi-structured interview with a student. The perspectives mainly differ in how structured the conversation is and the way the students behave in the situation, the roles teachers and student assume in the conversation. As a teacher I usually try to play on the student's strength and adapt the way I approach them according to this, however as a researcher the focus was not on this but rather on the subject being investigated. I experienced in this situation that the students reacted by acting more mature and giving their answers more thought than in a conversation with them as a teacher. The first draft of the interview guide used in the piloting contained some questions which were too general for the students to answer within the area I wanted. These questions were then altered to become more specific. Also, some questions were added to make the interview cover more of the student's reading habits. The piloting was not recorded or transcribed; however, I made notes as to what the students answered and how to change the questions so it would be clearer and in line with the themes for the interviews. The piloting revealed that each interview took about 10 minutes, which I considered to be an appropriate amount of time based on the plan of conducting three interviews in one lesson. Also, by limiting the time to approximately 10 minutes the questions would have to be concrete, and the students would not miss too much of the lesson.

The piloting also confirmed that the interview guide provided the categories and questions appropriate for getting the information I needed to get from the participants in this project. The relationship between the categories flowed naturally and the answers given were

thorough in relation to the information needed for this project. I also experienced that I needed to check the students' understanding of different terms used in the questionnaire so that we were talking about the same thing. This included terms such as "reading techniques" and "extensive reading". (Brinkmann & Kvale, 2015)

### 3.2.1.3 Interview Analysis

In this section the table used for categorizing information from the interview is presented and explained. By categorizing the information collected from the interviews the information becomes transparent and it becomes easier to compare and contrast, see patterns, and find coherence in the information from the different interviews. The approach was inductive, the categorization was done after the data was collected (Bakken & Andersson-Bakken, 2021, p. 313). The focus of the interview questions was constructed in the development of the interview guide, but the themes which categorize the answers from the students were created after the interviews were conducted and are based on what they answered.

Constructing categories inductively refers to developing categories directly using the data, meaning that the categories are not general, thematic structures in the given field. (Kuckartz, 2014, p. 58)

Constructing categories inductively was done by collecting empirical data through interviews and analyze them for key elements. The interviews were transcribed in chronological sequences with questions and answers. The analysis procedures began shortly after. The data were coded into thematical categories, which again were divided into sub-categories (Creswell & Guetterman, 2021& Kuckartz, 2014). These categories and sub-categories can be seen in the coding paradigm shown as table 3.1. The initial categories, listed under "Focus of the interview questions" in table 3.1 are based on the categories in the interview guide and developed further using the information which emerged from the data collected. These emerging themes were identified through the coding and listed under "Themes" in table 3.1. Explained in short, the emerging themes are identified based on the data collected which is an inductive way of developing categories (Kuckartz, 2014, p. 58).

**Table 3.1** Interview data coded according to themes

<b>Focus of interview questions:</b>	<b>Themes</b>	<b>Interview 1 (low competence)</b>	<b>Interview 2 (medium competence)</b>	<b>Interview 3 (high competence)</b>
Differences in reading techniques in general	To extract information			
	For enjoyment			
Texts read at school.	Factual texts			
	Fiction texts			
Texts chosen for reading at home	Factual texts			
	Fiction texts			
Reading technique- school reading	Read texts from start to finish			
	Look for information, read only parts of the text			
Reading technique- extensive reading	Read texts from start to finish			
	Look for information, read only parts of the text			
Vocabulary- what do you do when you do not understand?	Look up words			
	Ask someone			
	Guess based on the contexts			
	Guess based on the sentence			
	Overlook the words			
Time spent on extensive reading of fictional texts	No time			
	Less than an hour a day			
	More than an hour a day			
Reported learning outcome from extensive reading	None			
	Vocabulary			
	Increase in reading speed			
	Language learning			

### 3.2.2 Analysis of student texts

As this study looks at written proficiency skills and how it comes to show in student texts written in English, different research designs could be employed. The starting point for this project is the definition of language learning in the National curriculum in English (ENG01-04) (The Ministry of Education and Research, 2019). Then, these language learning aims were connected to tangible grammatical structures and errors which can be identified in the student texts.

Discourse analysis is the study of language use, more specifically when people draw on experience and knowledge they have with language and the topic at hand and use this when producing texts (Hyland, 2009). In this project it was important to look at what types of written production skills that may be detected in the student texts and if this can be seen in relation to what the interview participants report about extensive reading. Each text was analyzed using the descriptions and tables below. The analysis of the student texts is displayed in appendix 3- 5 and the results are presented in chapter 3 “Results and Discussion.” The framework I use for the text analysis is presented below.

#### 3.2.2.1 Framework for analysis of students’ texts

The framework used to analyze the students' texts is based on elements from the core elements and basic skills in the English subject curriculum (ENG01-04) (The Ministry of Education and Research, 2019), and the Characteristics of level of language learning (The Ministry of Education and Research, 2019). This will be the framework for the analysis of student texts. The different areas of language learning as presented in the English subject curriculum (ENG01-04) (The Ministry of Education and Research, 2019) are presented and discussed in the theory chapter. The characteristics of level of language learning and language learning in LK20 presented below are connected to all of the competence aims because they expect the student to express meaning, however examples of competence aim after year 10 which are directly connected include:

- use a variety of strategies for language learning, text creation and communication.

- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation (The Ministry of Education and Research, 2019)

**Table 3.2** Framework for analysis of students’ texts, written proficiency

Language learning in LK20	Characteristics of level of language learning
creating different types of coherent texts that present viewpoints and knowledge, express ideas, and opinions, learning text composition, strategies to communicate, planning, formulating, and processing texts	«The student expresses himself with a <b>clear</b> and <b>varied</b> language, fluency and <b>cohesion</b> , and a language adapted to the situation, purpose, and receiver in different written and oral texts.»

(The Ministry of Education and Research, 2019)

The characteristics of level of language learning “The student expresses himself with a **clear** and **varied** language, fluency and **cohesion**, and a language adapted to the situation, purpose, and receiver in different written and oral texts (The Ministry of Education and Research, 2022) is translated from Norwegian and one of the characteristics of high competence in the lower secondary level of the subject of English (ENG01-04). The areas I am investigating are in bold. The linguistic structures which are included in this project within clear language, varied language, and cohesion in the texts are explained in detail below. The categories are counted per 200 words in sections of the texts. This will be done by examining the same section of two hundred words in each student’s paper submitted for the mock exam. The tables presented under each sub- headline below are used when the findings are presented. See appendix 3- 5 for the student texts with the analysis of the different characteristics of level of language learning.

### 3.2.2.2 Clear language

When identifying a clear language, I will analyze the student texts looking for and identify the use of correct and appropriate verb forms.

**Table 3.3** The use of verb forms

Use of verb forms	Text 1	Text 2	Text 3
Lack of consistency in the use of verb tenses: switching between tenses unexpectedly.			
Errors in conjugating verbs in general			
Errors in conjugating irregular verbs			
Overusing the continuous aspect			

### 3.2.2.3 Varied language

A varied language will in this project include the use of different categories of words and sentence structure. Categories of words will in this project be identified as using different nouns, verbs, adjectives, and adverbs and counting how many unique words within the different word classes are used per 200 words in the texts. The number of words from each word class and the combination of number of words from different word class listed below might say something about their written proficiency the student possesses in English. This may in turn indicate the level of competence in the subject of English.

**Table 3.4** Word classes

Word classes	Text 1		Text 2		Text 3	
	Unique	Total amount	Unique	Total amount	Unique	Total amount
Verb						
Noun						
Adjectives						
Adverbs						

### 3.2.2.4 Sentence structure

When I look at sentence structure this project will focus on two areas. Using a varied sentence structure includes varying the length and beginnings of sentences and the use of simple and compound sentences. To what extent does the student vary the length and beginnings of sentences? How many simple sentences, compound sentences and complex sentences does the text consist of.

**Table 3.5** Sentence structure

Sentence structures	Text 1	Text 2	Text 3
Simple sentences			
Compound sentences			
Complex sentences			
Imperative sentence			
Interrogative sentence			

### 3.2.2.5 Cohesion

Cohesion is what binds word, phrases, sentences, and paragraphs together to a cohesive unit. The theory and explanation of the cohesion devices and the ones chosen in this project are found in chapter 2, theoretical background under 2.7 Grammar.

**Table 3.6** Cohesion devices

Cohesion devices	Text 1		Text 2		Text 3	
	Unique	Total amount	Unique	Total amount	Unique	Total amount
Repeated words and/or ideas						
Reference words						
Linking words						

## 3.3 Participants and student texts

In this section the participants and student texts are presented and the reasoning behind choosing these students and their texts are made.

### 3.3.1 Selections of participants

The selection of participants made in this project is not done randomly. They are 10<sup>th</sup> grade students from a class at the school where I work but it is a class I have no connection to, neither professionally nor personally. The class was chosen through contacting the English



teachers in each of the 6 classes, giving them information about the project, what would be needed from them, and asking whether they would be interested in contributing. Four out of the five teachers who taught English in 10<sup>th</sup> grade were interested in contributing and the first one to reply was chosen.

The normal class size at the school ranges from 28-30 students per class. The level of competence in English as a second language ranges from grade 1-6. Grade 1 showing below minimum competence, grade 2 showing a minimum competence and grade 6 should be given when the student shows an excellent competence in relation to the competence aims in the National curriculum in English (ENG01-04) (The Ministry of Education and Research, 2019).

All the students in the chosen class were informed about the project, both orally and in writing. Students who were interested in contributing signed a consent form. By doing so they gave me access to their mock exam, and they agreed to the possibility of being chosen for interviews later. This group consisted of 18 students. The students, one from the group with low, one with middle and one with a high competence in the subject of English were chosen out of the 18. In other words, data was collected in two phases where the first consisted of collecting text written by 18 10<sup>th</sup> grade students and the second of randomly choosing three out of the 18 students for interviews. When saying the selection of students was random some modifications had to be made on this. The classes' English teacher divided the 18 texts into three groups based on the students grade in English the first semester of 10<sup>th</sup> grade and then I randomly chose one student from each group.

Students who were automatically excluded from this project by their English teacher before the student texts were given to me were students who have another language than Norwegian as their first language and students who have a diagnosis which is listed in the International Classification of Diseases 11th Revision (ICD- 11). The students with a first language other than Norwegian were not included because the first language of a student and the contextual factors will have an impact on their learning of English (Heritage & Montle, 2022). Students with a diagnosis listed in the ICD-11 were excluded from the study because many of these types of diagnoses will interfere with the language learning, reading competence, and the written proficiency of the students. To study this is not part of the project and students with these types of diagnosis are therefore not included.

Another criterion for the choice of participants was their language proficiency shown in written work. The selection included one student from the group with low competence

(grade 2), one from the group with medium competence (grade 3-4) and one student from the group of students with a high competence (grade 5-6). The English teacher divided the student texts into these three categories and one from each category was randomly picked for interviews, with two backups in each category. Two of the students originally picked were at school and were interviewed. One was not and the backup was interviewed. This selection was done to ensure a spread of English competence between the interview participants. The semi-structured individual interviews are in line with Brinkmann and Kvale's (2015) recommendations for how exploratory interviews should be conducted. The focus point for the interview was the student's reading habits in their spare time.

### 3.3.2 Presentation of interview participants

Interview participant 1: Female, age 15. This participant was, by their English teacher, placed in the group of students with a low competence in English.

Interview participant 2: Female, age 16. This participant was, by their English teacher, placed in the group of students with a middle competence in English.

Interview participant 3: Male, age 15. This participant was, by their English teacher, placed in the group of students with a high competence in English.

### 3.3.3 Student texts

The second set of data consisted of the texts submitted by the three interviewed participants for their written mock exam, which constituted the final assessment in English before the written exam in the spring of 2023. It may be natural to think that they put in an effort to get the best grade possible in the subject and that the text represents their real competence in English. The written task was the mock exam from the digital learning platform by Cappelen Damm. The written task is in line with the new curriculum "LK20" (The Ministry of Education and Research, 2019) and consists of digital material for preparation, and assignments in four parts which must be completed digitally by the students. The theme for the mock exam this year was "The past, present and future" and preparation material consisted of texts which can only be listened to, texts which can be read and listened to and multimodal texts. They differ in content, genre, and length (Cappelen Damm, 2023).

There were 3 texts written by each student which added up to a total of between 433- 1700 words.

The mock exam follows the same principle as the final exam in 10<sup>th</sup> grade. The exam consists of tasks which test listening and reading, ability to communicate the information from a text in a different form, written interaction, and written production. The first part consists of tasks connected to listening and reading. Its design consists of 9 tasks with short individual texts students must either read or listen to, to be able to answer the multiple-choice questions connected to them. Part two consists of an excerpt from a longer text and a task where the students are asked to explain what the text is about and what their thoughts are on certain aspects of the text. Part three consists of a task where the goal is to write a response to a conversation between three young people who the students can read and/or listen to. Part four consists of three tasks where the students choose one for a longer written text production. The tasks are open and give the students the freedom to write in a genre they are comfortable in by asking them to “create a text”. It also allows them to write about something which interests them within the theme “The past, present, and future” (Cappelen Damm, 2023). The parts of the mock exam which was chosen for analysis was the parts where the students were supposed to create coherent texts. The excluded part was the first task consisting of short reading and listening tasks where the students click on the correct answers. This selection was done based on the fact that the first part would not give me appropriate data for this project and the tasks which required the students to create coherent texts would.

### 3.4 Ethical Considerations

In this section the most prominent ethical considerations in relation to this project are explained and discussed. The aim is to cover the main themes of ethical considerations for transparency and reliability. From the outset, the project is registered in RETTE, The system of Risk and Compliance at Bergen University, the registry of processing of personal data in research and student projects at UiB. Further, the role as researcher, the conducting of interviews, analysis of interview data, and text analysis are presented and discussed.

The data collected in a study must be “reported honestly, without changing or altering the findings to satisfy predictions” (Creswell 2014, p. 38). I have tried to adhere to that by being transparent in every step of the project by for instance adding the full transcription of the interviews, interview guide, the participants’ answers, and mock exam tasks as

appendices. Also, reporting on both challenges and changes made throughout the project supports the principle stated by Cresswell (2014).

### 3.4.1 The role as researcher

Experience will always play a part in the work as a researcher. The common assumption that a researcher can operate as a “tabula rasa” is misleading in today’s research (Kuckartz, 2014). The researcher’s integrity is an important part of conducting research which is “critical to the quality of the scientific knowledge and the soundness of the ethical decisions in qualitative inquiry” (Brinkmann & Kvale, 2018, p. 96- 97). It is important to be conscious of the challenges and limitations this may lead to in the process, from writing the interview guide, conducting the interviews, collecting the data, and at the end analyzing the data. The moral responsibility that lies on the researcher involves the moral integrity, knowledge, empathy, sensitivity, and commitment to moral issues (Brinkmann & Kvale, 2018, p. 97).

Qualitative research is interpretive and the role as researcher must be taken into consideration. Thus, the researcher must be self- reflective in their work at different levels such as interpretation of data and how past experience may have influence on this. In the case of this project, it is particularly important to be aware of the challenges and limitations connected to conducting the interviews with 10th grade students seeing that I am a teacher for this age group. This will affect the role as researcher and it is important to make conscious decisions that are based on a researcher’s perspective, not a teacher’s perspective. Doing research develops who you are, and you are not the same researcher at the beginning of the research and at the end. The personal growth is part of being a researcher and something that is positive for personal development as a human being and as a researcher (Kuckartz, 2014).

### 3.4.2 Ethical considerations relating to interviews

When conducting interviews in research ethical issues will arise through every step of the process from the start of the research to the final analysis, discussions, and conclusions. This is because “of the complexities of researching private lives and placing accounts in the public area” (Brinkmann & Kvale, 2015, p. 85). The ethical issues can be looked at through the seven research stages and include thematizing, designing, interview situation,

transcription, analysis, verification, and reporting (Brinkmann & Kvale, 2015). The ones relevant in this project are discussed below.

The design of the interview guide ensures that the identity of the participants is not disclosed through the questions asked. Their anonymity is being ensured and they are informed about this through the introduction of the interview and the written approval. Also, before the interviews and the selections of participants in the selected class I spoke to the whole class informing them about what the process would be like and what this project would contain of information about the participants.

All forms of interview are controlled and when conducting interviews with 15 to 16-year-old students, this can be challenging in several dimensions which will be discussed below. In the case of the interviews in relation to this project the interview was for the most part driven by the interviewer, focusing on themes which was important for the interviewer and not the student being interviewed. This may have led to the interview participants answering because they felt obligated to answer although they may not have fully understood the question or answer what they think the interviewer wants to hear (Brinkmann & Kvale, 2015, p. 58, 174). Also, the quality of the interview is dependent on the student's ability to answer within the themes of the interview (Svenkerud, 2021). This is also something to consider as a margin of error when conducting interviews with 15- to 16-year-old students.

### 3.4.3 Transcription

In terms of ethical considerations regarding transcription of the interviews, it is important to ensure the confidentiality to the participants and institutions and students mentioned in the interviews (Brinkmann & Kvale, 2015). When this project is published one might be able to find out what school the students have gone to given I have used students from the school I work at. However, considering the size of the school (over 500 students) and the fact that I have kept information about the students to a strict minimum, their anonymity should be sufficiently ensured.

### 3.5 Reliability and validity

There is a need for methodical rigor for the research to be reliable, objective, and transparent. By doing systematic analysis where all the empirical data is included the danger

of “anecdotalism” is avoided. The systematic analysis process must be detailed and transparent to ensure general understanding. Specific standards followed in the process increase the reliability in the researcher and the results presented (Macaro, 2003). One of these standards is using an interview guide and doing a piloting of the interview guide. The interview guide itself ensures that every participant gives answers to the same questions within the same themes and the piloting of the interview guide ensures validity by ensuring that the questions planned gives the answers needed to in the project.

In addition to reliability the study should be measured in terms of validity. This is based on whether the data collected can be regarded as true or not and whether the research measures what it is intended to (Macaro, 2003). In qualitative research this is challenging because qualitative research is heavily dependent on the interpretation of the researcher (Brinkmann & Kvale, 2015; Creswell & Guetterman, 2021). When the interpretation of data is done by someone who knows the learners, as a group, this supports the validity of the results (Macaro, 2003).

The categorizing of the interview data makes it possible to control the codes, and to some extent the interviews’ reliability (Brinkmann & Kvale, 2015, p. 232). The codes used for the categorization of interview data were, as described previously in this chapter, developed after the interviews was conducted and are based on the information elicited from the interviewed students and the topics the interview guide are divided into. This does not interfere with the validity because the information does not contain yes/no questions. The questions are open-ended and gives the interviewed students the opportunity to express opinions better than when the questions are designed to give either-or-decisions. Also, the descriptions and the information the students gave within the different topics, which were then coded, must be seen in relation with the results from the text analysis for the project to measure what it is intended to do and for it to be valid. The discussion of reliability and validity affects the transferability by bringing the challenges to the surface and showing what need to be in place for the research to be valid and reliable.

A general concern when conducting research is that the questions asked and the discussions which are made in relation to the text may indicate the researcher’s assumptions. (Brinkmann & Kvale, 2015). This may also be relevant in this project; however I have been aware of the change in role from teacher to researcher, which is discussed under ethical considerations, and this may in turn have a positive effect on the reliability and validity.

## 4 RESULTS AND DISCUSSION

This chapter presents the data gathered from interviewing three 10<sup>th</sup> grade students and the analysis of the same student's texts. The presentation of results starts with a table showing an overview of the findings from the student interviews. These results are then described, explained, and discussed in more detail. These results are intended to show the difference in reading skills and time spent on reading between students at different levels of competence in the subject of English (ENG01-04). Following the findings from the student interviews, the findings of written proficiency found in the student texts collected from the same students are presented. These results are systemized in chapter 4.3, 4.4 and 4.5, showing evidence of written proficiency within the categories of clear language, varied language, and cohesion. The findings in the analysis of the student texts together with the results from the interviews are then seen in relation to one another and discussed. This may give indications about the connection between extensive reading, reading technique, and language proficiency, which in turn might give some pointers to whether extensive reading can promote language learning. Lastly, the overall discussion of findings will be viewed in relation to the research question, theoretical perspectives outlined in Chapter 2, and previous research.

### 4.1 Student perspective- interview results

The aim of this section is to give an overview of the results from the student interviews. For the full, transcribed, interviews see appendix 2. The results are presented in terms of categories, which are based on categories from the interview guide. Table 4.1 gives an overview of the results, and these results and notable findings in general and specifically connected to the "Educational Objectives" (Krathwohl, 2001) are highlighted and discussed below.

Table 4.1 presented below, gives an overview of how the three students answered the questions in the interview. The categories the questions from the interview guide are divided into are listed under "Students reported:". These are then divided into themes based on the participants' answers. The students' interview is then presented, starting with the student placed in the category "low competence" in the subject English, by their English teacher. Next, the answers by the student placed in "medium competence" are presented and then the student placed in "high competence".

**Table 4.1** Results from interview data coded according to themes.

<b>Student reported:</b>	<b>Themes</b>	<b>Interview 1 (low competence)</b>	<b>Interview 2 (medium competence)</b>	<b>Interview 3 (high competence)</b>
Differences in reading techniques in general	To extract information	x	x	x
	For enjoyment		x	x
Texts read at school.	Factual texts	x	x	x
	Fiction texts		x	x
Texts chosen for reading at home	Factual texts	x		
	Fiction texts		x	x
Reading technique- school reading	Read texts from start to finish		x	
	Look for information, read only parts of the text	x	x	x
Reading technique- extensive reading	Read texts from start to finish		x	x
	Look for information, read only parts of the text	x		
Vocabulary- what do you do when you do not understand?	Look up words		x	x
	Ask someone	x		x
	Guess based on the contexts	x	x	x
	Guess based on the sentence	x	x	x
	Overlook word		x	x
Time spent on extensive reading of fictional texts.	No time	x		
	Less than an hour a day		x	
	More than an hour a day			x
Reported learning outcome from extensive reading	None			
	Vocabulary	x		x
	Increase in reading speed			x
	Language learning		x	x



### 4.1.1 Interview results

The overall results from the interview show that, reportedly all the three students read in some capacity, both at school and at home. Further, they differ in what they read, how they read and how much they read. The student with low competence in the subject English, interview 1, reported that she only read factual texts at home and that she read to extract information and that her reading technique is to look for information rather than reading the whole text. She is using a well know reading technique of extracting information from a text and she expresses this when she answers the questions below:

- ***Do you read in English, in your spare time?***

*Yes, pages online to find information if there is something I do not know.*

- ***What types of texts do you read then?***

*Factual text.*

- ***Do you see any connection between how you read, if you compare texts you read in connection to school and texts you choose yourself to read?***

*I am a bit more concentrated when I read texts, I have chosen myself and I usually read until I find what I am looking for and then I stop.*

The two students who have a grade in the area middle to high competence read fiction in their spare time, they practice extensive reading and they read texts from start to finish. This is shown in the answers given by the participant in interview 3, the student with a high competence in English below.

- ***Is there any difference in how you read? I am thinking about reading in connection to school contra reading you have chosen yourself.***

*It is that reading at school is for extracting information. I might read the task first, then search the text for the answer. It is a bit search-reading, I look for words that is in the task, what the task is asking for or year or a place.*

- ***So, reading in connection to school often consist of looking for information in the text?***

*Yes, often. I usually start at the beginning and read the whole text.*

- ***What about reading you choose to do yourself?***

*I read to try to understand the content in the book. If I first get a hold of a book, then I want to read the whole book. My reading is then often thorough, but I read quite fast. It is not like I stop and think when there is a word I do not know. I read to understand what the author wants to express.*

The answers given above by the two students show, in addition to the difference in reading technique, what they read, and why they read, a difference in reflection about reading in general. Participant in interview 3 seems to have a conscious relationship based on interest in reading, to his own reading, whilst participant in interview 1 only sees the purpose of extracting information by reading.

The students report a difference in reading technique from the student with a low competence who reported reading to extract information to the student with middle competence who reported reading for fun to the student with a high competence who reported reading both to extract information and for fun. This finding may say something about why the students read as well as the technique. If the student with a low competence is reading it is because there is a need for information, for example when doing homework. The students with a middle to high competence report on reading for both enjoyment and for extracting information. They also mention reading at school, not just for extracting information but for the reading itself, which the student with a low competence does not mention.

The three students do not have the same perception of what types of texts they read at school. Seeing that they all belong to the same class they should be reading the same types of

texts if the teacher does not practice differentiation, which may be a possibility. This might be possible to connect to the next category where the students report on what types of texts they read if they can choose what to read at home. The students with a middle to high competence choose to read fictional texts at home whilst the student with a low competence chooses to read factual texts. Student 1 reports, as seen in the excerpt from appendix 2 above that she reads in English at home, and it is when she is looking for information on the internet. Student 2 reports reading fictional text when she has the opportunity to choose the reading material herself. This is shown in the excerpt from appendix 2 below.

- ***Do you see any difference between the reading, in English, you do in relation to school and reading you choose yourself?***

*It is more about facts at school, that you are supposed to learn something, whilst in my spare time I read mostly fiction and fantasy.*

- ***The main part of the texts you are given to read at school are factual texts.***

*Yes, for the most part, but when we are reading poetry, it is not. It is the meaning behind that is important then.*

- ***If I understand you correctly then, you are saying that you read fictional texts at home when you can choose yourself?***

*Yes.*

The difference in types of texts the students read can also be seen in connection with the fact that the students with a middle to high competence report reading for enjoyment at home whilst the student with a low competence report on reading to extract information when reading at home. These two categories may be seen in relation to one another.

When reading at school the student with a middle competence report using two techniques for reading, depending on the context. These two techniques are reading a text

from start to finish and stopping when reading to extract information or to better understand the meaning of the content in the text. As shown in her answer below.

- ***Do you see any difference in how you read? Is there any difference between reading in connection to school and reading you chose yourself?***

*Yes, I think more about the words and stuff when reading in connection with school. When doing reading I have chosen myself the individual words do not matter that much. For instance, in the school subject Norwegian each word may be important. It can be crucial in connection to the meaning of the text.*

The student with a low competence and the student with a high competence report using the reading technique to look for information and read only parts of the text when reading in connection to schoolwork. For reading texts at home the student with a low competence uses the same technique as when reading at school whilst the students with a middle to high competence read a text from start to finish when doing voluntary extensive reading.

Student 3 explains it like this in the interview:

- ***You read a bit in connection to school and a lot of students also read in their spare time. I am wondering if you see a difference between the reading you do in connection to school and reading you do in your spare time?***

*Yes, there is a huge difference. It is not my choice if I read or not in connection to school. Reading at school is to extract information about a subject, it can be a historical period or a religion, for instance. Then the goal is to answer tasks later or prepare for a test, on the contrary to reading at home. Then it is just because I need something to do, not having to sit and stare into nothing.*

The last part of the student's answer may indicate that he only reads so that he has something to do with his time and that there is no enjoyment in it, however the answers he gives as the

interview progresses gives another picture of his enjoyment when reading. He spends relatively a lot of time reading and his interest in reading shine through.

When moving on in the analysis of the interview data one interesting finding which stands out is connected to vocabulary. Interesting here is what the students do when they encounter a word or a phrase that they do not understand. The two students with middle to high competence use multiple techniques in these situations, compared to the student with low competence. Notable in this case is the practice of overlooking words which they do not understand, a technique used by the students with a middle to high competence in English. The student with a high competence explains that he assessed the words he overlooked as not important for the overall meaning. If he reaches the conclusion that it is important, he looks it up. The student with a middle competence reports also looking up words which may be important to the overall meaning. The student with low competence does not report using these same techniques. The findings discussed in this paragraph can be seen in the excerpts below, from the transcribed interviews in appendix 2. The answers from students 1 and 2 are chosen as examples of the difference in techniques connected to understanding of words and phrases. This is done because the answers show the difference clearly.

Student 1 reports:

- ***During the reading of texts, you have chosen yourself, how many of the words, or how big part of the vocabulary do you understand?***

*Mostly all of it, it does not matter if it is in Norwegian or English really.*

- ***What do you do if there are words you do not understand?***

*Then I will ask my dad, or I will try to interpret the meaning.*

- ***How is the thought process when you are trying to interpret the meaning of a word?***

*It is based on the setting in the text, how the sentence is formulated.*

Student 2 reports:

- ***During the actual reading, when you read texts you have chosen yourself, how much of the vocabulary do you think you understand?***

*The words are quite simple. In some English books I read, one I am reading now, for instance, contain a lot of difficult words which I do not understand. It happens a lot at school as well, that there are words I do not understand but there is usually a word explanation next to the text. This helps a lot.*

- ***What do you do if there is not a word explanation next to the text?***

*I either guess or think logical if you understand. If I am going to guess then it is often based on the plot, but occasionally I look up words I do not understand. The English language contains a lot of words with the same meaning, so it is easy to understand. But you cannot stop at each word you do not understand, sometimes you just have to move on.*

In the category “Time spent on reading” the student with low competence in English report spending no time on extensive reading, the student with middle competence in English report spending about an hour on extensive reading, and the student with a high competence in English report spending more than an hour on extensive reading. This shows a wide range in time spent on extensive reading per week from zero hours up to around 7 hours per week. This may reflect on their language learning, which will be looked at and discussed in relation to the results from the text analysis.

The last category examined in the interview data is the learning outcome the students believe they may have from extensive reading. The answers from the two students with the highest competence in English show a higher degree of reflection on learning outcome and in general. This can be seen in this answer, from the student with a high competence in English, on the question:

- ***What do you do when you encounter words you do not know?***

*It depends on the word. If it is a complicated word, I usually want to know what it means, but if it is a small word which I feel is not important then I do not need to know what it means. Then I will just skip it.”*

In addition, they report several types of learning outcome compared to the student with a low grade in English, which only reports vocabulary as a learning outcome from the reading they do in their spare time.

Eagleton (1996) argues that literature cannot be objectively defined and “it is up to how somebody decides to read, not the nature of what is written” (p. 7). Student 3 defines literature as books with content which is fiction and fantasy and student 2 reports on reading popular books by authors such as Colleen Hoover, books recommended by friends, and books recommended on TikTok.

#### 4.1.2 Summary of findings

The results from the interview data overall show a clear difference between the reading techniques, time spent on reading and strategies used in different parts of vocabulary learning and reading between the student with a low competence and the two students with a middle to high competence in the subject of English.

What also sets the students with a middle to high competence apart from the student with a low competence in English is the fact that they read for enjoyment, and they read fictional text in addition to factual whereas the student with a low competence reads to extract information and reads only factual texts. The students with a middle to high competence report more similar reading habits and have in general a more positive view on reading. Their answers reflect a consciousness towards reading as a tool to excel at school subjects in addition to being something they enjoy doing as a spare time activity. The positive view on reading and their consciousness around the believed benefits of reading sets the students with a middle to high competence most apart from the student with a low competence.

The main difference in the answers from the student with a middle competence and the student with a high competence is in the time spent on extensive reading. This may indicate that the fact that they both practice extensive reading can have an impact on their competence

in the subject of English and that the amount of extensive reading is a contributing factor to whether it is a middle or high competence.

## 4.2 Student texts- results from the analysis

The aim of this section is to present the findings of written competence shown in the student texts. The starting point was the definition of language learning in LK20, which are presented below in table 4.1. These are then connected to the characteristics of language learning as presented in LK20. To be able to identify this in the student text they are further broken down into characteristics of written proficiency and academic language. This can be shown in the linguistic structures in clear and varied language and cohesion in the characteristic of level of language learning. The connection between the definition of language learning in LK20 and the characteristics of level of language learning are shown and explained in section 3.2.2 and in table 3.2.

For the complete set of student texts see appendix 3- 5.

The characteristics of level of language learning “The student expresses himself with a **clear** and **varied** language, fluency and **cohesion**, and a language adapted to the situation, purpose, and receiver in different written and oral texts (The Ministry of Education and Research, 2022) is translated from Norwegian and one of the characteristics of high competence in the subject of English (ENG01-04). The areas I investigated are in bold. The linguistic structures which are included in this project within clear, varied, and cohesion are explained in detail below.

## 4.3 Clear Language

As explained in the methodology chapter I analyzed the student texts looking for and identifying incorrect use of verb forms per 200 words. Below is the table showing the use of verb forms in the student texts and a review of the results.



**Table 4.2** The use of verb forms- results

Use of verb forms	Text 1	Text 2	Text 3
Lack of consistency in the use of verb tenses: switching between tenses unexpectedly.	8	0	0
Errors in conjugating verbs in general	6	0	0
Errors in conjugating irregular verbs	0	1	0
Overusing the continuous aspect	7	0	0

In appendix 3 the different areas within verb tenses which are investigated are highlighted.

The sections of the student texts examined in terms of the use of verb tenses in text 2 and text 3 did not have any of the errors listed in the table above. The part of the texts examined in this section was the beginning of task 2 where the students had read an excerpt from a book, and they were expected to retell what the excerpt was about. This challenges the students to use the appropriate verb tense and being consistent in the use. The students writing text 2 and 3 master this whilst the student writing text 1 switches between verb tenses and is not consistent in the use. Text 1 contains errors in conjugating regular verbs such “to eat” in the sentence: *The boy was to the doctor after he eating the bubblegum.* This can be seen in connection with the lack of consistency in the use of verb tenses and can make it seem somewhat random which verb tense is used in text 1. In addition to examining the text produced for task 2 by student 1, part of the answer to task 3 is also included in the analysis. This is due to the short text produced in task 2. Task 3 challenges the students to write a response and interact with answers given on a subject by other students.

In text 1 the student is overusing the continuous aspect in addition to switching from the past to the present. The sentence: *his father save him when his was playing on the road, there family is living on a farm* is an example of the student overusing the continuous aspect in the text. Also, neither the present tense -s morpheme nor the past tense -ed morpheme is in place here, either way, the verb form is incorrect. This cannot be found in texts 2 and 3. They both write their text in the past tense, which is an appropriate tense in this case. The section examined in the text produced by student 2 contains an error in the use of irregular verbs. She writes: *The guys looked at William and was unsure if they should give him some of the bubble gums. The guys* are plural and the correct form of *to be* would be *were*.

The continuous aspect indicates that an action is in progress or happening in the moment. This is not the case in the text where the student is retelling the main content from an excerpt. Seeing that the continuous aspect is the first one learned by second language learners, according to Wold (2017) and that students may see it as a tense may be reasons why it is commonly overused. This may be two of the reasons why we see this in text 1 and not in text 2 and 3. An example of the overuse of the continuous tense is evident in the second clause, when student 1 writes in her text: *his father save him when his was playing on the road, there family is living on a farm*. The student is in this case retelling the content in a text in the mock exam task and it would be appropriate to use the past tense for this. Students 2 and 3 may have developed their written proficiency and language proficiency in general compared to the student who has written text 1. They have fewer intralingual errors compared to the student who produced text 1.

Phuket & Othman (2015) found that errors in verb tense was among the ones most frequently seen. In table 4.3 it is apparent that text one contains errors in all of the areas examined. It may be natural to think that she has some insight into the use of verb forms, however the application of rules is not correct all the time. An example of this is when she writes: *his father save him when his was playing on the road, ...* Based on my own experience as a teacher the use of the present tense -s morpheme is in general difficult to incorporate into writing. And this is by Liu (2013) included as one of the types of errors commonly made by second language learners. Another example is when she writes: *... and was outside and try to find this boys.* Here she uses the infinitive form of the verb “to try” when it is not the correct form. She is in the process of learning a language and she applies a strategy which in this case is not the correct one. It may be the result of implicit learning, she may have read enough to know the meaning of the verb, however the correct conjugation is not learned.

#### 4.4 Varied language

The use of a varied language will in this project include the use of a varied vocabulary in terms of using a large number of unique words from the word classes listed and reviewed in section 4.1.1. The use of words from different word classes, and the use of a varied sentence structure which is listed and reviewed in section 4.4.3 sentence structure.

#### 4.4.1 Word classes

**Table 4.3** Word classes-results

Word classes	Text 1		Text 2		Text 3	
	Unique	Total amount	Unique	Total amount	Unique	Total amount
Verb	14	49	24	54	26	52
Noun	10	21	23	30	25	29
Adjectives	16	21	10	14	12	14
Adverbs	5	7	10	12	10	12

In appendix 4 verbs are highlighted in green, nouns are highlighted in blue, adjectives are highlighted in yellow, and adverbs are highlighted in purple.

The table above, 4.3 shows the use of unique words from each word class used in a section of 200 words in the student texts. There is a pattern in the use of unique verbs and nouns in the three texts. Text 1, which is the text produced by the student with the low competence in the subject of English contains 14 unique verbs and 10 unique nouns. If one takes into account the total amount of verbs and nouns it shows a reuse of a few verbs and nouns throughout the section examined. The most frequently used verb is a variation of “to be”, which is used 16 times. Further, the most used verbs are *think*, which is used 5 times. *Have* is used 6 times and *can*, *like* and *do*, are all used 3 times.

Text 2 and 3 are similar in the use of verbs and nouns. Per 200 words they contain 24-26 unique verbs and 29-30 unique nouns. When examining the text, it is clear that they use cohesion devices, which are discussed in section 4.5. *Cohesion devices* below, and these lead to a variation, and the use of synonyms which in turn can be seen in the number of verbs and nouns used in text 2 and 3. Text 1 contains a smaller number of nouns and verbs compared to text 2 and 3 and the nouns and verbs used are repeated over and over again instead of varying, using synonyms or using pronouns to the same extent as in text 2 and 3.

In terms of using adjectives, text 1 uses more of them compared to text 2 and 3. Instead of using one or two adjectives to describe a noun, text 1 contains sentences such as this example: *perfect for the boys, and be skinny, pretty, nice, and popular to be liked*. The text contains fewer nouns, however some of the nouns used are described in more detail compared

to in text 2 and 3. This may indicate a lack in competence in expressing themselves in English which leads to the repetition of nouns and verbs and the overuse of adjectives instead of trying to vary the word use. Text 2 and 3 use a variation of nouns to express meaning and the adjectives used serves a purpose. Examples of this in text 2 when she writes ... *beautiful earth...*, ...*many years...*, and ...*terrible part...* The adjectives here are purposely used to modify the noun. When this is seen in relation to the use of adverbs the picture becomes even clearer in terms of the competence to express meaning in English. Text 3 uses 5 adverbs whereas text 1 uses 1. The adverbs used in text 3 are ... *look **away** from...*, *it's not **really** that difficult...*, ... *you **probably** think*, and ... *look **really** easy to knock ...* As discussed in section 2.7 Grammar, the use of adverbs often indicates an understanding for the English language and its nuances. Adverbs usually give more detailed information about for instance actions, description and other adverbs which may make the text communicate precisely. Seen in light of the results from the analysis of the student texts this may apply. The use of adverbs in text 3 may be seen as a device which makes the text communicate more precisely. An example of this is when he writes: ... *you probably think...* If one sees it in connection to the other results discussed in this paragraph it may also indicate that the student who wrote text 3 has an understanding of the English language which surpasses that of the students who has written text 1 and 2.

#### 4.4.2 Sentence structure

When I look at using a varied sentence structure this project will focus on two areas. Using a varied sentence structure includes varying the length and beginnings of sentences and the use of simple and compound sentences.

**Table 4.4** Sentence structure-results

Sentence structures	Text 1	Text 2	Text 3
Simple sentences	0	2	2
Compound sentences	0	5	1
Complex sentences	5	2	8
Imperative sentence	0	0	1
Interrogative sentence	0	2	1

In appendix 5 simple sentences are highlighted in green, compound sentences are highlighted in blue, complex sentences are highlighted in yellow, imperative sentences are highlighted in red, and interrogative sentences are highlighted in purple.

The sections examined in text 2 and 3 show a variation in the use of sentences. They both contain simple and complex sentences and text 2 also contains 5 compound sentence, whilst text 3 contains 1. Variation in the sentence structure keeps the reader engaged, makes the text interesting to read, and shows a certain level of competence in English according to Kellogg (2008) and Watcharapuyawong and Usaha (2013). The discussion on this will be made in section 4.7.2. overall findings discussion in relation to theory.

The section examined in text 1 is divided into 5 sentences. These are long sentences which contain main clauses, and dependent clauses in a mix which makes them difficult to analyze in this section of the text analysis. One of the sentences she writes is:

*And it's so dum because many girls have on makeup to fell good because she thinks about herself that she must cover her up so one can see how it's back the makeup.*

This sentence and the other two should have been divided into shorter and more manageable sentences which might have made the section easier to read. It would also have given the text a grater variation in sentence structures which may have made the text flow better. It may seem like the long sentence has made the student lose track of how the beginning of the sentence starts because at some point the sentence changes direction. The example above contains three reasons why girls wear makeup, however the cohesion between them may seem to be lacking. This will be further examined in section 4.5 below; this not commented on further her.

An interesting observation when examining sentence structure is that text 2, written by the student with a medium competence, shows the greatest variation in sentence structure compared to both text 1 and 3. Three sentences from the section examined in text 2 which shows this is:

*The impact from the past, is impacting the present and will impact the future. We know now that experiences from the past is indeed threatening our future, it's the young*

*ones that will feel the damage we humans have inflicted this beautiful earth. How could we go this far?*

Text 3 contains 2 simple and short sentences and 8 complex sentences and 1 compound sentence. One might wonder if this is a sign of competence, and that the student is using it as a literary device to speed up the text and makes it interesting for the reader. An example of this is when he writes: *Say you want to go skydiving. If we look away from the money part, it's not really that difficult.* The introduction to the paragraph starts with a simple and short sentence which clearly states the content of the paragraph. The following sentences add information to the first one. This can also be seen in the introduction to the next paragraph which starts like this: *When you hear the word bravery you probably think of fighting.* It starts with a complex sentence which introduces the content.

In addition to the types of sentences discussed above text 2 and 3 also contain imperative and interrogative sentences which further varies the content of the text. An example of an imperative sentence in text 3 is when he writes: *Say you want to go skydiving.*

#### 4.5 Cohesion

Cohesion is the binding of elements, in this case between elements in written text. This may be between words, different types of sentences and between paragraphs. In this project the cohesion devices which are looked at are repeated words and/or ideas, reference words, and linking words.

**Table 4.5** Cohesion devices-results

Cohesion devices	Text 1		Text 2		Text 3	
	Unique	Total amount	Unique	Total amount	Unique	Total amount
Repeated words and/or ideas	4	8	8	22	5	8
Reference words	10	26	9	18	15	40
Linking words	4	11	3	7		10

In appendix 6 repeated words and/or ideas are highlighted in yellow, reference words are highlighted in blue, and linking words are highlighted in green.

Text 2 is repeating words and ideas to a greater extent compared to text 1 and 3. This can be seen in table 4.5, and it becomes clear when reading the section of the text which is being examined. The word *boy* is repeated 5 times in text 1 and the word *William* is repeated 7 times in text 2. This binds the text together, however in these sections I will argue that there is an overuse of these particular words. There is no flow in the text because the main ideas are repeated to the extent that there is little momentum. Text 3 repeats words and main ideas 8 times and this keeps the momentum going through the section of the text and the variation in word choice by using reference words instead of repeating names may contribute to this. In this section *William* is repeated 7 times and the idea/ different variations of *bubblegum* is repeated 5 times. This indicates that both *William* and *bubblegum* play a significant role in the section. This is not as clear in text 1 and 2. In text 1 the name *William* is not mentioned, and she only uses *boy* when referring to the main character. When the other characters are referred to as *boys* and *father/ dad* it may be seen as a weakness because there is not a clear distinction between the characters which, when the words are repeated time and again, weakens the cohesion.

Mainly the use of pronouns is shown under reference words. Text 1 repeats words and has less variation by using fewer pronouns whilst text 3 repeats words less and uses pronouns to a greater extent. This repetition of words in text 1 is explained in the paragraph above where the use of *boy/boys* and *father/ dad* are discussed. The use of pronouns contra the use of repeated words indicates the ability to evaluate the necessity to limit the use of repeating words and keep the cohesion in the text. The student writing text 3 shows this ability to a greater extent than the students writing text 1 and 2. An example of this is when he writes:

*Later that day the original owner of the bag came by William's house and said he had lost a bag of bubble- gum and that if he found out who ate them, he would tell on them to the shaman.*

Here the student starts with introducing the main character in the sentence in the beginning, *the original owner* and refers to him as *he* later in the sentence, when new information is added.

The results under the category “linking words” is seemingly similar in all three texts. They all use the coordinating linking word *and*. An example of this in text 3 is: *William saw this and went up to them...* They all use the subordinating linking word *when*, and they all use a transition word. Text 1 contains the transition word *after*, as in *The boy was to the doctor after he eating the bubblegum.*, text 2 contains the transition word *before*, and text 3 contains *later*. All the text contains more than one *and* and *when* and in their use of linking words the three students may seem to be at the same level. None of them stand out in any way.

#### 4.6 Summary of findings

The results from the analyses under “clear language”, “varied language”, and “sentence structure” all conclude that there is a difference in the ability to create a text shown in text 1 and 3. Text 3, which is written by the student with a high competence in English ticks all the boxes within the categories mentioned above. It becomes apparent through the analysis that the text is written in a clear, and varied language with a variation in sentence structure which is suitable for the tasks. Text 2 is not far behind text 3 in showing an ability to create a text. This may indicate that the student who has written the text is in the higher area of the middle competence in English. The student who has written text 1 also creates a text, however the analysis shows a lack of ability to use a clear and varied language, and a varied sentence structure.

#### 4.7 Discussion of findings

The following sections discusses the findings from the interviews and the text analysis in the light of theory from the theory chapter. First, the discussion focuses on binding the results from the interviews together with the findings from the text analysis. Secondly, these findings are discussed in relation to theory and lastly the overall findings of the master thesis are discussed in relation to the research question.



### 4.7.1 Text analysis results in light of the interview results

The text analysis shows a considerable difference in the competence among the students according to the linguistic criteria outlined in section 4.3 Clear language. The same difference can be seen in what the students report about reading and extensive reading. The student who has created text 3 reported reading significantly more than the student who has created text 1. The difference is not only in time spent on reading but also in reported vocabulary learning, reported learning outcome, and types of text they usually read when they can choose themselves. The student who has created text 3 showed a deeper reflection on the areas mentioned whilst the student who has written text 1 gives answers which are more straightforward. There are many factors which can influence the written proficiency a student is showing, which in turn might say something about the language learning which has occurred. One of these factors could be extensive reading which the results in this study might indicate. The connection which may be between written proficiency, language learning and extensive reading is best discussed in the light of theory. The results from the text analysis and the reported reading habits only take the discussion so far and it may indicate a connection, however seen in light of theory the connection may become clearer. This discussion is taken further in section 4.8 below.

### 4.7.2 Overall findings discussed in relation to theory

One might argue that student 3 masters the ability to use elaborate codes (Bernstein, 2003) and therefore create text that is understood by people who do not know them from various contexts. Using elaborate codes are connected to an educational setting which in turn is connected to the use of model text, as discussed in section 2.2. As argued in the theory chapter practicing extensive reading can be seen as a way of using model text in language learning. When student 3 reports reading more than 1 hour per day the amount and variation in the use of model text will be extensive and combined with the reading he reports doing in his schoolwork I would argue that at least a part of the text he reads contain elaborate codes in different variations which might be what we see in the texts he writes. Student 1, on the other hand does not master the use of elaborate codes to the same extent based on the results from the text analysis and she also reports not reading in her spare time. The amount of time spent on model text will then be limited and I would argue that this is reflected in the use of sentence structure, and in the limited use of a clear and varied language. This can also be seen

in relation to Nation (2007) and what he argues must present for there to be language acquisition from extensive reading. Nation (2015) argues in table 2 (Nation, 2015, p. 141) that a Norwegian 10<sup>th</sup> grade student should read for about an hour to an hour and 40 minutes a day for vocabulary learning to occur. The way of using model text explained in this paragraph, which is discussed in this project, I will argue is an unconscious use which eliminates the negative consequences. This is discussed by Peloghitis & Ferreira (2018) and Smagorinsky (1992) in section 2.2. The first negative consequence discussed here is that the learner does not use his creativity because he is just following a standard provided. I will argue that this is not the case here. The students who practice extensive reading, in this case, students 2 and 3 read different types of fictional text which naturally will be written differently based on for instance the fact that they are written by different authors. Student 2 mentioned reading books from authors such as Colleen Hoover and books recommended on TikTok. They do not follow a standard, on the contrary, they get exposed to different types of model texts which may influence their writing.

Smagorinsky (1992) argument that there might be a lack of background knowledge among the students about the genre they are writing may apply here. One of the tasks in the mock exam expects the students to write an answer to a conversation provided. Here they get two answers which models the type of answers expected. This task will show the students' ability to interact with others in writing, however there may be an unfamiliar genre and the model text provided may not give enough background information. The task is showed in appendix 7 and is as follows:

*Read the posts below from a chat between some teenagers about their choice of further education. Then write the next post where you:*

- *Share your reflections and explain your opinion.*
- *Comment on, criticise, or question the other posts.*
- *Give your advice.*
- *Choose a name and age for the person you are posting as.*

This type of task may lead to the students “writing genres as meaningless reproductions of the models they learned” (Peloghitis & Ferreira, 2018, p.21). The learning outcome will then be minimal based on what Peloghitis & Ferreira (2018) agree. In addition, Smagorinsky (1992) adds to this by stating that “studying a product cannot teach a writing process” (p. 163).

Hulstijn (2005, p. 129) argues that the acquisition of a “L2 often relies on both implicit and explicit learning” in section 2.3 implicit and explicit learning. It is difficult to eliminate one or the other when looking at the process of language learning and I will not try to do so, however I would argue that the process of language learning which is looked at in this project focuses on the implicit learning of a L2 because of the use of extensive reading of model text as a way achieving language learning. One should also acknowledge the importance of explicit learning of grammar rules and spelling and the fact that “well- read people also may have gaps in their competence” (Krashen, 2004, p. 129). Defining “well- read” will not be done here but taking into consideration the stipulation of the amount of time needed to be spent on reading for there to be a possibility for language to occur by Nation (2015) I will argue that both student 2 and 3 are well- read. The gap in competence discussed by Krashen (2004) can be seen in the text from student 2 and 3, however the errors they contain do not make a difference to the communication with the reader, which also is in line with Krashen (2004). The same cannot be said for the text produced by student 1. I will argue that what we are seeing in this text is evidence of explicit learning of a second language but an apparent lack of implicit learning. The student has learned some parts of the English language, however the parts which may, according to Krashen (2004) be learned through implicit learning are not present to the same extent.

For vocabulary learning to occur Nation (2015) argues that one must read for an hour to an hour and 40 min a day. When looking at the results from 4.4 Varied language which looks at the use of a varied vocabulary the difference in the use of a varied vocabulary between text 1 and 3 are apparent. When connecting this to what the students report about reading extensively in their spare time, I would argue that what we are seeing is what Nation (2007, 2015) discusses as criteria, reading for a minimum of an hour and 40 min a day for language acquisition to occur. Under the same section, 2.4 Grabe (1991) argues that reading for longer periods of time may lead to vocabulary learning which is what students 2 and 3 report doing and what we may see traces of in the results from the student text analysis. In 4.4.1 The use of words from different word classes we see that student 2 and 3 uses a greater variation in for instant verbs and nouns in the section of their texts examined, compared to the text written by student 1. As examples, student 3 uses 19 unique verbs compared to student 1 who uses 11 and student 2 uses 16 unique nouns compared to student 1 who uses 6. There may be a connection here and the suspicion is further substantiated when we look at what student 1 reports about reading and what we see in the analysis of student 1’s text.

The student who has written text 1 reports only reading when looking for information. This type of reading, intensive reading, which is discussed in chapter 2 (Day & Bamford, 1998), is often connected to reading done in a school setting where the goal is to extract information to be able to answer questions or tasks connected to the text. Student 1 reports using this type of reading technique when reading at home as well. Day & Bamford (1998) argue that this type of reading does not have the same effect on language learning as extensive reading does. If reading should have effect on language learning the reading must be extensive which means that the 10 key ingredients developed by Day and Bamford (2002) listed in section 2.4 must be present. I would argue that this can be seen in the analysis of text 1 in section 4.3, 4.4, and 4.5. The text contains errors in the use of verb tenses, reuses a larger number of verbs and nouns compared to text 2 and 3 and does not show the ability to write sentences with a varied sentence structure adapted to the text type. The reuse of verbs and nouns is to the extent where the text loses its momentum, which is discussed above in the preliminary finding.

The results from the text analysis may indicate that student 1 has had too little practice of written language production in addition to limited reading practice. Swain's output hypothesis, which is discussed in section 2.5.1 claims that output is not viewed as just the product but also the process and in this case student 1 may not have the level of language competence to fully use the cognitive processes which form part of the output hypothesis. These processes develop the student's cognitive competence by noticing the shortcomings they have in the target language and using these to develop the language further.

As further discussed in the theory chapter Krashen (1984) argues that for there to be language acquisition comprehensible input must be present. The student must understand the message they are reading for the outcome to be language acquisition. When student 1 is only reading fractions of the text, the message will not always be understandable and therefore I would argue that language acquisition may be present to a lesser extent in these processes. This limits the time using model text further for this student and the potential for language acquisition is in turn, according to Krashen (1984), also limited further. Student 2 on the other hand reports reading the text from start to finish whether it be reading in relation to school or voluntary at home. Student 3 reports reading parts of the text when reading in relation to school and reading the text from start to finish when voluntary at home. Both spend time on reading comprehensible messages and as Krashen (1985) argues, this is the way to acquire skills within the second language. Further, Krashen (2004) claims that it also can lead to

better reading comprehension, writing style, vocabulary, grammar, and spelling. In this project writing style, vocabulary and grammar are relevant areas and the results show a considerable difference between text 1, and text 2 and 3. These differences can be seen within all three areas, except in the use of linking words. Schleppegrell (2004) argues that children often use *and* as a linking word to connect sentences and this is also the case in the three student texts examined here. All three students use *and* to the same extent. They do not have the competence needed to “reduce sentences to phrases or single words, using strategies of condensation” (Schleppegrell, 2004, p. 79)

Taking the discussion about language learning further can be done by adding this quote from Krashen (2004, p 132). “Writing style does not come from actual writing experience, but from reading and that formal language is too complex to be learned one rule at a time”. The reported time spent on reading and the reading techniques reported by student 2 and 3 underpins this and if we add what student 1 reports the picture which emerges is in line with what Krashen (1985, 1989, 2004) argues must be present for language acquisition to occur.

Swain (2010) argues that the most important way of learning a second language is through producing the target language, which in this case is a second language. This is also the basis in the time-on-task principle. Nation (2007) The language learning is triggered by the student experiencing shortcomings in the production and this in turn leads to language learning. The tasks created for the mock exam by Cappelen Damm are based on the model for the final exam in English after year 10 and uses the curriculum in English as its basis. Student 3 who showed a high competence in the English subject may have an advantage, taking Swain’s (2010) hypothesis into account. The tasks are likely comprehensible to him, problems which may occur are probably detected and his competence in English makes him able to solve them. This may to some extent also be true for student 2. Student 1, however may struggle more with this based on what the basis for the mock exam is and this may make the task too difficult to complete so that problems are not detected, and the product becomes as we see it in appendix 3. A reason for this is already discussed above when discussing the challenges with using model texts. In the mock exam the students are expected to produce three different types of texts and in the preparation material and the tasks there are provided model texts to show the students how a text may look. As discussed above, the task of using these model text may be difficult because the student might be lacking the background information needed to complete the task. This leads me to wonder if student 1 would have

been able to produce a text with better language if the task were more customized to her level of English.

The process of writing which Kellogg (2008) explains as the cognitive development of written proficiency can be seen in relation to the results from the text analysis in this project. Kellogg (2008) argues that the process of writing can be divided into three stages and it is clear that the students who have written text 2 and 3 are at a higher level within these stages compared to student 1. The process is culturally dependent and if one sees reading extensively as part of a family's culture as it might be in the case of student 3 who explains that he purchases books when traveling to Oslo and Bergen, then this may indicate that writing and developing written skill also is part of it.

The process of being able to write a coherent and well- structured text is a difficult task which requires practice. (Kellogg, 2008) The "time- on- task principle" by Nation (2007) says that the more time you spend doing something the better you become doing it. Practice and time must be used before being able to write a well- structured text. It can also be seen in relation to Swain's (2010) theory about the significance of output. (2010) The time the students have spent on writing is not explored in this project, however it would have been an interesting dimension to explore and put into context with their reported time spent on reading and the analysis of their written texts. Part of being able to write a well- structured text is the ability to vary the sentence structure, as examined under section 4.4.2. Here the results clearly show that the students with a middle to high competence in English also show a greater ability to vary the sentence structure which in turn makes the texts easier to read. (Kellogg, 2008) In addition to sentence structure which shows written proficiency, Watcharapuyawong & Usaha (2013) found that the most frequent errors made in the process of developing written proficiency, and which are relevant for this study are the use of verb tense, verb form, word choice, and sentence structure. In all of these areas the difference between student 1, with a low competence and students 2 and 3, with a middle to high competence is present. Student 2 and 3's written proficiency in light of the errors found by Watcharapuyawong & Usaha (2013) are at a higher level compared to student 1. This can for instance be seen in the use of varied sentence structures, which students 2 and 3 are better at compared to student 1.

Different scholars and literature use different terms within the field of second language learning. These are discussed in the beginning of chapter 2 Theoretical background. This is done because the curriculum LK20 uses the term competence as the main goal for learning,

whereas theories on language learning and extensive reading used in this project include the terms knowledge and skill to a greater extent.

## 5 CONCLUSION

This final chapter gives a summary of the study and connects it to the thesis's research question and theory. First a brief summary of the study is provided, before the findings and discussion in chapter 4 is used to answer the thesis's research question. Secondly, the didactical implications are outlined and lastly, suggestions for further research are presented.

### 5.1 Summary and conclusion

This project set out to investigate the reading habits of a three 10<sup>th</sup> grade students and analyse texts written by the same students to look for evidence of language proficiency that could potentially be connected with the students' reading habits. As discussed in chapter 3, a mixed method design was employed to answer the research question. By employing this research design, it was possible to collect and analyze both qualitative and quantitative data which created the basis for the analysis. A 10<sup>th</sup> grade class was chosen and texts from the students who wanted to participate were collected. The three chosen students were interviewed to collect data on their reported reading habits. Through this the aim of the project was to shed light on the possible connection between extensive reading and language learning. Further, three areas within the definition of language learning from the core elements in the subject of English are broken down into measurable fragments which may indicate what types of language learning may be connected to extensive reading in the subject of English.

This project constitutes a study of the impact extensive reading may have on language learning. Researchers in the field suggest that extensive reading is the way to gain language learning (Elley & Mangubhai, 1983; Hulstijn, 2005; Krashen, 2004). Different scholars have different views on how language is learned, however the two main views are based on whether it is the input, reading and listening or output, writing and speaking which contributes the most to language learning. As different theories develop scholars such as Krashen (2004) and Swain (2010) see some benefits from each other. This, along with the results from this project leads me to believe that for written proficiency to develop a varied approach to language learning must be present. There the theories and research from the scholars mentioned above are challenged and discussed in relation to theories arguing for other ways of learning a second language. The thesis includes this to be able to answer the research questions below:



1. What do three 10th-grade students at different levels of proficiency in English report about their reading habits in and out of school?
2. To what extent can a relationship be detected between the students' reported reading habits and their writing proficiency in terms of clear language, varied language, and sentence structure?

This project, which is a case study with a limited number of participants cannot be generalized and considered a truth, however it may show some correlations between extensive reading and language learning. The three students in this study show that there is a correlation between their language learning and extensive reading. The two students who report reading for pleasure in their spare time show a better written proficiency in the English language. The areas looked at which indicate this written proficiency are based on the definition of language learning by UDIR which states that students are expected to:

create different types of coherent texts that present viewpoints and knowledge, express ideas, and opinions, learning text composition, strategies to communicate, planning, formulating, and processing texts. (The Ministry of Education and Research, 2019)

From this, and with the characteristics of level of language learning, also from UDIR the framework for the analysis was developed. The framework is presented, with the justification of the areas chosen, in section 3.2.2 Analysis of student texts and used throughout the text analysis. The text analysis in this project includes the use of verb tenses and aspects within clear language, the use of words from different word classes and sentence structure within varied language, and in some of the cohesion devices examined.

The three 10<sup>th</sup> grade students with the difference in levels of proficiency in English report on having different relationship to reading, both in and out of school. They use reading in different settings and to achieve different things. Student 1 report on using reading in her spare time to find information about a subject she is interested in. When she finds this, she stops reading and reports not spending much time on reading books and fiction at home. In school she reports on reading because she is told to do it, as this excerpt shows:

- ***Do you see any connection between how you read if you compare the texts you have to read in relation to school and texts you choose yourself to read?***

*I am a bit more concentrated when I read texts, I have chosen myself at home and I read until I have found what I am looking for, and then I stop. I am expected to read this text at school so then I read the whole text.*

Student 2 reports that reading at schools is for the purpose of learning something, she stops and thinks about every word to make sure she understands the meaning behind it because it is crucial to understand the whole text. On the other hand, reading at home is inspired by friends who loves reading and it influences her to do the same. The type of book she typically reads are popular books which friends recommend or that she sees good reviews of on TikTok and other social media. The reading she does at home includes audiobooks in addition to paper books and she spends approximately an hour a day reading.

There is a great difference in the type of reading student 3 does at home and at school. Reading in relation to school is not chosen by himself and consist mostly of reading factual text to get information on a subject. The goal is to be able to answer the task at hand, so he reads until he finds what he is looking for and then he stops. When reading at home he reports on reading mostly books in English because then no one has interpreted the authors words, and the meaning comes across better. The reading is done at a high pace and the goal is to understand what the author wants to tell us; single words are not that important. He reports reading for an hour to two hours a day, depending on how interesting he finds the book to be.

The three types of reading habits explained above shows a clear difference in the way they approach reading, how they use it and what the purpose of reading is. The table below shows the results from the interview and the text analysis side by side and broadly outlined. The answers in in the interviews and the results from the text analysis are ranged from 1 to 3, where 1 reflects the best result in the categories under both reading habits and written proficiency. There can be detected a relationship between the students' reported reading habits and their writing proficiency. Student 3 is the one who spends the most time reading at home, and he reads fictional texts, he is also the one whose score in written proficiency is the highest. Compared to the two other students his written proficiency is clearly the highest

within clear and varied language. In cohesion the results are more equal between the students. Student 2, who also reads fictional texts at home, but spends less time doing so compared to student 3 is a little behind him in the use of a clear and varied language and at the same level in the use of cohesion. Student 3, who reports a different type reading habit with only reading factual text and not spending any time reading fictional text is behind students 2 and 3 in both the use of a clear and varied language.

It is clear that there is a relationship between the students reported reading habits and their written proficiency can be detected, based on the presentation of results and the discussion of results above. These findings correspond with findings from other studies, such as Birketveit et al (2018), and are consistent with the view of theorists in the field of second language learning, such as Day and Bamford (1998), Nation (2007, 2015) and Krashen (1981, 1982, 1985, 2004)

## 5.2 Didactical implications

This thesis has contributed to the field of English didactics in two ways: though it is a case study and the number of students participating are low the results indicate the fact that extensive reading might be beneficial on language learning. This could give English teachers an argument to bring extensive reading into the classroom and make it part of their teaching of English. This is backed up by the study done by Birketveit, Rimmereide, Bader, & Fisher (2018). The use of extensive reading in the subject of English is a time-consuming exercise which will not give instant results and may therefore be more difficult to implement compared to more traditional ways of teaching English. To have research that backs up the use of literature and extensive reading of literary texts may make it easier for the teachers.

The potential for learning represented by the possible relationship between extensive reading and language proficiency is backed by the subject curriculum in English. As discussed in section 2.1.1. Genre the competence aims after year 10 states that reading English fiction written for adolescents should be part of the teaching of English (The Ministry of Education and Research, 2019) This, in turn, indicates that reading may have an influence on language learning which also is part of the curriculum in English. The characteristics of level of language learning is defined as:

The student expresses himself with a **clear** and **varied** language, fluency and **cohesion**, and a language adapted to the situation, purpose, and receiver in different written and oral texts. (The Ministry of Education and Research, 2019)

This characteristic of level of language learning together with the competence aim stating that reading fiction should be part of the teaching of English is in line with the findings in this project.

### 5.3 Limitations of the study

This project is not without its weaknesses, and this must be taken into account. The group of students investigated in terms of reading and language learning in this project is a small group of individuals who does not represent the reported reading habits or language learning of all 10<sup>th</sup> grade students in Norway. In addition, the project has its challenges in relation to validity and reliability. These challenges are discussed in the methodology chapter, and I have attempted to minimize them, however there is no guarantee for there not to be any influence of these in the project still. These challenges include if the research measure what it is intending to and when doing qualitative research, one is dependent on the researchers' interpretations and the challenges this brings in terms of validity. Other challenges are whether the results from the interview data are clearly connected to the results from the text analysis in the intended way and that the discussion is based on results from this and not on the researchers' assumptions. Finally, the change from teacher to researcher may also affect the reliability and validity and in turn be part of the limitations of the study. Transferability in this case is connected to whether or not the results can be generalized. I will argue that it can, to some extent but keeping in mind that this is a case study with a limited number of participants and data collected.

Background information will give some pointer as to what could have been improved and how it could have affected this project. Looking back at the interviews it would have been interesting to explore certain aspects of what the students brought up in the interviews such as in interview 3 where the student reflected on what they do when they do not understand a word and why they choose the method they did in different situations, they reflect on their communication strategies. This would have given some more insight into how they were thinking and what considerations they made at the time. Had interview 3 been the first one,

this would have been explored further in the two other interviews as well and it could have been a bigger part of this project.

A limitation which is not discussed in this project so far is the fact that young people today are immersed in English in their everyday life, and this is a factor which is difficult to define and a factor which cannot be controlled. This should have been asked about in the interview with the purpose of adding another dimension to how language is learning in addition to extensive reading. It would have given this project the opportunity to comment on the place extensive reading has in connection to language learning or if the immersion in English on a daily basis stands strong.

In section 2.7 intralingual errors is explained as the interference of the learner's first language on the learning of a second language (Phuket & Othman, 2015). This is not specifically discussed in this study and may be seen as a limitation in the sense that it is by Phuket & Othman (2015) viewed as the dominant source of errors made by second language learners. However, one might discuss the relevance it has to the connection between language learning and extensive reading and if the connection would have interfered with the results in this study. This is not explored and may limit the results of the study.

The cognitive development that happens when children become adolescents and where the three students are in this development will influence their reading, interest in reading and their written proficiency. (Kellogg, 2008). The effect this has on the results in this project might say more about their cognitive development than the influence extensive reading has on language learning.

#### 5.4 Suggestions for further research

The process of learning a language will always be something which is being researched and developed continuously. Some aspects of it are discussed in this project and in the following suggestions for further research on them are discussed.

The process of being able to write a coherent and well-structured text is a difficult task which requires practice. The "time-on-task principle" by Nation (2007) says that the more time you spend doing something the better you become doing it. The time the students have spent on writing is not explored in this project, however it would have been an interesting dimension to explore in addition to the time spent on reading. Combining the two dimensions

and the research by Nation (2007) with the theory by Krashen (1989) in addition to trying to get evidence on the impact they have on language learning would be interesting to explore.

It would have been interesting to also conduct this study in a bigger scale with a significantly larger number of participants. The reliability and validity of the results might then have been greater, the results could be generalized to a greater extent, and used as evidence for the connection between extensive reading and language learning.

## 6 References

- (Eds.), A. M. (2001). Literature in the language classroom. In R. Carter, & D. Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press.
- Andersson- Bakken, E., & Dalland, C. P. (Eds.). (2021). *Metoder i klasseromsforskning, Forskningsdesign, datainnsamling og analyse, forskningsdesign, datainnsamling og analyse*. Universitetsforlaget.
- Andringa, S., & Rebuschat, P. (2015). New Directions in the Study of Implicite and Explicite Learning. *Second Language Acquisition*, pp. 185-196.
- Appleyard, J. A. (1991). *Becoming a Reader, The Experience of Fiction from Childhood to Adulthood*. Cambridge University Press.
- Bakken, J., & Andersson- Bakken, E. (2021). Innholdsanalyse. In E. Andersson- Bakken, & C. Pedersen Dalland, *Metoder i klasseromsforskning* (pp. 305- 326). Universitetsforlaget.
- Bassetti, B., & Cook, V. (2005). An introduction to researching Second Language Writing Systems. In B. Bassetti, & V. Cook, *Second language writing systems* (pp. 1 – 67). Multilingual Matters.
- Bazerman, C. (1989). Introduction: Rhetoricians on the Rhetoric of Science. *Science, technology, & human values.*, pp. 3- 6. doi:10.1177/016224398901400101
- Bazerman, C. (2013). *A Rhetoric of Literate Action: Literate Action* . Parlor Press.
- Bell, T. (2001). Extensive Reading: Speed and Comprehension . *The Reading Matrix*.
- Bereiter , C., & Scardamalia, M. (1986). Educational Relevance of the Study of Expertise . *Interchange, The Ontario Institute for Studies in Education*, pp. 10-19.
- Birketveit , A., & Rimmereide, H. E. (2017). Using authentic picture books and illustrated books to improve L2 writing among 11-year-olds. *The Language Learning Journal*, pp. 100-116. doi:https://doi.org/10.1080/09571736.2013.833280
- Birketveit, A., Rimmereide, H. E., Bader, M., & Fisher, L. (2018). Extensive reading in primary school EFL. *Acta Didactica Norge*. doi:https://doi.org/10.5617/adno.5643
- Bredella, L. (2008). What Makes Reading Literary Texts Pleasurable and Educationally Significant? *Fremdsprachen Lehren und Lernen* 37, pp. 12-26.
- Brinkmann, S., & Kvale, S. (2015). *InterViews, Learning the Craft of Qualitative Research Interviewing*. Sage.
- British Council. (2024). *LearnEnglish*. Retrieved from English Grammar: <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- Brown , G., & Yule, G. (1983). *Discourse Analysis*. Cambridge University Press.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Fifth ed.). Longman.

- Cambridge University Press. (n.d.). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/>
- Cappelen Damm. (2023). *Terminprøver i engelsk*. Retrieved from [https://skolenmin.cdu.no/\\_/terminprover-fra-cappelen-damm/terminprover-i-engelsk-var-2023-633d51efc9eb7d245fe54a00-61fccf7dafbc2c9c2da05657](https://skolenmin.cdu.no/_/terminprover-fra-cappelen-damm/terminprover-i-engelsk-var-2023-633d51efc9eb7d245fe54a00-61fccf7dafbc2c9c2da05657)
- Charboneau, R. A. (2016). Approaches to English as a Foreign Language (EFL) Reading Instructions in Norwegian Primary Schools (Doctoral Thesis).
- Charney, D. H., & Carlson, R. A. (1995). Learning to Write in a Genre: What Student Writers Take from Model Texts. *Research in the Teaching of English*, pp. 88-125. doi:<https://www.jstor.org/stable/40171424>
- Chen, M.-L. (2014). Teaching English as a Foreign Language through Literature. *Theory and Practice in Language Studies*, pp. 232-236.
- Creswell, J. W., & Guetterman, T. C. (2021). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Sixth Edition ed.). Pearson.
- Cunningham, A. E., & Stanovich, K. E. (1991). Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling. *Journal of Educational Psychology*, 83, pp. 264–274. doi:<https://doi.org/10.1037/0022-0663.83.2.264>
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- Day, R., & Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language*, pp. 136-141.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Eagleton, T. (1996). *Literary Theory An Introduction* (2. ed.). The University of Minnesota Press.
- Elley, W. B. (1991). Acquiring Literacy in a Second Language: The Effect of Book-Based Programs. *Language Learning*, pp. 375- 411.
- Elley, W. B., & Mangubhai, F. (1983). The Impact of Reading on Second Language Learning. *Reading Research Quarterly*, pp. 53-67. doi:<https://doi.org/10.2307/747337>
- Ellis, R. (2015). *Understanding Second Language Acquisition* (2. ed.). Oxford University Press.
- Fangen, K. (2022). *Kvalitativ metode*. Retrieved from De Nasjonale Forskningsetiske Komiteene: <https://www.forskningsetikk.no/ressurser/fbib/metoder/kvalitativ-metode/>
- Forehand, M. (2010). Bloom's Taxonomy. *Emerging perspectives on Learning, Teaching and Technology*, pp. 47- 56.
- Grabe, W. (1991). Current Developments in Second Language Reading Research. *Tesol*, pp. 375- 406. doi:<https://doi.org/10.2307/3586977>
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, pp. 4-13. doi:<https://doi.org/10.1093/elt/43.1.4>



- Hatch, A. J. (2002). Chapter 1. Deciding to do a Qualitative Study. In A. J. Hatch, *Doing Qualitative Research in Education Settings* (pp. 1- 35). State University of New York Press.
- Heritage, M., & Montle, M. E. (2022). Examining the Influence of the First Language on Teaching and Learning English as a Second Language (L2): A Linguistic Interference Perspective. *International Journal of Language and Literary Studies*, pp. 289-299. doi: <http://doi.org/10.36892/ijlls.v4i4.1092>
- Howe, K. R. (2004). A Critique of Experimentalism. *Qualitative Inquiry*, pp. 42-61. doi:<https://doi.org/10.1177/1077800403259491>
- Hulstijn, J. H. (2005). Theoretical and Empirical Issues in the Study of Implicit and Explicit Second-Language Learning. *Studies in Second Language Acquisition*, pp. 129-140. doi:<http://www.jstor.org/stable/44486819>
- Hyland, K. (2009). *Teaching and Researching Writing*. Routledge.
- Johnson , B., & Onwuegbuzie, A. J. (2004). Mixed Method Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, pp. 14-26.
- Johnstone, B. (2018). *Discourse Analysis*. John Wiley & Sons.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse Analysis as Theory and Method*. SAGE Publications.
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of Writing Research*, pp. 1- 26.
- Kim, Y. S., & Graham, S. (2022). Expanding the Direct and Indirect Effects Model of Writing (DIEW): Reading–writing relations, and dynamic relations as a function of measurement/dimensions of written composition. *Journal of Educational Psychology*, pp. 215–238. doi:<https://doi.org/10.1037/edu0000564>
- Kirke- og undervisningsdepartementet. (1974). *Mønsterplan for grunnskolen*. Kirke- og undervisningsdepartementet & H. Aschehoug.
- Kleven, T. A. (2007). Validity and validation in qualitative and quantitative research. *Nordic Studies in Education*, pp. 219- 233. doi:<https://www.idunn.no/doi/10.18261/ISSN1891-5949-2008-03-05>
- Kleven, T., & Hjørdemaal, F. (2018). *Innføring i pedagogisk forskningsmetode- En hjelp til kritisk tolking og vurdering*. Fagbokforlaget.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.
- Krashen, S. (1985). *The Input Hypothesis. Issues and Implications*. Longman.
- Krashen, S. (1989). We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. *Modern Language Journal*, pp. 440- 464.
- Krashen, S. D. (2004). *The Power of Reading : Insights from the Research* (2 ed.). ABC-CLIO.

- Krashen, S., Lee, S., & Leo, C. (2018). *Comprehensible and compelling: The causes and effects of free voluntary reading*. CA: Libraries Unlimited.
- Kuckartz, U. (2014). *Qualitative Text Analysis, A guide to Methods, Practice & Using Software*. Sage.
- Labov, W. (1972). *Sociolinguistic patterns*. Pennsylvania Press.
- Lichtman, K., & VanPatten, B. (2021). Was Krashen right? Forty years later. *Foreign Language Annals*, pp. 283-305. doi:<https://doi.org/10.1111/flan.12552>
- Littlejohn, S. W., & Foss, K. (2011). *Theories of Human Communication*. Waveland Press.
- Liu, M. (2013). An investigation of syntactic errors in Chinese undergraduate EFL learners' compositions: A cohort study. *International Journal of Applied Linguistics and English Literature*, pp. 182- 191.
- Lütge, C. (2017). Developing "Literary Literacy"? Towards a Progression of Literary Learning. In T. S. Maria Eisemann, *Basic issues in EFL teaching and learning*. Universitetsforlag Winter.
- Macaro, E. (2003). Second Language Teachers as Second Language Classroom Researchers. *Language Learning Journal*, pp. 43- 51.
- Mason, B., & Krashen, S. (1997). Extensive Reading in English as a Foreign Language. *System*, pp. 91- 102.
- Mermelstein, A. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, pp. 182- 198.
- Miller, C. R. (1979). A Humanistic Rationale for Technical Writing. *College English*, pp. 610-617.
- Miller, C. R. (1984). Genre as social action. *Quarterly Journal of Speech*, pp. 151- 167. doi:<https://doi.org/10.1080/00335638409383686>
- Ministry of Education and Research. (n.d.). *Core curriculum – values and principles for primary and secondary education*. Retrieved from <https://www.udir.no/lk20/overordnet-del?kode=eng01-04&lang=eng>
- Ministry of Education and Research. (n.d.). *The English subject curriculum*. Retrieved from <https://www.udir.no/lk20/eng01-04?lang=eng>
- Nation, P. (2007). The Four Strands. *Innovation in Language Learning and Teaching*, pp. 1-12.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, pp. 136- 145.
- Ng, R. Q., Renandya, W. A., & Chong, M. Y. (2019). Extensive Reading: Theory, Research and Implementation. *TEFLIN Journal*, pp. 171- 186.
- NOU. (2014:7). *Elevenes læring i fremtidens skole*. Oslo: Departementenes sikkerhets- og serviceorganisasjon, Informasjonsforvaltning.
- Otnes, H. (2015). *Å invitere eleven til skriving, Ulike perspektiver på skriveoppgaver*. Fagbokforlaget.

- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring. *Taylor & Francis, Ltd.*, pp. 177-175.  
doi:<https://www.jstor.org/stable/3233567>
- Paran, A. (2008, October). The Role of Literature in Instructed Foreign Language learning and Teaching: An Evidence-Based Survey. *Language Teaching*.
- Park, J. (2016). Integrating reading and writing through extensive reading. *ELT Journal*, pp. 287-295.
- Phuket, P. R., & Othman, N. B. (2015). Understanding EFL Students' Errors in Writing. *Journal of Education and Practice*, pp. 99- 106.
- Pring, R. (2015). *Philosophy of Educational Research* (Third ed.). Bloomsbury.
- Reber, A. S., Walkenfeld, F. F., & Hernstadt, R. (1991). Implicit and Explicit Learning: Individual Differences and IQ. *Journal of Experimental Psychology: Learning, Memory and Cognition*, pp. 888- 896.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. (Third Edition ed.). Cambridge University Press.
- Rindal, U., & Brevik, L. M. (2019). *English Didactics in Norway – 30 years of doctoral research*. Universitetsforlaget.
- Rose, D. (2016). Genre, knowledge and pedagogy in the 'Sydney School'. In N. Artemeva, & A. Freedman (Eds.), *Genre studies around the globe: beyond the three traditions* (pp. 299-338). Ottawa: Inkwell.
- Rosen, H. (1974). Language and class: A critical look at the theories of Basil Bernstein. *The Urban Review*, pp. 97- 114.
- Schleppegrell, M. J. (2004). *The Language of Schooling, A functional Linguistics Perspective*. Lawrence Erlbaum Associates, Publishers.
- Schmidt, R. (2001). Attention. In P. Robinson, *Cognition and second language instruction* (pp. 3-32). Cambridge University Press.
- Schmidt, R. (2012). Attention, awareness, and individual differences in language learning. In W. Chan, K. Chin, S. Bhatt, & I. Walker, *Perspectives on Individual Characteristics and Foreign Language Education* (pp. 27- 50). Walter de Gruyter.  
doi:<https://ebookcentral.proquest.com/lib/bergen-ebooks/detail.action?docID=990701>.
- Skaalvik, E. M. (1999). Ethiske spørsmål i skoleforskning. *Etikk og metode*.
- Stutchbury, K., & Fox, A. (2009). Ethics in educational research: Introducing a methodological tool for effective ethical analysis. *Cambridge Journal of Education*.  
doi:10.1080/03057640903354396
- Sundby, A. H., & Karseth, B. (2021). 'The knowledge question' in the Norwegian curriculum. *The Curriculum Journal*, pp. 1- 16. doi:<https://doi.org/10.1002/curj.139>
- Svenkerud, S. W. (2021). Intervjuer i klasseromsforskning. In E. Andersson- Bakken, & C. P. Dalland, *Metoder i klasseromsforskning* (pp. 91- 103). Universitetsforlaget.

- Swain, M. (1993). The Output Hypothesis: Just Speaking and Writing Aren't Enough. *The Canadian Modern Language Review*, pp. 158-164.  
doi:<https://doi.org/10.3138/cmlr.50.1.158>
- Swain, M. (1995). Three Functions of Output in Second Language Learning. In G. Cook, & B. Seidlhofer, *Principle and Practice in Applied Linguistics*. Oxford University Press.
- Swain, M. (2000). The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford University Press.
- Swain, M. (2010). The Output Hypothesis: Theory and Research. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Routledge.
- Swain, M., & Lapkin, S. (1995). Problems in Output and the Cognitive Processes They Generate: A Step Towards Second Language Learning. *Applied Linguistics*, pp. 371- 391.
- Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.
- Tangen, R. (2014). Balancing Ethics and Quality in Educational Research—the Ethical Matrix Method. *Scandinavian Journal of Educational Research*, pp. 678-694.  
doi:<https://doi.org/10.1080/00313831.2013.821089>
- The Ministry of Education and Research. (2019). *Kjennetegn på måloppnåelse – engelsk 10. trinn*. Retrieved from [udir.no](https://www.udir.no): <https://www.udir.no/laring-og-trivsel/lareplanverket/kjennetegn/kjennetegn-pa-maloppnaelse--engelsk-10.-trinn/>
- Watcharapunyawong, S., & Usaha, S. (2013). Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language. *English Language Teaching*, pp. 67-78.
- Wold, S. H. (2019). PhD revisited: INGLISH English, The progressive construction in learner narratives. In U. Rindal, & L. M. Brevik, *English Didactics in Norway – 30 years of doctoral research* (pp. 119- 139). Universitetsforlaget.
- World Health Organization. (2022). *International Classification of Diseases 11th Revision*. Retrieved from <https://icd.who.int/en>
- Ørevik, S. (2020). Reading and Literacy. In A.-B. Fenner, & A. S. Skulstad, *Teaching English in the 21st Century*. Fagbokforlaget.

## 7 Appendix 1- Interview guide

### Intervju guide

	Inngang	Spørsmål	Evt. Oppfølging
Før intervjuet	Samtykke og info om det. Fortelje om meg sjølv og prosjektet. Gangen i intervjuet.		
Lesing	Avklare omgrep som er viktig for felles forståing: Day and Bamford (2002) liste over 10 punkt for suksessfull ekstensive lesing.	•	
Er det forskjellar mellom lesing gjennom skulen og sjølvvald lesing?	Kva forskjellar ser du mellom lesing i skulesamanheng og sjølvvald lesing?	<ul style="list-style-type: none"> <li>• Kva type tekstar les du på skulen eller som du har fått i lekse på skulen? Er desse forskjellige frå dei du vel å lese sjølv?</li> <li>• Er det forskjell på <u>korleis</u> du les tekstar som du har fått på skulen samanlikna med tekstar du vel å les sjølv?</li> </ul>	<ul style="list-style-type: none"> <li>• Kva er evt. forskjellane?</li> <li>•</li> </ul>
Under lesing av sjølvvald tekst.	Ordforråd- Kva legg du i det omgrepet?	<ul style="list-style-type: none"> <li>• Kor mykje av ordforrådet i teksten du les tenkjer du at du forstår?</li> <li>• Kva gjer du om du ikkje forstår ord?</li> <li>• Kor mykje tid brukar du på å lese sjølvvalde bøker/ lengre tekstar?</li> <li>• Kva får deg til å setje deg ned med ei bok?</li> </ul>	<ul style="list-style-type: none"> <li>• Kan du seie noko om minuttar/timar brukt på lesing kvar dag og veke?</li> <li>•</li> </ul>
Etter lesing	Korleis opplever du læringsutbyttet av sjølvvald lesing i skulesamanheng? Korleis opplever du læringsutbyttet generelt av sjølvvald lesing?	<ul style="list-style-type: none"> <li>• Ser du igjen trekk frå det du les i egne tekstar?</li> <li>• Kva innverknad tenkjer du det har på lesing i skulesamanheng?</li> <li>• Kan du tenkjer deg andre måtar gode lesevanar kan ha innverknad på læringsarbeid?</li> </ul>	<ul style="list-style-type: none"> <li>• Kva trekk og på kva måte?</li> <li>•</li> </ul>
Etter intervjuet			

## 8 Appendix 2- Transcribed interviews

### 8.1 Intervju 1

*(Les frå notata)* Eg skriv som sagt ei masteroppgåve om samanhengen mellom lesing og språkopplæring. Tidlegare så var eg innom klassen og fortalde om prosjektet og gjekk gjennom samtykkeskjema med dykk. Du var ein av dei som signerte og ville delta. No er du plukka tilfeldig ut til intervju, noko du igjen har samtykka til. Det er frivillig å delta og du kan når som helst trekka deg. Sidan du er over 15 år og eg ikkje behandlar nokon sensitive opplysningar eller personopplysningar om deg så kan du sjølv samtykke til deltaking, ein treng ikkje samtykke frå føresette.

Då blir det eit kort intervju som blir gjennomført ved at eg fyl oppsettet i intervjuguiden, men det kan hende eg stiller nokre oppfylgningsspørsmål som ikkje står her.

Dette skal som sagt handle om lesing og dine lesevanar. Då har eg tatt utgangspunkt i ei liste med punkt som seier noko om kva kriteria som må vera til stades for at det skal kvalifisere som «exstensive reading». Forklart på norsk så kan ein seie at det er «fritidslesinglesing». Går gjennom under lista og oversett undervegs.

9. The reading material is easy.
10. A variety of reading material on a wide range of topics is available.
11. Learners choose what they want to read.
12. Learners read as much as possible.
13. Reading is for pleasure, and to gain information and general understanding.
14. Reading is the reward itself.
15. Learners generally read quickly and not slowly.
16. Reading is silent and individual (Day and Bamford, 2002, p. 137- 141)

**Fyrste spørsmål blir då: Les du, på engelsk, på fritida?**

Ja, nettsider, mest for å finne informasjon viss det er noko eg lurar på.

**Kva type tekstar er det?**

Fagtekstar, blir det vel.

**Ser du noko forskjell mellom lesing i skulesamanheng og lesing som du vel sjølv?**

Ja, eg føler eg finn meir interessante ting for meg, det er gjerne ting eg interesserer meg litt meir for. På skulen så les ein den og den.

**Kva type tekstar les du på skulen, eller som du får i lekse?**

Litt varierende, litt fagtekster og skjønnlitterære tekster.

**Ser du nokon samanheng i korleis du les, viss du samanliknar tekstar du må lese i skulesamanheng og tekstar du vel sjølv?**

Eg er litt meir konsentrert når eg les tekster eg har valt sjølv heime og eg les gjerne til eg finn det eg skal ha, så stopper eg. På skulen så er det sånn at du skal lese denne teksten så då les eg heile teksten.

**Undervegs når du les sjølvvalde tekstar, kor mange av orda, altså kor stor del av ordforrådet meiner du sjølv at du forstår?**

Mesteparten, same om det er norsk eller engelsk eigentleg.

**Kva gjer du om det er ord du ikkje forstår?**

Då spør eg pappa eller innimellom så kan eg tolke meg til kva dei betyr.

**Korleis er det du tenker viss du skal tolke deg til kva ord betyr?**

Ut frå setting i teksten, korleis setninga er formulert.

**Kor mykje tid bruker du på å lese sjølvvalde bøker eller lengre tekstar.**

Det er veldig sjeldan det blir gjort heime.

**Viss du skulle sett deg ned med ei bok og lest. Kva tenker du skal til for at du skal gjere det?**

Då treng eg tid og tolmodigheit og konsentrasjon. Det er opp til meg sjølv.

**Kva læringsutbytte, tenker du, at sjølvvald lesing kan ha i på skulearbeidet ditt?**

Det kan ha noko å seie, nokon gonger. Til dømes i valfaget som eg har, som er med data og sanne ting. Der kan eg bruke det at eg er godt til å søke opp ting. Det kan eg bruke viss eg lurar på noko som eg ikkje har fått svar på skulen og som hjelper meg i timen.

**Korleis opplever du læringsutbyttet generelt av det å lese sjølvvalde tekstar?**

Akkurat no så har eg eit hobbyprosjekt heime med ein mopedbil som eg skal fikse, då er det å søke opp på nettet om delar og info om bilen og litt sånne ting som er litt kjekt. Når eg les heime så er det for å leite og hente ut informasjon.

**Ser du noko språklæring i den sjølvvalde lesinga?**

Ja, eg ser eventuelt nokon nye ord. Eg lærar nye ord innanfor eit tema, til dømes motor.

**I dei tekstane som du vel sjølv å lesa. Er det noko fellestrekk? Du snakka om at det er saktekster, men har dei andre ting til felles?**

At dei alle er på nett. Mesteparten av all lesinga eg gjer på fritida er på nett.



## 8.2 Intervju 2

*(Les frå notata)* Eg skriv som sagt ei masteroppgåve om samanhengen mellom lesing og språkopplæring. Tidlegare så var eg innom klassen og fortalde om prosjektet og gjekk gjennom samtykkeskjema med dykk. Du var ein av dei som signerte og ville delta. No er du plukka tilfeldig ut til intervju, noko du igjen har samtykka til. Det er frivillig å delta og du kan når som helst trekka deg. Sidan du er over 15 år og eg ikkje behandlar nokon sensitive opplysningar eller personopplysningar om deg så kan du sjølv samtykke til deltaking, ein treng ikkje samtykke frå føresette.

Då blir det eit kort intervju som blir gjennomført ved at eg fyl oppsettet i intervjuguiden, men det kan hende eg stiller nokre oppfylgingsspørsmål som ikkje står her.

Dette skal som sagt handle om lesing og dine lesevanar. Då har eg tatt utgangspunkt i ei liste med punkt som seier noko om kva kriteria som må vera til stades for at det skal kvalifisere som «extensive reading». Forklart på norsk så kan ein seie at det er «fritidslesinglesing». Går gjennom lista under og oversett undervegs.

17. The reading material is easy.
18. A variety of reading material on a wide range of topics is available.
19. Learners choose what they want to read.
20. Learners read as much as possible.
21. Reading is for pleasure, and to gain information and general understanding.
22. Reading is the reward itself.
23. Learners generally read quickly and not slowly.
24. Reading is silent and individual (Day and Bamford, 2002, p. 137- 141)

### **Ser du nokon forskjellar mellom lesing i skulesamheng og sjølvvald lesing på engelsk?**

Det er vel meir om fakta på skulen, at du skal læra noko, mens på fritida er det meir skjønnlitterært og fantasi.

### **Hovuddelen av tekstar du får og som du skal lese på skulen er saktekstar?**

Ja, det er mest det, men når me har om dikt så er det jo ikkje det. Då er det betydninga bak som er viktig.

**Om eg forstår deg rett så seier du med dette at heime så vel du heller skjønnlitterære tekstar?**

Ja.

**Kan du fortelje litt meir om det?**

Ja, eg har venner som er veldig glad i å lese så eg får inspirasjon frå dei til å lese. Eg les litt, men ikkje sånn kjempemasse. Eg får litt tips og råd og anbefalingar frå vennene.

**Ser du noko forskjell på korleis du les? Forskjell mellom lesing i skulesamanheng og sjølvvald lesing?**

Ja, i skulesamanheng så tenker eg meir på orda og sånn, men i sjølvvald lesing så har det ikkje så mykje å seie kva kvart ord betyr. I til dømes norsk så kan kvart ord ha veldig mykje å seie. Det kan være avgjerande for å få med seg meininga med teksten.

**Under sjølve lesinga, når du les sjølvvalde tekstar, kor mykje av ordforrådet i teksten tenkjer du at du forstår?**

Det er for så vidt lette ord. I nokon engelske bøker, til dømes ei eg les no inneheld mange vanskelege ord som eg ikkje forstår. Og det skjer på skulen og ofte, at det er ord eg ikkje forstår, men der er det sånn ordforklaring ved sida av teksten. Den hjelper veldig.

**Kva gjer du viss det ikkje er ordforklaring?**

Enten så er det kanskje litt gjetting eller tenke logisk, om du forstår. Viss eg skal gjette så er det ofte ut frå handlinga, men det er jo og av og til at eg søker opp ordet. Ofte så skjønner ein jo kva det betyr fordi engelsk har jo mange ord med samme betydning. Men så er det sånn at ein kan ikkje bry seg om kvart ord ein ikkje forstår, av og til så må ein berre gå vidare.

**Kor mykje tid bruker du på å lese sjølvvalde tekstar?**

Ikkje så mykje, litt på kvelden av og til. Men no høyrer eg mykje på lydbok, så det er veldig kjekt. Det som er med lydbok er jo det at du treng på ein måte ikkje å stoppe opp sånn som når eg les. Når eg les så går eg ofte tilbake for å sjekke kva det betyr, men i ei lydbok så berre høyrer du der du kjem inn, så kjem ein inn i handlinga uansett.

**Så det er ulike strategiar om du les ei bok eller høyrer på lydbok?**

Kanskje litt. Du får meir innleving og i lydbok, eg føler vertfall det. Det er ei stemme som du kan følgje med på.

### **Kan du seie noko om kor mange timar per veke du bruker på lesing?**

Med eller utan lydbok?

### **Viss du tar fyrst utan og samla etterpå?**

Tja, det er ikkje så mykje, ein time kanskje eller mindre. Ikkje meir enn ein time som oftast. No har eg høyrte litt på lydbok i går, då har eg ikkje lest så mykje sjølv på kvelden. Eg vil seie om lag ein time per dag, kanskje. Kanskje litt under og.

### **Det hørest ut som du tek deg tid til litt sånne små avbrekk med lydbok kvar dag?**

Men ofte i ein travel skulekvardag så er det mykje lekser og mykje lesing som går til skulelesing så då går det kanskje litt ut over sjølvvald lesing. Så kjem det og ann på kor seint eg legg meg, om eg orker å lese.

### **Kva skal til for at du skal sette deg ned med ei god bok?**

Ja, det er jo det å ha tid til det, eller ta seg tid. Alle har jo tid. Eg har vertfall det i sommar så då skal eg ta meg tid til det. Då er det ikkje så mykje skule. Så håper eg kan bli betre på det. Det er veldig kjekt å lese.

### **Så det er tida som ikkje strekker til eller at du ikkje prioriterer det?**

Ja, ein må jo prioritere det fordi det er ofte det at ein berre tek mobilen og ser på noe. Men ofte er at kjekkare å lesa, må berre komme i gang og gjere det så går det fint.

### **Korleis opplever du læringsutbyttet av sjølvvald lesing?**

Det er ganske god læring. Sånne som no så les eg ei engelsk bok og det er masse språklæring sjølv om eg ikkje forstår alt, men ja. Eg trur det veldig god læring i å lese.

### **Er det nokon spesielle områder du tenker ein lærer mykje?**

Ja, lærer nye ord. Og du får kanskje meir forståing så når du skal skrive tekster på skulen så blir det sikkert lettare når du har lest ein del. Du har fått med deg meir om bruk av til dømes komma og ord.

### **Dei tekstane og bøkene som du vel sjølv å lese, er det noko fellestrekk mellom dei?**

Ja, dei er vel kanskje litt populære. At dei er litt nye kanskje eller sånn på TikTok. Der er det ofte bøker. Sånn som frå Colleen Hoover, eg veit ikkje om du har høyrte om henne? Ho har vertfall blitt ganske populær og då er det at ein blir påverka av det på TikTok eller av venner som har les noko. At det er populært.

**Me var litt innom læringsutbytte og språklæring, men kva tenker du om at lesevanar kan ha innverknad på læringsarbeidet generelt?**

Det trur eg har veldig mykje å seie. Skule går veldig mykje ut på lesing og å forstå kva ein les så det er bra å ha lest mykje trur eg. Det er veldig lurt viss ein har tid til det. Eg trur det blir mykje lettare på skulen.

**Kvifor tenkjer du det?**

Det er jo det å øve seg på å forstå tekster fordi mykje går jo igjen. Så er det det med ord og forstå ord. Så er det jo i livet generelt så kan ein lære mykje av bøker. Det er ofte hendingar som har skjedd med fleire som du kan kjenne deg igjen i og som kan hjelpe deg.

### 8.3 Intervju 3

*(Les frå notata)* Eg skriv som sagt ei masteroppgåve om samanhengen mellom lesing og språkopplæring. Tidlegare så var eg innom klassen og fortalde om prosjektet og gjekk gjennom samtykkeskjema med dykk. Du var ein av dei som signerte og ville delta. No er du plukka tilfeldig ut til intervju, noko du igjen har samtykka til. Det er frivillig å delta og du kan når som helst trekka deg. Sidan du er over 15 år og eg ikkje behandlar nokon sensitive opplysningar eller personopplysningar om deg så kan du sjølv samtykke til deltaking, ein treng ikkje samtykke frå føresette.

Då blir det eit kort intervju som blir gjennomført ved at eg fyl oppsettet i intervjuguiden, men det kan hende eg stiller nokre oppfylgningsspørsmål som ikkje står her.

Dette skal som sagt handle om lesing og dine lesevanar. Då har eg tatt utgangspunkt i ei liste med punkt som seier noko om kva kriteria som må vera til stades for at det skal kvalifisere som «extensive reading». Forklart på norsk så kan ein seie at det er «fritidslesinglesing». Går gjennom lista under og oversett undervegs.

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading is for pleasure, and to gain information and general understanding.
6. Reading is the reward itself.
7. Learners generally read quickly and not slowly.
8. Reading is silent and individual (Day and Bamford, 2002, p. 137- 141)

#### **Ein les ein del på skulen og mange les ein del på fritida si og. Eg lurar på om du ser ein forskjell mellom lesing i skulesamanheng og sjølvvald lesing på fritida?**

Ja, det er stor forskjell. Først og fremst så er det ikkje mitt val om eg les eller ikkje i skulesamanheng. Og på skulen les ein for å få ut informasjon om eit tema, det kan vera ein historisk periode eller ein religion, til dømes. Og då er målet at ein kan svara på oppgåver seinare eller gjere seg klar til ein prøve, i motsetning til å lese heime. Då er det berre for å ha noko å gjere på, for å sleppe å sitte og stirre inn i ingenting.

#### **Kva type tekstar er det du les på skulen?**

Fagtekster, er det det det heiter? Tekster der det står om faglege greier. Står om hendingar eller religion, som eg sa i stad.

### **Og heime, kva type tekstar les du der?**

Der går det mest i skjønnlitteratur, ofte i fantasisjangeren der eg les om oppdikta verdar og folk og menneske og alt sånt.

### **Les du hovudsakleg bøker på norsk eller engelsk?**

Mykje av det eg les er på engelsk fordi det er det språket eg får tak i boka på. Eg bryr meg ikkje veldig om kva språk det er, om det er norsk eller engelsk, men eg liker best at det er på originalspråket. Så viss der er ein forfattar som skriv på engelsk så vil eg helst lese den på engelsk.

### **Kvifor vel du å lese på engelsk viss det er originalspråket?**

Eg føler forfattere får betre fram det han meiner, eller ho meiner. Det er ingen som har tolka orda deira og prøvd og oversett dei til norsk.

### **Har du les ei bok både på originalspråket og på norsk og sett ein forskjell?**

Ja, då eg var liten så las eg Harry Potter- bøkene på begge språk. Berre dei to fyrste, men då merka eg, ikkje store forskjellar, men småting som at omgjevnadene var annleis og følelsen av personane var annleis.

### **Er det noko forskjell i korleis du les? Då tenker eg på lesing gjennom skulen contra sjølvvald lesing.**

Det er jo litt dette med at ein skal få ut informasjon når ein les på skulen. Det kan være eg fyrst les oppgåvene for så å leite i teksten, i staden for å lese alt. Det er litt sånn leitelesing, eg ser meir etter ord som er i oppgåva, det oppgåva spør etter eller årstal eller ein plass.

### **Så lesing i skulesamanheng er ofte å leite etter informasjon i teksten?**

Ja, ofte. Eg begynner som regel ikkje øvst og les heile teksten.

### **Kva med sjølvvald lesing?**

Då les eg for å prøve og få med meg heile boka. Når eg fyrst har fått tak i ei bok så vil eg ha med meg alt som står i den. Då pleier eg å lese ganske grundig, men likevel ganske fort.

Det er ikkje sånn at eg stopper opp med eit ord viss eg ikkje kan det og tenke veldig gjennom det. Eg les for å få med meg det forfattaren vil få fram.

**Kor mykje av teksten i den sjølvvalde lesinga tenkjer du at du forstår? Då tenker eg på ord og ordforråd.**

Eg trur det meste, men det er jo så klart ord her og der som eg ikkje har høyrte om før eller kanskje gløymt.

**Kva gjer du då?**

Det kjem ann på ordet. Viss det er eit veldig komplisert ord så vil eg gjerne vite kva det betyr, men om det berre er eit lite ord som eg ikkje føler har så mykje betydning så treng eg ikkje vite det. Då hopper eg ofte over det.

**Har du nokon strategiar som du bruker viss du møter på ord og uttrykk du ikkje kan?**

Viss det er vanskelege ord som eg føler har betydning så bruker eg gjerne ordbøker eller internett for å finne ut av det. Andre gonger så kan gjette seg fram til kva ordet betyr ut frå kva som skjer i boka, ut frå kva personen gjer eller korleis dei oppfører seg. Då klarer eg som oftast å finne ut kva forfattaren vil fortelje med den setninga eller ordet.

**Kor mykje tid bruker du på å lese sjølvvalde bøker? Om ein tenkjer ca i løpet av ei veke.**

Det kjem så klart ann på om eg liker boka eg les, men eg kan sitte og lese ein time eller to kvar dag.

**Og når du er ferdig med ei bok, eller nærmar deg ferdig. Har du ei ny bok klar, som du skal lese etterpå?**

Nei, det føler eg ikkje. Det er ofte når eg er i Oslo eller Bergen så kjøper eg meg fleire nye bøker. Då er det dei eg har til neste gong eg skal der igjen. Då kan det gå nokre veker der eg ikkje har bok og lese.

**Kva er det som påverkar deg til å lese ulike typar bøker?**

Det er ofte at eg har høyrte om boka anten ved at far min gjev den til meg og seier den her handlar om bla,bla,bla, eller gjennom internett. At eg har høyrte at den er morosam. Eller berre det som står på baksida. Eller så er det berre å lese dei fyrste sidene og sjå om dette er ein bok som er interessant og som du har lyst og lese vidare på.

**Hender det at du begynner på ei bok, men legg den frå deg igjen?**

Ja, det skjer og. Det er ofte skjønnlitteratur eg les og viss det er noko som ikkje heilt fenger meg eller noko eg ikkje liker så veldig så ser eg ikkje poenget med å lese heile boka.

**Når du seier ikkje fenger det, tenkjer du då på innhaldet eller måten den er skriven på?**

Mest innhaldet. Det er meir om det er morosame idear forfattaren lager, ofte korleis folk ser ut, oppfører seg eller korleis verden er, og sånne greier som styrer om eg les boka eller ikkje. Viss det er vanskeleg å førestille seg korleis ting er i boka så er det ikkje vits å lese vidare.

**Ser du noko fellestrekk mellom tekstane du vel å lese?**

Der er ofte sjangeren eg les som er lik, men meir enn det er det ikkje som er likt.

**Kva påverknad meiner du den sjølvvalde lesing har på skularbeidet?**

Eg les jo mykje så eg blir betre på å lesa, les sikkert fortare og kan lettare få med meg informasjon frå tekstane. Då får eg sikkert betre ordforråd etter ei stund.



## 9 Appendix 3- Verb forms

Text 1

Task 2

### The Boy Who Harnessed the Wind

It's about a boy so was six years old. his father save him when his was playing on the road, there family is living on a farm. The boy love bubblegum very much. The caim 2 older boys and have so much bubblegum and gave little bit to the boy, and when the boy told his dad about this he was angry, and i think it was the day after that the dad leaving and was outside and try to find this boys. The boy was to the doctor after he eating the bubblegum.

Task 3

### What's your next step?

Sam 16:

The sam saying is about dreams and choosing. and you just think what you want because you friend is not you so they don't even know what you want to do really bad and have fun with.

Nico 15:

Nico saying that he choosing that's he really want to do but he think it was a hard choos because he was the only person in his class so choose that but he want to meet people that more like him.

Amina 16:

She did not think about what she really want's but she try something and if she(200) dosen't like it she wil try something els the next year.

Task 4

4A: to be good enough.

I think it's very hard to feel that your good enough because it's so many people out there in this world that have to say ugly things about people. And it's so dum because many girls have on makeup to feel good because she thinks about herself that she must cover her up so no one can see how it's back the makeup. And I know that boys can have it hard too, but I think it's more girls because they think they must be perfect for the boys, and be skinny, pretty, nice, and popular to be liked and have a nice life. But all the girls it's good enough but I know it's very hard to think that about yourself but say that to other people it's so easy. And it's so many girls so are scared to go out without makeup or a ^mask^ so they haid what's back and have to fake that they are happy all the time and that can go over to school, home, and what they like to do they don't like that anymore because they are scared to don't be liked from other girls or boys, And be called slutty or hore. it's so much hate out there.

Text 2

## Task 2

### The Boy Who Harnessed The Wind

This excerpt **is written** by William Kamkwamba, **it`s** an excerpt out from his book, The Boy Who Harnessed The Wind. This **is** a real story form when William **was** six years old. This **is** one of the first memories William **has** from when he **was** a boy. William and his family **lived** on a farm.

This excerpt **is** about William when he **was** six years old and **was** playing on the road. For William on this time, magic **ruled** the world, this **was** before William **discovered** science. When William **played** at the rode, a group of boys **came** up to him. They **found** a large bag full of bubble gums. The guys **looked** at William and **was** unsure if they **should give** him some of the bubble gums. One of the guys **gave** him many bubble gums, one of every color. William **stuffed** the bubble gums into his mouth, he really **loved** bubble gums, and he **felt** the nice juice from them **rolling** down his mouth.

The following day, William **played** under a mango tree, a trader on a bicycle **stopped** to **talk** to his father, the trader **told** Williams father that he **dropped** one of his bags, and when (200) he went back looking for it, the bag was gone. The trader had been told that some boys were spotted with bubble gum, this made him angry. The trader had looked for the boys, he came with a threat that he was going to talk to the witch doctor, this made William terrified.

William tried to make himself clean and tried to throw up the bubble gum. He thought the wizard were going to take revenge on him, because he had eaten his bubble gum. He

felt the great eye of the wizard watching him through the trees. A fear of death swept over him like a fever, he couldn't move his feet because he was crying so hard. William ran fast away to his father, he told his father everything and wanted his father to save him. He told his father that he didn't want to die, "don't let them take me." He said.

"It was you?" William's father said while he smiled. He told his son not to worry and told him that he would find the trader and explain. After William's father had walked for eight kilometers to the trader's home and told the trader what had happened, he paid for the whole bag of bubble gums.

Just like that William was so happy because his father had saved him. When William asked about what happened, his father responded with "Oh yes, we were just in time." After that he started laughing. "William, who knows what was in your stomach?" His father said at the end.

Task 2: I think the way William's father helped his son solve this problem was excellent. First of all, he didn't shout at William or get angry with him, this on itself is really good. He took it easy and relaxed, but at the same time he didn't just say that there was no problem at all, he made his son understand that it was a problem, but that the problem could get solved in an easy way. In that way I think William understood that it wasn't his fault, but also that it wasn't okay to steal something from others. Not that William stole anything, he didn't, but his father made it clear that this wasn't something you can do, and if you do get involved in cases like this, you must solve the problem as well.

Task 3: I think this experience was so important for William because this is some of William's first memories from when he was a boy. This situation also had a big impact on William, and big impacts are often more remembered and important to us. This is also a situation where William felt scared, but his big hero (his father) saved him.

Task 4: This excerpt is connected to the topic the past, present and future because this is about William telling a story in the present about his past. The past does often have a big impact on us in the present, and this situation William was in when he was younger did most likely make an impact on him, and that's probably one of the reasons for why he wrote about this memory he had from his past.

Task 3

**Adriana, 16 years old:**

Wow, just reading these chats makes me understand how different we all are. Making decisions is hard, and especially when it's long term. Knowing

what school you want to attend to is hard for many, me included. On one side it seems nice to not stress so much about it, just like Amina did. But maybe she took it a bit to relaxed? School is important, and I don't think it's so easy to change school the next year, of course it's possible, but isn't it better to think and plan out where you want to apply in advance? Listening to yourself and what you like is important when it comes to applying for school, don't just follow everyone else. I think Nico did the right thing when he applied for science, even though many of his friends didn't. I think Sam should listen more to himself, and I know it's hard to choose the opposite of your friends, but even though you choose another school or a different subject than your friends, it doesn't mean that you can't be friends anymore. And just think about how fun it's going to be to make new friends!

I actually wanted to apply on a school in Bergen, not having anyone I knew in my class in the start of the schoolyear was indeed a frightening thought, but it was also other reasons why I chose to apply on a school in Voss.

#### Task 4

### Everything is connected.

The impact from the past, is impacting the present and will impact the future. We know now that experiences from the past is indeed threatening our future, it's the young ones that will feel the damage we humans have inflicted this beautiful earth. How could we go this far? How could we dare to damage this beautiful earth so much?

If we go back many years, humans didn't know that throwing trash and plastic into the ocean and into the nature was dangerous and threatening against our planet. But the terrible part is that now today, and not long ago, we humans continued to hurt the earth even though we knew we were hurting it. We have continued to build huge industries, we have continued to emit a lot of terrible emissions and so on. It's kind of the same as when you're knitting wrong, and you continue to knit even though you know it's wrong, eventually you will get this enormous knot that almost is impossible to fix. We have now done that, we have made a huge knot in the environment, and the question is for many, can we solve it? And speaking for myself I really don't know, I really don't know if we have the driving

force and courage to fight for the environment. I for sure know that many people has this courage, but we all need it to contribute.

I don` t want to put the fault on anyone for the climate changes we have today, but I must say that the way many humans has treated the earth is fearfully, and I am not fully innocent myself, one example is that I could have walked or biked more to and from training, instead of getting driven. But I think it`s important to not just think about all the things we should have done in the past, but instead: All the things we can do in the present! The list is long for how we can contribute to make the environment better, and I think many of us know what we can do, we just have to step out of our comfort zone and do it!

The past, present and future is extremely connected, what humans did in the past to the earth has affected enormously on how the earth and environment is today, and what we do today to the earth has a lot to say for how the world and environment is going to be in the future. It`s therefore extremely important that we now think before our actions, we know that our actions will affect the future, so let`s do all we can do to try and help with making the future pleasant.

In the text Penelope Lea wrote, I understood that fighting for the climate isn`t just fighting for the nature and the animals, (even though that`s super important) it`s also a fight for humans life, it`s a fight for the future, equality and peace, everything is connected! Climate activists is indeed fighting for the climate and the beautiful earth, but also for humans, equality and life in general, for humans and animals in the present, but also for humans and animals in the future. When we fight for the nature and the better solutions, we are fighting for ourselves, our life, we might be fighting for our future family and we are fighting for the next generation.

We can make a significant and important change in the present, to clean up from the past, and help the future.

We can all help, I think we all need to help. We need more driving force, more courage. If we have more courage and driving force, If we help contributing more, I think we can make the world a better place for everyone living now and for everyone living after us. Thinking about all the problems in the world at the same time is super overwhelming and

sorrowful, and it`s hard to understand how we can make it all better. But with all the strong, positive, decided and hopeful humans I believe in changes. I believe we can help to make the problems happening in the present disappear, I believe we can fix up from the past and I believe we can make the future pleasant for the next generations. But for that we need each other, we all need to have courage and we all need to take actions now.

Text 3

## **Excerpt from «The Boy Who Harnessed the Wind» by William Kamkwamba**

This excerpt **is** about an experience William Kamkwamba **had** when he **was** a child. One day someone in his hometown **found** a bag of bubble-gum. William **saw** this and **went** up to them and they **gave** him a handful of gum. William **shoved** all of them in his mouth and **thought** they **tasted** amazing. Later in the day the original owner of the bag **came** by William`s house and **said** that he **had lost** a bag of bubble-gum and that if he **found** out who **ate** them, he **would tell** on them to the shaman. Hearing this William **was terrified**. He **tried getting** himself to **puke** to no avail. And then he **started getting** these visions of the shaman **watching** him and him **being dragged** off to **fight** in a magic battle where he **would** be **left to die**. After these visions he **ran** to his father **explaining** everything. His father **understood** and **started trying** to **find** the salesman. After he **had located** him, he **explained** everything to him and **paid** for the whole bag even though William **had** only **eaten** a handful. When he **got** home, he **said** to William that he **shouldn`t** get on the shaman`s bad side (200) or else that would happen again. William got scared and his father started laughing.

I feel that the excerpt is an important part of Williams life. It thought him that even if him or someone else messes up, it can still be fixed. I think that the way that his father handled the situation was perfect. He didn't scold his son when he found out that he had ate some gum, he stayed calm, and he fixed it by paying the salesman more than he owed. And at the end he really showed to his son that he wasn't angry by laughing. The excerpt is connected to the past cause it happened when he was a boy, the present cause it is still an important memory to him, and the future because he can still remember that moment in the future and still know that if he makes a mistake, he can still fix it.

## **What's our next step?**

### **Ryan, 16 years old**

I was, and still am, also terrified of the next years of school. I did like some other posts here and chose the school where I think I will like it the most. I'm scared of meeting the new people in my class but also excited to get to know them. And even if some of my best friends went to different schools some of my friends are still with me, and its not like my best friends just disappear. You can still meet them and hangout outside of school on weekends and holidays. I agree with other posts that you should follow what you want to do, not what your friends want to do.

Task 4

## **Fright**

“It is not because things are difficult that we do not dare, it is because we do not dare that things are difficult.” Seneca, (4 BCE-65 CE)

Say you want to go skydiving. If we look away from the money part, it's not really that difficult. All you have to do is jump out of a plane, thousands of feet in the sky and pray that a backpack with a large sheet folded up inside it can save you. When I say it like that no sane person would want to do it.

When you hear the word bravery you probably think of fighting. Big, strong, fierce beings who don't flinch at anything. People who make it look really easy to knock someone out. But have you tried knocking someone out? Another human? I don't think it is that easy to have the right mindset to be able to knock someone out. But that doesn't mean that someone like me isn't brave. I actually take the spider outside of the house instead of leaving it alone. No, I'm kidding, but I'm not kidding about the fact that most brave people can't lift 200 kilos or be 2 meters tall or fight in wars. Brave people are people who do something they think is scary. People who try stuff that they get the chills from just by thinking about it.

Scary things come in all sorts of shapes and sizes. For some people it is being high up, some people its different types of animals, some people it's people. But the thing is most of these things aren't dangerous. Climbing a 5-meter wall connected to a tether? Not dangerous at all. Having a non-lethal spider walk over your hand? Not dangerous. Talking in front of your class? Not dangerous, but for some reason all of these things scare people. I think that comes from something in their past. I'm scared of spiders. Don't like them at all. I don't scream when I see one on the wall on the other side of the room, but don't exactly want them near me. But I distinctly remember once when I was around 5 probably younger, I was on the living room floor watching television. Suddenly I felt a tickle on my left wrist, I didn't think much of it and didn't even look down. Then it moved a little. I looked down and a pretty large spider was crawling up my arm. I started screaming and violently shaking my arm to get it off. I ran to my dad and started crying. Of course, it wasn't a dangerous spider, but it was scary and maybe that is why I still don't like spiders 10-11 years later. And maybe stuff like this has happened to everybody and that's why we fear different things.

Say a person who is terribly scared of heights one day is offered to climb a rock wall somewhere in the wild, and they say yes. This person is reasonably active and is pretty fit and strong. When they get to the wall suddenly the fear hits them. They don't want to



do it. After a bit of getting talked into it they start climbing. As they start, they realize that its pretty easy. Grab one hold, pull up, step on next hold, step up. If they look down though the fear strikes them until they look back up again. This could be a totally real scenario that perfectly ties into Seneca's quote. Heights are maybe still scary for them but at least now they know that they can climb without the worry that they will fall immediately.

This quote is easily connected to the past, present and future. If it was made almost to thousand years ago, and it has stayed true since then till now, it will stay true for another couple of centuries. But only the future can tell for sure.

## 10 Appendix 4 – Words from different word classes

### Task 2

#### **The Boy Who Harnessed the Wind**

It's about a boy so was six years old. his father save him when his was playing on the road, there famliy is living on a farm. The boy love bubblegum very much. The caim 2 older boys and have so much bubblegum and gave little bit to the boy, and when the boy told his dad about this he was angry, and i think it was the day after that the dad leaving and was outside and try to find this boys. The boy was to the doctor after he eating the bubblegum.

### Task 3

#### **What's your next step?**

##### **Sam 16:**

The sam saying is about dreams and choosing. and you just think what you want because you friend is not you so they don't even know what you want to do really bad and have fun with.

##### **Nico 15:**

Nico saying that he choosing that's he really want to do but he think it was a hard choos because he was the only person in his class so choose that but he want to meet people that more like him.

##### **Amina 16:**

She did not think about what she really want's but she try something and if she dosen't like it she wil try somthing els the next year.

### Task 4

4A: to be good enough.

I think it's very hard to feel that your good enough because it's so many people out there in this world that have to say ugly things about people. And it's so dum because many girls have on makeup to feel good because she thinks about herself that she must cover her up so no one can see how it's back the makeup. And I know that boys can have it hard too, but I think it's more girls because they think they must be perfect for the boys, and be skinny, pretty, nice, and popular to be liked and have a nice life. But all the girls it's good enough but I know it's very hard to think that about yourself but say that to other people it's so easy. And it's so many girls so are scared to go out without makeup or a ^mask^ so they haid what's back and have to fake that they are happy all the time and that can go over to school, home, and what they like to do they don't like that anymore because they are scared to don't be liked from other girls or boys. And be called slutty or (200) hore. it's so much hate out there.

Text 2

## Task 2

### The Boy Who Harnessed The Wind

This excerpt is written by William Kamkwamba, it's an excerpt out from his book, The Boy Who Harnessed The Wind. This is a real story form when William was six years old. This is one of the first memories William has from when he was a boy. William and his family lived on a farm.

This excerpt is about William when he was six years old and was playing on the road. For William on this time, magic ruled the world, this was before William discovered science. When William played at the rode, a group of boys came up to him. They found a large bag full of bubble gums. The guys looked at William and was unsure if they should give him some of the bubble gums. One of the guys gave him many bubble gums, one of every color. William stuffed the bubble gums into his mouth, he really loved bubble gums, and he felt the nice juice from them rolling down his mouth.

The following day, William played under a mango tree, a trader on a bicycle stopped to talk to his father, the trader told Williams father that he dropped one of his bags, and when he went back looking for it, the bag was gone. The trader had been told that some boys were spotted with bubble gum, this made him angry. The trader had looked for the boys, he came with a threat that he was going to talk to the witch doctor, this made William terrified.

William tried to make himself clean and tried to throw up the bubble gum. He thought the wizard were going to take revenge on him, because he had eaten his bubble gum. He felt the great eye of the wizard watching him through the trees. A fear of death swept over him like a fever, he couldn't move his feet because he was crying so hard. William ran fast away to his father, he told his father everything and wanted his father to save him. He told his father that he didn't want do die, "don't let them take me." He said.

“It was you?” William’s father said while he smiled. He told his son not to worry and told him that he would find the trader and explain. After Williams father had walked for eight kilometers to the trader’s home and told the trader what had happened, he paid for the whole bag of bubble gums.

Just like that William was so happy because his father had saved him. When William asked about what happened, his father responded with “Oh yes, we were just in time.” After that he started laughing. “William, who knows what was in stuff of you.” His father said at the end.

Task 2: I think the way Williams father helped his son solving this problem was excellent. First of all, he didn’t shout on William or got angry with him, this on itself is really good. He took it easy and relaxed, but at the same time he didn’t just say that there were no problem at all, he made his son understand that it was a problem, but that the problem could get solved in an easy way. In that way I think William understood that it wasn’t his fault, but also that it wasn’t okay to steal something from others. Not that William stole anything, he didn’t, but his father made it clear that this wasn’t something you can do, and if you do get involved in cases like this, you must solve the problem as well.

Task 3: I think this experience was so important for William because this is some of Williams first memories from when he was a boy. This situation also had a big impact on William, and big impacts is often more remembered and important to us. This is also a situation where William felt scared, but his big hero (his father) saved him.

Task 4: This excerpt is connected to the topic the past, present and future because this is about William telling a story in the present about his past. The past does often has a big impact on us in the present, and this situation William was in when he was younger did most likely make an impact on him, and that’s probably one of the reasons for why he wrote about this memory he had from his past.

Task 3

## Adriana, 16 years old:

Wow, just reading these chats makes me understand how different we all are. Making decisions is hard, and especially when it’s long term. Knowing what school you want to attend to is hard for many, me included. On one side it seems nice to not stress so much about it, just like Amina did. But maybe she took it a bit to relaxed? School is important, and I don’t think it’s so easy to change school the next year, of course it’s possible, but isn’t it better to think

and plan out where you want to apply in advance? Listening to yourself and what you like is important when it comes to applying for school, don't just follow everyone else. I think Nico did the right thing when he applied for science, even though many of his friends didn't. I think Sam should listen more to himself, and I know it's hard to choose the opposite of your friends, but even though you choose another school or a different subject than your friends, it doesn't mean that you can't be friends anymore. And just think about how fun it's going to be to make new friends!

I actually wanted to apply on a school in Bergen, not having anyone I knew in my class in the start of the schoolyear was indeed a frightening thought, but it was also other reasons why I chose to apply on a school in Voss.

#### Task 4

### Everything is connected.

The impact from the past, is impacting the present and will impact the future. We know now that experiences from the past is indeed threatening our future, it's the young ones that will feel the damage we humans have inflicted this beautiful earth. How could we go this far? How could we dare to damage this beautiful earth so much?

If we go back many years, humans didn't know that throwing trash and plastic into the ocean and into the nature was dangerous and threatening against our planet. But the terrible part is that now today, and not long ago, we humans continued to hurt the earth even though we knew we were hurting it. We have continued to build huge industries, we have continued to emit a lot of terrible emissions and so on. It's kind of the same as when you're knitting wrong, and you continue to knit even though you know it's wrong, eventually you will get this enormous knot that almost is impossible to fix. We have now done that, we have made a huge knot in the environment, and the question is for many, can we solve it? And speaking for myself I really don't (200) know, I really don't know if we have the driving force and courage to fight for the environment. I for sure know that many people has this courage, but we all need it to contribute.

I don't want to put the fault on anyone for the climate changes we have today, but I must say that the way many humans has treated the earth is fearfully, and I am not fully innocent myself, one example is that I could have walked or biked

more to and from training, instead of getting driven. But I think it's important to not just think about all the things we should have done in the past, but instead: All the things we can do in the present! The list is long for how we can contribute to make the environment better, and I think many of us know what we can do, we just have to step out of our comfort zone and do it!

The past, present and future is extremely connected, what humans did in the past to the earth has affected enormously on how the earth and environment is today, and what we do today to the earth has a lot to say for how the world and environment is going to be in the future. It's therefore extremely important that we now think before our actions, we know that our actions will affect the future, so let's do all we can do to try and help with making the future pleasant.

In the text Penelope Lea wrote, I understood that fighting for the climate isn't just fighting for the nature and the animals, (even though that's super important) it's also a fight for humans life, it's a fight for the future, equality and peace, everything is connected! Climate activists is indeed fighting for the climate and the beautiful earth, but also for humans, equality and life in general, for humans and animals in the present, but also for humans and animals in the future. When we fight for the nature and the better solutions, we are fighting for ourselves, our life, we might be fighting for our future family and we are fighting for the next generation.

We can make a significant and important change in the present, to clean up from the past, and help the future.

We can all help, I think we all need to help. We need more driving force, more courage. If we have more courage and driving force, If we help contributing more, I think we can make the world a better place for everyone living now and for everyone living after us. Thinking about all the problems in the world at the same time is super overwhelming and sorrowful, and it's hard to understand how we can make it all better. But with all the strong, positive, decided and hopeful humans I believe in changes. I believe we can help to make the problems happening in the present disappear, I believe we can fix up from the past and I believe we can make the future pleasant for the next generations. But for that we need each other, we all need to have courage and we all need to take actions now.

### Text 3

## **Excerpt from «The Boy Who Harnessed the Wind» by William Kamkwamba**

This excerpt is about an experience William Kamkwamba had when he was a child. One day someone in his hometown found a bag of bubble-gum. William saw this and went up to them and they gave him a handful of gum. William shoved all of them in his mouth and thought they tasted amazing. Later in the day the original owner of the bag came by William's house and said that he had lost a bag of bubble-gum and that if he found out who ate them, he would tell on them to the shaman. Hearing this William was terrified. He tried getting himself to puke to no avail. And then he started getting these visions of the shaman watching him and him being dragged off to fight in a magic battle where he would be left to die. After these visions he ran to his father explaining everything. His father understood and started trying to find the salesman. After he had located him, he explained everything to him and paid for the whole bag even though William had only eaten a handful. When he got home, he said to William that he shouldn't get on the shaman's bad side or else that would happen again. William got scared and his father started laughing.

I feel that the excerpt is an important part of Williams life. It thought him that even if him or someone else messes up, it can still be fixed. I think that the way that his father handled the situation was perfect. He didn't scold his son when he found out that he had ate some gum, he stayed calm, and he fixed it by paying the salesman more than he owed. And at the end he really showed to his son that he wasn't angry by laughing. The excerpt is connected to the past cause it happened when he was a boy, the present cause it is still an important memory to him, and the future because he can still remember that moment in the future and still know that if he makes a mistake, he can still fix it.

## What's our next step?

### Ryan, 16 years old

I was, and still am, also terrified of the next years of school. I did like some other posts here and chose the school where I think I will like it the most. I'm scared of meeting the new people in my class but also excited to get to know them. And even if some of my best friends went to different schools some of my friends are still with me, and it's not like my best friends just disappear. You can still meet them and hangout outside of school on weekends and holidays. I agree with other posts that you should follow what you want to do, not what your friends want to do.

#### Task 4

## Fright

"It is not because things are difficult that we do not dare, it is because we do not dare that things are difficult." Seneca, (4 BCE-65 CE)

Say you want to go skydiving. If we look away from the money part, it's not really that difficult. All you have to do is jump out of a plane, thousands of feet in the sky and pray that a backpack with a large sheet folded up inside it can save you. When I say it like that no sane person would want to do it.

When you hear the word bravery you probably think of fighting. Big, strong, fierce beings who don't flinch at anything. People who make it look really easy to knock someone out. But have you tried knocking someone out? Another human? I don't think it is that easy to have the right mindset to be able to knock someone out. But that doesn't mean that someone like me isn't brave. I actually take the spider outside of the house instead of leaving it alone. No, I'm kidding, but I'm not kidding about the fact that most brave people can't lift 200 kilos or



be 2 meters tall or fight in wars. Brave people are people who do something they think is scary. People who try stuff that they get the chills from just by thinking (200) about it.

Scary things come in all sorts of shapes and sizes. For some people it is being high up, some people its different types of animals, some people it's people. But the thing is most of these things aren't dangerous. Climbing a 5-meter wall connected to a tether? Not dangerous at all. Having a non-lethal spider walk over your hand? Not dangerous. Talking in front of your class? Not dangerous, but for some reason all of these things scare people. I think that comes from something in their past. I'm scared of spiders. Don't like them at all. I don't scream when I see one on the wall on the other side of the room, but don't exactly want them near me. But I distinctly remember once when I was around 5 probably younger, I was on the living room floor watching television. Suddenly I felt a tickle on my left wrist, I didn't think much of it and didn't even look down. Then it moved a little. I looked down and a pretty large spider was crawling up my arm. I started screaming and violently shaking my arm to get it off. I ran to my dad and started crying. Of course, it wasn't a dangerous spider, but it was scary and maybe that is why I still don't like spiders 10-11 years later. And maybe stuff like this has happened to everybody and that's why we fear different things.

Say a person who is terribly scared of heights one day is offered to climb a rock wall somewhere in the wild, and they say yes. This person is reasonably active and is pretty fit and strong. When they get to the wall suddenly the fear hits them. They don't want to do it. After a bit of getting talked into it they start climbing. As they start, they realize that its pretty easy. Grab one hold, pull up, step on next hold, step up. If they look down though the fear strikes them until they look back up again. This could be a totally real scenario that perfectly ties into Seneca's quote. Heights are maybe still scary for them but at least now they know that they can climb without the worry that they will fall immediately.

This quote is easily connected to the past, present and future. If it was made almost to thousand years ago, and it has stayed true since then till now, it will stay true for another couple of centuries. But only the future can tell for sure.

## 11 Appendix 5- Sentence structure

### Task 2

#### **The Boy Who Harnessed the Wind**

It's about a boy so was six years old. his father save him when his was playing on the road, there famliy is living on a farm. The boy love bubblegum very much. The caim 2 older boys and have so much bubblegum and gave little bit to the boy, and when the boy told his dad about this he was angry, and i think it was the day after that the dad leaving and was outside and try to find this boys. The boy was to the doctor after he eating the bubblegum.

### Task 3

#### **What's your next step?**

**Sam 16:**

The sam saying is about dreams and choosing. and you just think what you want because you friend is not you so they don't even know what you want to do really bad and have fun with.

**Nico 15:**

Nico saying that he choosing that's he really want to do but he think it was a hard choos because he was the only person in his class so choose that but he want to meet people that more like him.

**Amina 16:**

She did not think about what she really want's but she try something and if she dosen't like it she wil try somthing els the next year.

### Task 4

4A: to be good enough.

I think it's very hard to feel that your good enough because it's so many people out there in this world that have to say ugly things about people. And it's so dum because many girls have on makeup to feel good because she thinks about herself that she must cover her up so no one can see how it's back the makeup. And I know that boys can have it hard too, but I think it's more girls because they think they must be perfect for the boys, and be skinny, pretty, nice, and popular to be liked and have a nice life. But all the girls it's good enough but I know it's very hard to think that about yourself but say that to other people it's so easy. And it's so many girls so are scared to go out without makeup or a ^mask^ so they haid what's back and have to fake that they are happy all the time and that can go over to school, home, and what they like to do they don't like that anymore because they are scared to don't be liked from other girls or boys, And be called slutty or (200) hore. it's so much hate out there.

Text 2

## Task 2

### The Boy Who Harnessed The Wind

This excerpt is written by William Kamkwamba, it`s an excerpt out from his book, The Boy Who Harnessed The Wind. This is a real story form when William was six years old. This is one of the first memories William has from when he was a boy. William and his family lived on a farm.

This excerpt is about William when he was six years old and was playing on the road. For William on this time, magic ruled the world, this was before William discovered science. When William played at the rode, a group of boys came up to him. They found a large bag full of bubble gums. The guys looked at William and was unsure if they should give him some of the bubble gums. One of the guys gave him many bubble gums, one of every color. William stuffed the bubble gums into his mouth, he really loved bubble gums, and he felt the nice juice from them rolling down his mouth.

The following day, William played under a mango tree, a trader on a bicycle stopped to talk to his father, the trader told Williams father that he dropped one of his bags, and when he went back looking for it, the bag was gone. The trader had been told that some boys were spotted with bubble gum, this made him angry. The trader had looked for the boys, he came with a threat that he was going to talk to the witch doctor, this made William terrified.

William tried to make himself clean and tried to throw up the bubble gum. He thought the wizard were going to take revenge on him, because he had eaten his bubble gum. He felt the great eye of the wizard watching him through the trees. A fear of death swept

over him like a fever, he couldn't move his feet because he was crying so hard. William ran fast away to his father, he told his father everything and wanted his father to save him. He told his father that he didn't want to die, "don't let them take me." He said.

"It was you?" William's father said while he smiled. He told his son not to worry and told him that he would find the trader and explain. After Williams father had walked for eight kilometers to the trader's home and told the trader what had happened, he paid for the whole bag of bubble gums.

Just like that William was so happy because his father had saved him. When William asked about what happened, his father responded with "Oh yes, we were just in time." After that he started laughing. "William, who knows what was in stuff of you." His father said at the end.

Task 2: I think the way Williams father helped his son solving this problem was excellent. First of all, he didn't shout on William or got angry with him, this on itself is really good. He took it easy and relaxed, but at the same time he didn't just say that there were no problem at all, he made his son understand that it was a problem, but that the problem could get solved in an easy way. In that way I think William understood that it wasn't his fault, but also that it wasn't okay to steal something from others. Not that William stole anything, he didn't, but his father made it clear that this wasn't something you can do, and if you do get involved in cases like this, you must solve the problem as well.

Task 3: I think this experience was so important for William because this is some of Williams first memories from when he was a boy. This situation also had a big impact on William, and big impacts is often more remembered and important to us. This is also a situation where William felt scared, but his big hero (his father) saved him.

Task 4: This excerpt is connected to the topic the past, present and future because this is about William telling a story in the present about his past. The past does often has a big impact on us in the present, and this situation William was in when he was younger did most likely make an impact on him, and that's probably one of the reasons for why he wrote about this memory he had from his past.

Task 3

**Adriana, 16 years old:**

Wow, just reading these chats makes me understand how different we all are. Making decisions is hard, and especially when it's long term. Knowing what school you want to attend to is hard for many, me included. On one

side it seems nice to not stress so much about it, just like Amina did. But maybe she took it a bit to relaxed? School is important, and I don` t think it`s so easy to change school the next year, of course it`s possible, but isn`t it better to think and plan out where you want to apply in advance? Listening to yourself and what you like is important when it comes to applying for school, don`t just follow everyone else. I think Nico did the right thing when he applied for science, even though many of his friends didn`t. I think Sam should listen more to himself, and I know it`s hard to choose the opposite of your friends, but even though you choose another school or a different subject than your friends, it doesn`t mean that you can`t be friends anymore. And just think about how fun it`s going to be to make new friends!

I actually wanted to apply on a school in Bergen, not having anyone I knew in my class in the start of the schoolyear was indeed a frightening thought, but it was also other reasons why I chose to apply on a school in Voss.

#### Task 4

### Everything is connected.

The impact from the past, is impacting the present and will impact the future. We know now that experiences from the past is indeed threatening our future, it`s the young ones that will feel the damage we humans have inflicted this beautiful earth. How could we go this far? How could we dare to damage this beautiful earth so much?

If we go back many years, humans didn`t know that throwing trash and plastic into the ocean and into the nature was dangerous and threatening against our planet. But the terrible part is that now today, and not long ago, we humans continued to hurt the earth even though we knew we were hurting it. We have continued to build huge industries, we have continued to emit a lot of terrible emissions and so on. It`s kind of the same as when you`re knitting wrong, and you continue to knit even though you know it`s wrong, eventually you will get this enormous knot that almost is impossible to fix. We have now done that, we have made a huge knot in the environment, and the question is for many, can we solve it? And speaking for myself I really don`t(200) know, I really don`t know if we have the

**driving force and courage to fight for the environment.** I for sure know that many people has this courage, but we all need it to contribute.

I don` t want to put the fault on anyone for the climate changes we have today, but I must say that the way many humans has treated the earth is fearfully, and I am not fully innocent myself, one example is that I could have walked or biked more to and from training, instead of getting driven. But I think it`s important to not just think about all the things we should have done in the past, but instead: All the things we can do in the present! The list is long for how we can contribute to make the environment better, and I think many of us know what we can do, we just have to step out of our comfort zone and do it!

The past, present and future is extremely connected, what humans did in the past to the earth has affected enormously on how the earth and environment is today, and what we do today to the earth has a lot to say for how the world and environment is going to be in the future. It`s therefore extremely important that we now think before our actions, we know that our actions will affect the future, so let`s do all we can do to try and help with making the future pleasant.

In the text Penelope Lea wrote, I understood that fighting for the climate isn`t just fighting for the nature and the animals, (even though that`s super important) it`s also a fight for humans life, it`s a fight for the future, equality and peace, everything is connected! Climate activists is indeed fighting for the climate and the beautiful earth, but also for humans, equality and life in general, for humans and animals in the present, but also for humans and animals in the future. When we fight for the nature and the better solutions, we are fighting for ourselves, our life, we might be fighting for our future family and we are fighting for the next generation.

We can make a significant and important change in the present, to clean up from the past, and help the future.

We can all help, I think we all need to help. We need more driving force, more courage. If we have more courage and driving force, If we help contributing more, I think we can make the world a better place for everyone living now and for everyone living after us. Thinking about all the problems in the world at the same time is super overwhelming and

sorrowful, and it`s hard to understand how we can make it all better. But with all the strong, positive, decided and hopeful humans I believe in changes. I believe we can help to make the problems happening in the present disappear, I believe we can fix up from the past and I believe we can make the future pleasant for the next generations. But for that we need each other, we all need to have courage and we all need to take actions now.

Text 3

### **Excerpt from «The Boy Who Harnessed the Wind» by William Kamkwamba**

This excerpt is about an experience William Kamkwamba had when he was a child. One day someone in his hometown found a bag of bubble-gum. William saw this and went up to them and they gave him a handful of gum. William shoved all of them in his mouth and thought they tasted amazing. Later in the day the original owner of the bag came by William`s house and said that he had lost a bag of bubble-gum and that if he found out who ate them, he would tell on them to the shaman. Hearing this William was terrified. He tried getting himself to puke to no avail. And then he started getting these visions of the shaman watching him and him being dragged off to fight in a magic battle where he would be left to die. After these visions he ran to his father explaining everything. His father understood and started trying to find the salesman. After he had located him, he explained everything to him and paid for the whole bag even though William had only eaten a handful. When he got home, he said to William that he shouldn`t get on the shaman`s bad side or else that would happen again. William got scared and his father started laughing.

I feel that the excerpt is an important part of Williams life. It thought him that even if him or someone else messes up, it can still be fixed. I think that the way that his father handled the situation was perfect. He didn't scold his son when he found out that he had ate some gum, he stayed calm, and he fixed it by paying the salesman more than he owed. And at the end he really showed to his son that he wasn't angry by laughing. The excerpt is connected to the past cause it happened when he was a boy, the present cause it is still an important memory to him, and the future because he can still remember that moment in the future and still know that if he makes a mistake, he can still fix it.

## **What's our next step?**

### **Ryan, 16 years old**

I was, and still am, also terrified of the next years of school. I did like some other posts here and chose the school where I think I will like it the most. I'm scared of meeting the new people in my class but also excited to get to know them. And even if some of my best friends went to different schools some of my friends are still with me, and its not like my best friends just disappear. You can still meet them and hangout outside of school on weekends and holidays. I agree with other posts that you should follow what you want to do, not what your friends want to do.

Task 4

## **Fright**

“It is not because things are difficult that we do not dare, it is because we do not dare that things are difficult.” Seneca, (4 BCE-65 CE)



Say you want to go skydiving. If we look away from the money part, it's not really that difficult. All you have to do is jump out of a plane, thousands of feet in the sky and pray that a backpack with a large sheet folded up inside it can save you. When I say it like that no sane person would want to do it.

When you hear the word bravery you probably think of fighting. Big, strong, fierce beings who don't flinch at anything. People who make it look really easy to knock someone out. But have you tried knocking someone out? Another human? I don't think it is that easy to have the right mindset to be able to knock someone out. But that doesn't mean that someone like me isn't brave. I actually take the spider outside of the house instead of leaving it alone. No, I'm kidding, but I'm not kidding about the fact that most brave people can't lift 200 kilos or be 2 meters tall or fight in wars. Brave people are people who do something they think is scary. People who try stuff that they get the chills from just by thinking about it. (202)

Scary things come in all sorts of shapes and sizes. For some people it is being high up, some people its different types of animals, some people it's people. But the thing is most of these things aren't dangerous. Climbing a 5-meter wall connected to a tether? Not dangerous at all. Having a non-lethal spider walk over your hand? Not dangerous. Talking in front of your class? Not dangerous, but for some reason all of these things scare people. I think that comes from something in their past. I'm scared of spiders. Don't like them at all. I don't scream when I see one on the wall on the other side of the room, but don't exactly want them near me. But I distinctly remember once when I was around 5 probably younger, I was on the living room floor watching television. Suddenly I felt a tickle on my left wrist, I didn't think much of it and didn't even look down. Then it moved a little. I looked down and a pretty large spider was crawling up my arm. I started screaming and violently shaking my arm to get it off. I ran to my dad and started crying. Of course, it wasn't a dangerous spider, but it was scary and maybe that is why I still don't like spiders 10-11 years later. And maybe stuff like this has happened to everybody and that's why we fear different things.

Say a person who is terribly scared of heights one day is offered to climb a rock wall somewhere in the wild, and they say yes. This person is reasonably active and is pretty fit and strong. When they get to the wall suddenly the fear hits them. They don't want to

do it. After a bit of getting talked into it they start climbing. As they start, they realize that its pretty easy. Grab one hold, pull up, step on next hold, step up. If they look down though the fear strikes them until they look back up again. This could be a totally real scenario that perfectly ties into Seneca's quote. Heights are maybe still scary for them but at least now they know that they can climb without the worry that they will fall immediately.

This quote is easily connected to the past, present and future. If it was made almost to thousand years ago, and it has stayed true since then till now, it will stay true for another couple of centuries. But only the future can tell for sure.

## 12 Appendix 6- Cohesion

Text 1

Task 2

### The Boy Who Harnessed the Wind

It's about a boy so was six years old. his father save him when his was playing on the road, there famliy is living on a farm. The boy love bubblegum very much. The caim 2 older boys and have so much bubblegum and gave little bit to the boy, and when the boy told his dad about this he was angry, and i think it was the day after that the dad leaving and was outside and try to find this boys. The boy was to the doctor after he eating the bubblegum.

Task 3

### What's your next step?

Sam 16:

The sam saying is about dreams and choosing. and you just think what you want because you friend is not you so they don't even know what you want to do really bad and have fun with.

Nico 15:

Nico saying that he choosing that's he really want to do but he think it was a hard choos because he was the only person in his class so choose that but he want to meet people that more like him.

Amina 16:

She did not think about what she really want's but she try something and if she dosen't like it she wil try somthing els the next year.(200)

Task 4

4A: to be good enough.

I think it's very hard to feel that your good enough because it's so many people out there in this world that have to say ugly things about people. And it's so dum because many girls have on makeup to feel good because she thinks about herself that she must cover her up so no one can see how it's back the makeup. And I know that boys can have it hard too, but I think it's more girls because they think they must be perfect for the boys, and be skinny, pretty, nice, and popular to be liked and have a nice life. But all the girls it's good enough but I know it's very hard to think that about yourself but say that to other people it's so easy. And it's so many girls so are scared to go out without makeup or a ^mask^ so they haid what's back and have to fake that they are happy all the time and that can go over to school, home, and what they like to do they don't like that anymore because they are scared to don't be liked from other girls or boys, And be called slutty or hore. it's so much hate out there.

Text 2

## Task 2

### The Boy Who Harnessed The Wind

This excerpt is written by William Kamkwamba, it`s an excerpt out from his book, *The Boy Who Harnessed The Wind*. This is a real story form when William was six years old. This is one of the first memories William has from when he was a boy. William and his family lived on a farm.

This excerpt is about William when he was six years old and was playing on the road. For William on this time, magic ruled the world, this was before William discovered science. When William played at the rode, a group of boys came up to him. They found a large bag full of bubble gums. The guys looked at William and was unsure if they should give him some of the bubble gums. One of the guys gave him many bubble gums, one of every color. William stuffed the bubble gums into his mouth, he really loved bubble gums, and he felt the nice juice from them rolling down his mouth.

The following day, William played under a mango tree, a trader on a bicycle stopped to talk to his father, the trader told Williams father that he dropped one of his bags, and when (200) he went back looking for it, the bag was gone. The trader had been told that some boys were spotted with bubble gum, this made him angry. The trader had looked for the boys, he came with a threat that he was going to talk to the witch doctor, this made William terrified.

William tried to make himself clean and tried to throw up the bubble gum. He thought the wizard were going to take revenge on him, because he had eaten his bubble gum. He

felt the great eye of the wizard watching him through the trees. A fear of death swept over him like a fever, he couldn't move his feet because he was crying so hard. William ran fast away to his father, he told his father everything and wanted his father to save him. He told his father that he didn't want to die, "don't let them take me." He said.

"It was you?" William's father said while he smiled. He told his son not to worry and told him that he would find the trader and explain. After William's father had walked for eight kilometers to the trader's home and told the trader what had happened, he paid for the whole bag of bubble gums.

Just like that William was so happy because his father had saved him. When William asked about what happened, his father responded with "Oh yes, we were just in time." After that he started laughing. "William, who knows what was in your stuff." His father said at the end.

Task 2: I think the way William's father helped his son solve this problem was excellent. First of all, he didn't shout at William or get angry with him, this in itself is really good. He took it easy and relaxed, but at the same time he didn't just say that there was no problem at all, he made his son understand that it was a problem, but that the problem could be solved in an easy way. In that way I think William understood that it wasn't his fault, but also that it wasn't okay to steal something from others. Not that William stole anything, he didn't, but his father made it clear that this wasn't something you can do, and if you do get involved in cases like this, you must solve the problem as well.

Task 3: I think this experience was so important for William because this is some of William's first memories from when he was a boy. This situation also had a big impact on William, and big impacts are often more remembered and important to us. This is also a situation where William felt scared, but his big hero (his father) saved him.

Task 4: This excerpt is connected to the topic the past, present and future because this is about William telling a story in the present about his past. The past does often have a big impact on us in the present, and this situation William was in when he was younger did most likely make an impact on him, and that's probably one of the reasons for why he wrote about this memory he had from his past.

Task 3

**Adriana, 16 years old:**

Wow, just reading these chats makes me understand how different we all are. Making decisions is hard, and especially when it's long term. Knowing

what school you want to attend to is hard for many, me included. On one side it seems nice to not stress so much about it, just like Amina did. But maybe she took it a bit to relaxed? School is important, and I don't think it's so easy to change school the next year, of course it's possible, but isn't it better to think and plan out where you want to apply in advance? Listening to yourself and what you like is important when it comes to applying for school, don't just follow everyone else. I think Nico did the right thing when he applied for science, even though many of his friends didn't. I think Sam should listen more to himself, and I know it's hard to choose the opposite of your friends, but even though you choose another school or a different subject than your friends, it doesn't mean that you can't be friends anymore. And just think about how fun it's going to be to make new friends!

I actually wanted to apply on a school in Bergen, not having anyone I knew in my class in the start of the schoolyear was indeed a frightening thought, but it was also other reasons why I chose to apply on a school in Voss.

#### Task 4

### Everything is connected.

The impact from the past, is impacting the present and will impact the future. We know now that experiences from the past is indeed threatening our future, it's the young ones that will feel the damage we humans have inflicted this beautiful earth. How could we go this far? How could we dare to damage this beautiful earth so much?

If we go back many years, humans didn't know that throwing trash and plastic into the ocean and into the nature was dangerous and threatening against our planet. But the terrible part is that now today, and not long ago, we humans continued to hurt the earth even though we knew we were hurting it. We have continued to build huge industries, we have continued to emit a lot of terrible emissions and so on. It's kind of the same as when you're knitting wrong, and you continue to knit even though you know it's wrong, eventually you will get this enormous knot that almost is impossible to fix. We have now done that, we have made a huge knot in the environment, and the question is for many, can we solve it? And speaking for myself I really don't know, I really don't know if we have the driving

force and courage to fight for the environment. I for sure know that many people has this courage, but we all need it to contribute.

I don` t want to put the fault on anyone for the climate changes we have today, but I must say that the way many humans has treated the earth is fearfully, and I am not fully innocent myself, one example is that I could have walked or biked more to and from training, instead of getting driven. But I think it`s important to not just think about all the things we should have done in the past, but instead: All the things we can do in the present! The list is long for how we can contribute to make the environment better, and I think many of us know what we can do, we just have to step out of our comfort zone and do it!

The past, present and future is extremely connected, what humans did in the past to the earth has affected enormously on how the earth and environment is today, and what we do today to the earth has a lot to say for how the world and environment is going to be in the future. It`s therefore extremely important that we now think before our actions, we know that our actions will affect the future, so let`s do all we can do to try and help with making the future pleasant.

In the text Penelope Lea wrote, I understood that fighting for the climate isn`t just fighting for the nature and the animals, (even though that`s super important) it`s also a fight for humans life, it`s a fight for the future, equality and peace, everything is connected! Climate activists is indeed fighting for the climate and the beautiful earth, but also for humans, equality and life in general, for humans and animals in the present, but also for humans and animals in the future. When we fight for the nature and the better solutions, we are fighting for ourselves, our life, we might be fighting for our future family and we are fighting for the next generation.

We can make a significant and important change in the present, to clean up from the past, and help the future.

We can all help, I think we all need to help. We need more driving force, more courage. If we have more courage and driving force, If we help contributing more, I think we can make the world a better place for everyone living now and for everyone living after us. Thinking about all the problems in the world at the same time is super overwhelming and

sorrowful, and it`s hard to understand how we can make it all better. But with all the strong, positive, decided and hopeful humans I believe in changes. I believe we can help to make the problems happening in the present disappear, I believe we can fix up from the past and I believe we can make the future pleasant for the next generations. But for that we need each other, we all need to have courage and we all need to take actions now.

Text 3

## Excerpt from «The Boy Who Harnessed the Wind» by William Kamkwamba

This excerpt is about an experience William Kamkwamba had when he was a child. One day someone in his hometown found a bag of bubble-gum. William saw this and went up to them and they gave him a handful of gum. William shoved all of them in his mouth and thought they tasted amazing. Later in the day the original owner of the bag came by William`s house and said that he had lost a bag of bubble-gum and that if he found out who ate them, he would tell on them to the shaman. Hearing this William was terrified. He tried getting himself to puke to no avail. And then he started getting these visions of the shaman watching him and him being dragged off to fight in a magic battle where he would be left to die. After these visions he ran to his father explaining everything. His father understood and started trying to find the salesman. After he had located him, he explained everything to him and paid for the whole bag even though William had only eaten a handful. When he got home, he said to William that he shouldn`t get on the shaman`s bad side (200) or else that would happen again. William got scared and his father started laughing.

I feel that the excerpt is an important part of Williams life. It thought him that even if him or someone else messes up, it can still be fixed. I think that the way that his father



handled the situation was perfect. He didn't scold his son when he found out that he had ate some gum, he stayed calm, and he fixed it by paying the salesman more than he owed. And at the end he really showed to his son that he wasn't angry by laughing. The excerpt is connected to the past cause it happened when he was a boy, the present cause it is still an important memory to him, and the future because he can still remember that moment in the future and still know that if he makes a mistake, he can still fix it.

## **What's our next step?**

### **Ryan, 16 years old**

I was, and still am, also terrified of the next years of school. I did like some other posts here and chose the school where I think I will like it the most. I'm scared of meeting the new people in my class but also excited to get to know them. And even if some of my best friends went to different schools some of my friends are still with me, and its not like my best friends just disappear. You can still meet them and hangout outside of school on weekends and holidays. I agree with other posts that you should follow what you want to do, not what your friends want to do.

Task 4

## **Fright**

“It is not because things are difficult that we do not dare, it is because we do not dare that things are difficult.” Seneca, (4 BCE-65 CE)

Say you want to go skydiving. If we look away from the money part, it's not really that difficult. All you have to do is jump out of a plane, thousands of feet in the sky and pray

that a backpack with a large sheet folded up inside it can save you. When I say it like that no sane person would want to do it.

When you hear the word bravery you probably think of fighting. Big, strong, fierce beings who don't flinch at anything. People who make it look really easy to knock someone out. But have you tried knocking someone out? Another human? I don't think it is that easy to have the right mindset to be able to knock someone out. But that doesn't mean that someone like me isn't brave. I actually take the spider outside of the house instead of leaving it alone. No, I'm kidding, but I'm not kidding about the fact that most brave people can't lift 200 kilos or be 2 meters tall or fight in wars. Brave people are people who do something they think is scary. People who try stuff that they get the chills from just by thinking about it.

Scary things come in all sorts of shapes and sizes. For some people it is being high up, some people its different types of animals, some people it's people. But the thing is most of these things aren't dangerous. Climbing a 5-meter wall connected to a tether? Not dangerous at all. Having a non-lethal spider walk over your hand? Not dangerous. Talking in front of your class? Not dangerous, but for some reason all of these things scare people. I think that comes from something in their past. I'm scared of spiders. Don't like them at all. I don't scream when I see one on the wall on the other side of the room, but don't exactly want them near me. But I distinctly remember once when I was around 5 probably younger, I was on the living room floor watching television. Suddenly I felt a tickle on my left wrist, I didn't think much of it and didn't even look down. Then it moved a little. I looked down and a pretty large spider was crawling up my arm. I started screaming and violently shaking my arm to get it off. I ran to my dad and started crying. Of course, it wasn't a dangerous spider, but it was scary and maybe that is why I still don't like spiders 10-11 years later. And maybe stuff like this has happened to everybody and that's why we fear different things.

Say a person who is terribly scared of heights one day is offered to climb a rock wall somewhere in the wild, and they say yes. This person is reasonably active and is pretty fit and strong. When they get to the wall suddenly the fear hits them. They don't want to do it. After a bit of getting talked into it they start climbing. As they start, they realize that its pretty easy. Grab one hold, pull up, step on next hold, step up. If they look down

though the fear strikes them until they look back up again. This could be a totally real scenario that perfectly ties into Seneca's quote. Heights are maybe still scary for them but at least now they know that they can climb without the worry that they will fall immediately.

This quote is easily connected to the past, present and future. If it was made almost to thousand years ago, and it has stayed true since then till now, it will stay true for another couple of centuries. But only the future can tell for sure.

## 13 Appendix 7- Mock exam, CDU.no

Terminprøve i engelsk, 10. trinn

Vårprøve

*Til lærer*

Terminprøven er utformet for å likne på den sist oppdaterte eksamensformen, men er samtidig tilpasset hvert enkelt trinn, der oppgavene for lavere trinn er enklere, kortere og færre enn for de høyere. Prøven er satt sammen slik at oppgavene er varierte og dekker så mange ferdigheter som mulig. Alle oppgavene er knyttet til temaet «The past, present and future».

### DEL 1: LYTTING OG LESING

Del 1 prøver lytte- og leseforståelse og består av såkalt lukkede lytte- og leseoppgaver. Det betyr at elevene ikke skriver inn egne svar, men velger mellom svaralternativer.

Oppgavene blir skåret automatisk.

Elevene kan bevege seg fram og tilbake i oppgavesettet til enhver tid og se over hele settet etter at de har svart på oppgavene, men før de har levert. De kan ikke gå ut av oppgaven uten at den er levert.

Fasit på oppgavene ligger vedlagt, denne kan læreren gå gjennom sammen med elevene etter fullført prøve.

Elevenes resultater på delprøve 1 blir registrert, en forklaring på dette finner du under informasjonsfanene for læreren på nettstedet.

### DEL 2: VIDEREFORMIDLING AV INNHOLD

Elevene lytter til en lyttetekst og skal videreformidle innholdet og informasjonen samt reflektere over dette. For 8. trinn denne våren har vi valgt en video. Teksten til lydopptaket ligger vedlagt som PDF, og den kan videreformidles til elever som trenger det, men utgangspunktet er at elevene kun lytter, slik at de får vist lytteforståelse.

I oppgaven er det en liste med oppgavespesifikke krav som skal med i svaret. Disse er ikke ment som en disposisjon, men som en hjelp til å skrive en fullstendig tekst.

Oppgavesvaret må eleven skrive i et skriveverktøy (for eksempel Word) og deretter laste det opp, eller eventuelt sende det til lærer. Dersom eleven lager film eller lydopptak, kan disse også lastes opp, og læreren laster dem ned. De kan også sendes direkte til lærer.

### DEL 3: SAMHANDLING

Elevene leser tre innlegg fra en chat og responderer på den. De skal uttrykke egne synspunkter samtidig som de viser til det de andre i chaten skriver.

Oppgavesvaret må eleven skrive i et skriveverktøy (for eksempel Word) og så laste opp. Dersom eleven lager film eller lydopptak, kan disse også lastes opp, og læreren laster dem ned. De kan også sendes direkte til lærer.

#### DEL 4: SKRIFTLIG PRODUKSJON (KAN OGSÅ GJØRES MUNTLLIG)

Elevene skal vise evne til kritisk tenkning og refleksjon ved å skrive en lengre tekst enn i del 2 og 3.

Generelt sett er alle oppgavene lagd slik at de gir elevene stor frihet når det gjelder innhold, vinkling og valg av teksttype. Du må gjerne oppfordre elevene til å tenke utenfor boksen og være kreative.

Oppgavesvaret må eleven skrive i et skriveverktøy (for eksempel Word) og så laste opp. Dersom eleven lager film eller lydopptak, kan disse også lastes opp, og læreren laster dem ned. De kan også sendes direkte til lærer.

Oppgavene fra Skolen, Cappelen Damm våre 2023

Del 2 – Videreformidling av innhold

Det er kun én oppgave i del 2. I denne oppgaven skal du kort gjenfortelle informasjon og innhold i en lyttetekst.

Read the task, then listen to the recording, making notes for your text.

Before listening - You are going to hear an excerpt from the book *The Boy Who Harnessed the Wind*, by William Kamkwamba. This excerpt is about an experience the author had when he was six years old.

“The climate crisis will not be solved by a single big idea. It will be solved by everyday people working both on their own and together.”

Text copyright © William Kamkwamba, 2015,

Rocky Pond Books, Penguin Books

Task

*After listening.*

The editor of your school’s website has asked you to write and share a short text about this excerpt where you include your thoughts about the following points:

- What the excerpt is about.
- What you think about the way the father helped his son to solve the problem.
- Why you think the boy’s experience was so important to him.
- How this excerpt is connected to the topic *the past, present and future*.

### Del 3 – Samhandling

Det er kun én oppgave i del 3. I denne oppgaven skal du gi en kort respons på noe du leser. Du skal uttrykke dine egne synspunkter og vise til det som de andre har sagt.

Read the posts below from a chat between some teenagers about their choice of further education. Then write the next post where you:

- Share your reflections and explain your opinion.
- Comment on, criticise, or question the other posts.
- Give your advice.
- Choose a name and age for the person you are posting as.

#### What's your next step?

Sam, 16 years old:

It feels so frightening to have already made the decision on which senior high school I want to attend next year. I have applied to the same school as my closest friends, since I want to be with them. Still, I'm not sure if this choice is the best fit for me. My friends wanted to choose science as their specialized subject, but deep down I really wanted to choose something more practical. I'd love to be a plumber or a carpenter. What can I do if I regret following my friends rather than my dreams?

Nico, 15 years old:

I totally get where you're coming from, but I actually did the complete opposite of what you did. My friends chose media as their specialized subject, and I am the only one from my class that applied for science. This was such a scary decision to make, but I'm sure I'm going to meet lots of new people with the same interests as me. I can't wait! The guidance counsellor at my school encouraged me to follow my heart, and not do the same as everyone else, and I'm so happy that I listened to this advice.

Amina, 16 years old:

What's all the fuss about? I just made a decision the day before I applied, without spending that much time thinking it through. I think I am able to have a good time anywhere, and if I don't like it there, I will just apply to another school next year. It's not the end of the world if this decision turns out to be a bad one for me. Don't you agree? What made you decide on a school, and are you happy with the choice you made?

### Del 4 – Skriftlig produksjon

Siste del av prøven består av én lengre skriveoppgave.

Du skal velge enten 4A, 4B, 4C eller 4D og skrive én lengre tekst der du viser evne til kritisk tenkning og refleksjon.

Du skal bruke kunnskap og ferdigheter som du har tilegnet deg i engelskfaget.

4A

Making choices

Create a text in which you reflect on being young today and how the choices you make now will affect your future life.

Use one or more of the pictures below for inspiration. You can also feel free to use pictures or texts from the preparation material to inspire you.



4B

Quotes

Create a text in which you explore and reflect on the meaning of one of the quotes below, and how it is related to the topic *the past, present and future*.

Quotes

Create a text in which you explore and reflect on the meaning of one of the quotes below, and how it is related to the topic *the past, present and future*.

“Unlimited opportunities await the person who dares to seek.” Lailah Gifty Akita (Ghanaian writer and founder of Smart Youth Volunteers Foundation)

“One must work and dare if one really wants to live.” Vincent Van Gogh (Dutch Post-Impressionist artist 1853–1890)

“It is not because things are difficult that we do not dare, it is because we do not dare that they are difficult.” Seneca (Roman philosopher and statesman [4 BCE–65 CE])

4C

The impact of experiences

Create a text in which you reflect on the impact experiences from the past have on what is happening now and on what the future will bring.

Find inspiration from the texts you have read in the preparation material.

4D

Creative writing

Create a text, fiction or non-fiction, that starts with the sentence below.

“I had my future all figured out.”

Try to let something you have worked on in the preparation material inspire your writing.

Check yourself:

I have chosen one task and have written a text where I explore, describe and reflect on the given task.

I have written several paragraphs to express and support my thoughts.

I have checked my language using a dictionary.

I have chosen a suitable title that reflects the content of my text.

[Terminprøve i engelsk, 10. trinn \(cdu.no\)](https://www.cdu.no/terminprøve-i-engelsk-10-trinn)



# Vil du delta i forskingsprosjekt som ser på sammenhengen mellom lesing og språklæring?

Dette er eit spørsmål til deg om du vil delta i eit masterprosjekt der føremålet er å undersøkje sammenhengen mellom lesing på fritida og språklæring. I dette skrivet får du informasjon om formålet med prosjektet og kva deltaking vil innebere for deg.

### Føremålet med prosjektet

- Formålet med dette prosjektet er å sjå på sammenhengen mellom lesing på fritida og språklæring innan engelsk. For å kunne seie noko om dette så ynskjer eg å samle inn tekstar som elevar på 10. trinn har skrivne og gjennomføre intervju med 3-4 elevar i klassen.
- Forskingsspørsmålet som blir stilt er: *What benefits within language learning do students who report reading extensively have? In addition to describing and classifying competence within language learning I intend to look at what relationship that can be found between the level of competence reflected in 10<sup>th</sup> grade students' written texts and their reported reading habits.*

Prosjektet er masteroppgåva i studiet erfaringsbasert master i undervisning med fordjuping i engelsk.

### Kvifor får du spørsmål om å delta?

Du får denne førespurnaden fordi

- Du er elev i den 10. klassen ved Voss ungdomsskule som er plukka ut til å delta i dette prosjektet. Alle elevar i din klasse får denne førespurnaden.
- Nokre elevar blir plukka ut til intervju.

### Kven er ansvarleg for forskingsprosjektet?

**Universitet i Bergen** er ansvarleg for personopplysingane som blir handsama i prosjektet. Personopplysingane det dreier seg som er namn og signatur på samtykkeskjema og lydopptak av intervju.

### Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikkje føre til negative konsekvensar for deg om du ikkje vil delta, eller om du seinare vel å trekke deg.

### Kva inneber det for deg å delta?

Dersom du ynskjer å delta i prosjektet så inneber det at eg får tilgang til tekstane du produserte på generalprøven i engelsk våren 2023 og at du kan bli plukka ut til intervju om dine lesevanar. Intervjuet varar i ca. 20 minutt og det blir gjort lydopptak. Dette blir seinare gjort om til skriven tekst. Det blir ikkje samla inn noko personopplysing ut over det som er nemnd her.

### **Dine rettar**

Så lenge du kan identifiserast i datamaterialet, har du rett til:

- Innsyn i hvilke personopplysninger som er registrert om deg,
- Å få rettet personopplysninger om deg,
- Få slettet personopplysninger om deg,
- Få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- Å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

### **Kva gjev oss rett til å behandle personopplysningar om deg?**

Me behandlar opplysningar om deg basert på ditt samtykke. På oppdrag frå Universitetet i Bergen har RETTE, System for Risiko og ETTerlevelse vurdert at behandlinga av personopplysningar i dette prosjektet er i samsvar med personvernregelverket.

### **Kor kan eg finne ut meir?**

Viss du har spørsmål til studien, eller ynskjer å nytta deg av dine rettar, ta gjerne kontakt med prosjektansvarleg, Karianne Gjeraker eller rettleiar, Sigrid Johanna Håheim Ørevik.

Venleg helsing

Sigrid Johanna Håheim Ørevik

(Rettleiar)

Karianne Gjeraker

[Karianne.gjeraker@skule.voss.no](mailto:Karianne.gjeraker@skule.voss.no)

48278051

(Student)

Eg samtykker til at tekstane eg produserte under engelsktentamen våren 2023 og lydopptak av intervju kan brukast i dette prosjektet.

---