

Appendices

APPENDIX 1 OLD SELF-ASSESSMENT FORM

Eigenvurdering. Når du er ferdig med oppgåva.	
Kva for mål som andre og du sjølv sette opp for dette stoffet, har du nådd?	
Korleis arbeidde du for å finne ut av det du trengte for å nå måla?	
Fungerte det å bruke den arbeidsmetoden brukte? Kvifor / Kvifor ikkje?	
Kva kunne du gjort, kva treng du for å løyse oppgåva enda betre?	
Korleis ville du gjort det dersom du skulle gjort oppgåva ein gang til?	
Kva for erfaringar vil du ta med deg når du skal setje i gong med nytt arbeid?	
Det stoffet du har arbeidd med no og dei måla du har nådd, kva kan du bruke det til?	

APPENDIX 2 SELF-ASSESSMENT FORMS 1 AND 3

Navn:	Klasse:
<p>How well have you written your texts in this task? Explain why. Hvor gode tekster har du som svar på oppgavene? Forklar hvorfor.</p>	
<p>How is the language in your texts? Explain why. Hvordan er språket i tekstene dine? Forklar hvorfor.</p>	
<p>How is the paragraphing in your texts? Explain why. Hvordan er avsnittsinndelingen i tekstene? Forklar hvorfor.</p>	
<p>Describe and explain in your own words two things that you have done well on this task: Beskriv og forklar med egne ord to ting du mener du har fått til på denne oppgaven:</p>	
<p>Describe and explain in your own words two things that you need to work on: Beskriv og forklar med egne ord to ting som du tenker at det må du jobbe mer med:</p>	
<p>Make a bullet-list where you describe and explain why you think it is most important to focus on these two things. Lag en punktliste der du beskriver og forklarer hvorfor du mener det er viktigst å fokusere på disse to tingene.</p>	
<p>Make a bullet list where you describe what you think you should do to work with these two things towards the next written evaluation. Lag en punktliste der du beskriver hva du mener du må gjøre for å jobbe med disse to tingene frem mot neste evaluering.</p>	
<p>Make a bullet list where you describe and explain how you have taken your own and my comments on your last self-assessment while working on your focus areas towards this evaluation. Lag en punktliste der du beskriver og forklarer hvordan du har tatt hensyn til din forrige egenvurdering og mine kommentarer frem mot denne vurderingssituasjonen.</p>	
<p>Make a bullet list where you describe and explain what is still difficult when you need to write English. Lag en punktliste hvor du beskriver og forklarer hva som fremdeles er vanskelig når du skal skrive engelske tekster.</p>	
<p>Make a bullet list where you describe how you think the teacher may help you to make this easier. Lag en punktliste der du beskriver hvordan du tror læreren kan hjelpe deg for å gjøre dette enklere.</p>	
<p>Make a bullet list where you describe what you think that you may do to work on what you believe is</p>	

difficult.

Lag en punktliste der du beskriver det du mener du selv kan gjøre for å gjøre noe med det som er vanskelig?

Grade yourself on the basis of your work and your self-assessment.

Gi deg selv karakter med utgangspunkt i arbeidet ditt og egenvurderingen din.

Karakter:

If you could decide how to work and your task was to express yourself better when writing English, how would you do it?

Dersom du selv fikk bestemme arbeidsmåter og oppgaven din var å uttrykke deg bedre i skriftlig engelsk, hvordan ville du gjort det?

Give 1-2 suggestions. If you do not know, you answer «none».

Skriv 1-2 forslag, dersom du ikke vet, så skriver du «ingen»

APPENDIX 3 SELF-ASSESSMENT FORM – PRE-READING ACTIVITY

Navn:	Klasse:			
Do you understand the contents of the topic? Forstår du hva temaet handler om?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Uncertain/ Usikker:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:
Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:		
<p>Make a bullet-list where you describe and explain how you understand this topic. Lag en punktliste som beskriver og forklarer hva du tror temaet handler om.</p>				
<p>Make a bullet-list where you describe and explain what you think is the best way to work with this topic. Lag en punktliste som viser hvordan du mener det er best å arbeide med dette temaet</p>				
Do you think the topic gives you the opportunity to solve it the way you think is best? Tenker du at temaet åpner opp for at du kan jobbe slik du selv mener er best?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Some/ Noe:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Some/ Noe:
Yes/ Ja:	No/ Nei:	Some/ Noe:		
<p>Make a bullet-list where you explain why you answered yes, no or some on the last question. Lag en punktliste med grunner til at du svarte ja eller nei på forrige spørsmål.</p>				
Do you need help from your teacher to work with this topic? Trenger du hjelp fra lærer for å jobbe med temaet?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Uncertain/ Usikker:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:
Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:		
<p>Make a bullet-list where you describe and explain how you believe the teacher should address the topic. Lag en punktliste der du sier noe om hva du mener lærer bør gjøre i forbindelse med arbeidet med dette temaet</p>				
<p>Make a bullet-list where you describe and explain how you believe your peers can contribute in working with the topic. Lag en punktliste der du sier noe om hva du tror medelever kan bidra med i arbeidet med dette temaet.</p>				
<p>Make a bullet-list where you describe and explain what you think is difficult about the topic. If you do not think that anything is difficult, you write "nothing". Lag en punktliste der du skriver hva du synes er vanskelig med temaet. Hvis du ikke synes noe er vanskelig, så skriver du «ingenting».</p>				

Make a bullet-list where you describe and explain what you think is interesting about this topic. If you do not think that anything is interesting, you write "nothing".

Lag en punktlister der du forklarer hva du synes er interessant med oppgaven. Hvis du ikke synes noe er interessant, så skriver du «ingenting».

Make a bullet-list where you describe and explain what you think is fun about the topic. If you do not think that anything is fun, you write "nothing".

Lag en punktlister der du beskriver og forklarer hva som er morsomt med temaet. Hvis du ikke synes at noe er morsomt, så skriver du "Ingenting".

Is it easy to motivate yourself to work with this topic?

Er det lett å motivere seg for å jobbe med dette temaet?

Yes/

Ja:

No/

Nei:

Uncertain/

Usikker:

Make a bullet-list where you explain why you answered yes, no or uncertain.

Lag en punktlister der du forklarer hvorfor du svarte ja, nei eller usikker.



Hild Ellsabeth Hoff
Sydnesplassen 7
5007 BERGEN

Vår dato: 17.08.2017

Vår ref: 55091 / 3 / BGH

Deres dato:

Deres ref:

Tilbakemelding på melding om behandling av personopplysninger

Vi viser til melding om behandling av personopplysninger, mottatt 10.07.2017.

Meldingen gjelder prosjektet:

<i>55091</i>	<i>Egenvurderingspraksis og Motivasjon i Ungdomsskolen</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved Institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Hild Ellsabeth Hoff</i>
<i>Student</i>	<i>Hanne Solveig Bakke</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet

Personvernombudet har lagt ut opplysninger om prosjektet i en [offentlig database](#).

Personvernombudet vil ved prosjektets avslutning, 30.06.2018, rette en henvendelse angående status for behandlingen av personopplysninger.

Dersom noe er uklart ta gjerne kontakt over telefon.

Vennlig hilsen

Marianne Høgetveit Myhren

Belinda Gloppen Helle

Kontaktperson: Belinda Gloppen Helle tlf: 55 58 28 74 / belinda.helle@rsd.no

Vedlegg: Prosjektvurdering

Kopi: Hanne Solveig Bakke, Hanne.Bakke@student.uib.no

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 55091

INFORMASJON OG SAMTYKKE

Utvalget (skoleelever og deres foresatte) informeres skriftlig om prosjektet og samtykker til deltakelse. Informasjonsskrivet mottatt på epost 15.08.2017 er godt utformet.

BARN I FORSKNING

Deler av utvalget i prosjektet er barn og unge, og det er foreldrene deres som samtykker til deltakelse. Likevel bør barna få informasjon om prosjektet som er tilpasset deres ordforråd. Det er også viktig at barna og ungdommene får informasjon om at de kan velge ikke å delta i prosjektet hvis de ønsker det, selv om foreldrene har samtykket.

FORSKNING I SKOLEN

Mens skole er en obligatorisk arena for barn og foreldrene, skal deltakelse i forskning være frivillig. Forespørselen må derfor alltid rettes på en slik måte at de forespurte ikke opplever press om å delta, gjerne ved å understreke at det ikke vil påvirke forholdet til skole hvorvidt de ønsker å være med i studien eller ikke. Dere opplyser om at rekruttering skjer via eget nettverk. Personvernombudet legger til grunn at frivilligheten ivaretas og minner om at frivillighet kan være problematisk når en rekrutterer gjennom eget nettverk hvis det er et avhengighetsforhold mellom den som rekrutterer og informant, som for eksempel forholdet mellom lærer og elev.

Videre bør det planlegges et alternativt opplegg for de som ikke deltar. Dette er særlig relevant ved utfylling av spørreskjema i skoletiden.

DOBBELTROLLE

Som ansatt ved skolen hvor datainnsamlingen skal foregå har studenten en dobbeltrolle. Studenten har sett seg inn de forholdene en må være bevisst på ved forskning på egen arbeidsplass. Vi viser her til våre nettsider: http://www.nsd.uib.no/personvernombud/hjelp/forskningstema/egen_arbeidsplass.html

DATAINNSAMLING

Datainnsamlingen i dette prosjektet samles inn i fire deler:

1. Undersøke hvordan elevene opplever praktisering av tidligere egenvurderingspraksis ved bruk av et digitalt spørreskjema. I følge informasjonsskrivet er denne delen av datainnsamlingen anonym, da elevene får utdelt et kandidatnummer ved starten av prosjektperioden og beholder dette gjennom prosjektperioden. Studenten er ikke kjent med hvilken elev som har hvilket kandidatnummer. Personvernombudet legger til grunn at den digitale løsningen som brukes til å sende ut spørreskjemaet også er anonym og at det ikke logges koblinger mellom f.eks. epost-/IP-adresse og besvarelser.

2. Gjennomføre egenvurdering i faget. Dette er en del av ordinær undervisning, men det er utelukkende egenvurderingene til de elevene som har samtykket til å delta som skal benyttes som datagrunnlag for masterprosjektet.

3. Undersøke hvordan elevene opplever praktisering av egenvurderingspraksis i høstterminen, og deres motivasjon for å lære engelsk samles inn ved bruk av et digitalt spørreskjema. I likhet med gjennomføringen av del 1 er denne delen også anonym.

4. Gjennomføre gruppeintervju med seks elever om deres opplevelse av sammenhengen mellom egenvurdering og motivasjon. Elevene som skal delta i intervju skal motta et eget informasjonsskriv. Vi ber om at dette ettersendes til personvernombudet@nsd.no når dette foreligger.

ANDRE GODKJENNINGER

Personvernombudet legger til grunn at prosjektet er godkjent av ungdomsskolens ledelse.

INFORMASJONSSIKKERHET

Personvernombudet legger til grunn at forsker etterfølger Universitetet i Bergen sine interne rutiner for datasikkerhet. Dersom personopplysninger skal lagres på mobile enheter, bør opplysningene krypteres tilstrekkelig.

PROSJEKTLUTT, VIDERE LAGRING OG ANONYMISERING

Forventet prosjektlutt er 30.06.2018. Ifølge prosjektmeldingen skal innsamlede opplysninger da oppbevares med personidentifikasjon til 31.08.2020 for å kunne bruke datamaterialet i videre arbeid med å undersøke hvordan og om egenvurdering over tid påvirker elevenes motivasjon.

Når studenten ikke lenger er tilknyttet behandlingsansvarlig institusjon (UiB), opphører NSD sin rolle som personvernombud for studenten. Studenten skal da overta ansvaret for behandling av datamaterialet, forutsatt at dette er avklart med UiB. Vi minner om at studenten er ansvarlig for selv å melde videre oppbevaring av datamaterialet til Datatilsynet. Vi viser til epost sendt til studenten 15.08.2017 hvor dette forklares.

Ved prosjektlutt 30.08.2020 skal datamaterialet anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)
- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger som f.eks. bosted/arbeidsted, alder og kjønn)
- slette digitale lyd-/bilde- og videoopptak

APPENDIX 5 INFORMED CONSENT LETTER

Til elever og foresatte
Elever på 8 trinn ved Sola Ungdomsskole

Beskrivelse av prosjekt

Jeg skal gjennomføre et prosjekt i to 8 klasser jeg underviser i ved Sola Ungdomsskole. Prosjektet er knyttet opp mot min masteroppgave i emnet ENGMAU650 Master i Undervisning med fordypning i Engelsk. Masteroppgaven min handler om egenvurdering og motivasjon.

Forskningsspørsmålet ser ut som følger: "How do lower secondary EFL students experience practices of self-assessment and how do such self-assessment practices affect their motivation for EFL learning?" Oversatt til norsk vil forskningsspørsmålet se ut som følger; "Hvordan opplever elever i ungdomsskolen egenvurderingspraksis i engelskfaget og hvordan påvirker slik egenvurderingspraksis deres motivasjon til å lære engelsk?"

Prosjektet vil være oppdelt i faser som følger elevenes temaplaner og vurderingssituasjoner. Jeg ønsker å gjennomføre den delen av prosjektet som berører klassen i perioden august 2017 til og med januar 2018.

Det jeg ønsker å gjøre

1) Undersøke hvordan elevene opplever praktisering av tidligere egenvurderingspraksis, og deres motivasjon for å lære engelsk ved hjelp av et digitalt spørreskjema. Denne undersøkelsen gjennomføres med alle elevene som får tillatelse til å delta i prosjektet.

Det er et mål at elevsvarene på denne undersøkelsen er anonymiserte. Dette oppnår jeg ved hjelp av kandidatnummerering og digital gjennomføring av undersøkelsene. Elevene trekker et kandidatnummer ved innledningen av prosjektperioden og beholder dette kandidatnummeret gjennom hele prosjektperioden. Jeg skal ikke vite hvem som har trukket hvilket kandidatnummer.

For noen deler av analysearbeidet i etterkant av undersøkelsene er det viktig at elevene på undersøkelsen oppgir kjønn og nivåvurdering (høy, middels, lav) ved siste halvårsvurdering i engelsk.

2) Gjennomføre egenvurderinger i forbindelse med

- oppstart av temaperioder
- avslutning av temaperioder
- oppstart av større oppgaver
- avslutning av større oppgaver
- muntlige og skriftlige vurderingssituasjoner

Egenvurderingene er en del av undervisningen og gjennomføres av alle elevene som jeg underviser i engelsk. Kun egenvurderingene til de elevene som har fått tillatelse til å delta i prosjektet vil bli benyttet som referansemateriale i masteroppgaven. Referansematerialet som benyttes blir anonymisert i masteroppgaven.

3) Undersøke hvordan elevene opplever praktisering av egenvurderingspraksis i høstterminen, og deres motivasjon for å lære engelsk. Denne undersøkelsen gjennomføres med alle elevene som får tillatelse til å delta i prosjektet.

Elevene benytter kandidatnummer og digital gjennomføring av undersøkelsen for å sikre anonymisering. Elevene logger på undersøkelsen med det kandidatnummeret de fikk tildelt i begynnelsen av prosjektperioden.

For noen deler av analysearbeidet i etterkant av undersøkelsene er det viktig at elevene på undersøkelsen oppgir kjønn og nivåvurdering (høy, middels, lav) ved siste halvårsvurdering i engelsk.

4) Gjennomføre et gruppeintervju med seks (6) elever om deres opplevelse av sammenhengen mellom egenvurdering og motivasjon. Jeg ønsker å bruke videopptak av intervjuet som grunnlag for transkribering. Intervjuene gjennomføres av meg og vil derfor av naturlige årsaker ikke være anonyme for meg. Elevsvarene vil være anonymiserte i master-oppgaven. Det vil bli utarbeidet eget samtykkeskjema for de elevene jeg ønsker å intervju i januar.

Alle skjemaer og intervjuer i forbindelse med prosjektet vil bli utarbeidet både på norsk og engelsk. Dette fordi jeg ønsker å innhente svar fra så mange elever som mulig, også de som opplever det som en utfordring å kommunisere på engelsk.

Jeg ønsker at utvalgte elever som deltar i prosjektet representerer både jenter og gutter, høyt, middels og lavt motivasjonsnivå, samt høyt, lavt og middels karakternivå.

Jeg håper at dere som foresatte, sammen med elevene, ønsker å gi deres samtykke til at dette prosjektet gjennomføres i klassene jeg underviser i engelsk da akkurat denne formen for egenvurderingsarbeid er lite belyst i eksisterende litteratur. Prosjektet vil forhåpentligvis gi ny innsikt i hvordan egenvurdering påvirker elevenes prestasjons- og motivasjonsnivå. Det vil være til stor hjelp for meg og arbeidet med masteroppgaven min om dere lar elevene delta i dette prosjektet. På forhånd takk.

Med vennlig hilsen

Hanne S. Bakke

Ikke klipp av – signer skjemaet og lever inn hele dokumentet. Originalskjemaet oppbevares av meg. Jeg tar kopi av skjemaet og leverer en kopi til eleven. (Obs: det trengs kun signatur fra en foresatt, men jeg tar gjerne i mot signatur fra to.)

Jeg ønsker å delta på prosjektet

Ja (sett kryss)

Nei (sett kryss)

Eleven sitt navn: (skriv med store bokstaver)

Eleven sin signatur:

Jeg ønsker at eleven jeg er foresatt for deltar i prosjektet

Ja (sett kryss)

Nei (sett kryss)

Foresatte sin signatur:

Foresatte sin signatur:

APPENDIX 6 PHASE 1 AND PHASE 3 SURVEY QUESTIONNAIRES

Response options - Scales of measurement – Phase 1 and Phase 3 Surveys

Alltid	Always
Ofte	Often
Noen ganger	Sometimes
Sjelden	Rarely
Nesten aldri	Hardly ever
Aldri	Never

Statements and questions in the phase 1 survey. All statements and questions refer to English as a foreign language (EFL).

Revert to your thoughts about EFL and how you worked with EFL in 7th grade.

Kvantitative påstander:	Quantitative statements:
Jeg hadde lyst til å gjøre oppgavene jeg fikk i engelsk.	I wanted to do the EFL tasks I was assigned.
Jeg likte å gjøre oppgavene jeg fikk i engelsk.	I liked doing the EFL tasks I was assigned.
Jeg syntes oppgavene jeg fikk i engelsk var morsomme.	I thought the EFL tasks I was assigned were fun.
Jeg forstod, uten hjelp, oppgavene jeg skulle jobbe med i engelsk.	I understood, without help, the EFL tasks I was assigned.
Jeg spurte læreren om hjelp til å løse oppgaver jeg fikk i engelsk.	I asked the teacher for help to solve the EFL tasks I was assigned.
Jeg tenkte på at jeg jobbet godt med hjemmearbeid i engelsk.	I reflected on my efforts in working with EFL at home.
Jeg tenkte på at jeg jobbet godt i engelsktimene på skolen.	I reflected on my efforts in working with EFL at school.
Jeg tenkte på at jeg kunne jobbe annerledes i engelsktimene på skolen.	I reflected on whether I could work differently in EFL lessons at school.
Jeg tenkte på at jeg var godt forberedt til det jeg skulle jobbe med i engelsk på skolen.	I reflected on how well prepared I was for EFL lessons at school.
Jeg tenkte på at jeg kunne jobbe annerledes med hjemmearbeid i engelsk.	I reflected on whether I could work differently in EFL activities at home.
Jeg tenkte over tilbakemeldinger jeg fikk på arbeidet jeg gjorde i engelsk.	I reflected on feedback I received on my EFL work.
Læreren min ba meg om å beskrive hvordan jeg arbeidet med oppgavene i engelsk.	My teacher asked me to describe how I worked on the EFL tasks.
Læreren min ba meg om å beskrive hvordan jeg arbeidet for å lære meg engelsk.	My teacher asked me to describe how I worked to learn EFL.

Læreren min ba meg om å sjekke om jeg forstod oppgavene jeg fikk i engelsk.	My teacher asked me to check whether I understood the EFL tasks or not.
Læreren min ba meg om å komme med forslag til hvilke oppgaver vi kunne jobbe med i engelsk.	My teacher asked me to suggest EFL learning activities and tasks that we could work on in EFL classes.
Læreren min ba meg om å komme med forslag til hvordan jeg kunne jobbe med oppgaver i engelsk.	My teacher asked me to suggest how I could work with EFL tasks.
Læreren min ba meg om å gå gjennom kommentarer på prøver, skriveoppgaver og presentasjoner.	My teacher asked me to examine feed-back on tests, written assignments and presentation.
Kvalitativt spørsmål:	Qualitative question:
Hva tenker du det betyr at man er motivert til å lære engelsk?	What do you think being motivated to learn English involves?

Phase 3 – New statements, instructions and questions

Kvantitative påstander:	Quantitative statements:
Jeg syntes oppgavene jeg fikk i engelsk var interessante.	I thought the EFL tasks I was assigned were interesting.
Kvalitative instruksjoner/spørsmål:	Qualitative instructions and question:
Skriv tre punkter som du mener er bra med å vurdere seg selv. Dersom du mener at det ikke er noe bra med å vurdere seg selv, så skriver du ingen i alle feltene.	Write three things where you say something about the benefits of self-assessment. If you do not think there are any benefits of self-assessment, write "none" in all the cells.
Skriv tre punkter som du mener er dumt med å vurdere seg selv. Dersom du mener at det ikke er noe dumt med å vurdere seg selv, så skriver du ingen i alle feltene.	Write three things where you say something about the disadvantages of self-assessment. If you do not think there are any disadvantages of self-assessment, write "none" in all the cells.
Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.	Why do you want/not want to learn English? Write no more than three bullet points.

APPENDIX 7 PHASE 1 SURVEY (DOCUMENTS 7A-1 TO 7B-3)

7A-1

Candidate	Intrinsic Motivation				Commitment to Activity			
	I wanted to do the English tasks I was assigned.	I liked doing the English tasks I was assigned.	I thought the tasks I was assigned were fun.	Category score	I thought I worked well with English homework.	I thought I worked well in English lessons at school.	I reflected on whether I was well prepared for what I was to work with in English at school.	Category score
252	5	5	4	14	5	5	5	15
253	5	5	4	14	5	4	1	10
256	5	4	4	13	6	4	3	13
259	5	5	4	14	5	5	4	14
263	4	4	4	12	5	5	4	14
266	5	5	4	14	5	5	4	14
268	5	5	4	14	5	5	4	14
271	4	4	4	12	5	5	4	14
272	6	5	5	16	5	6	4	15
273	5	4	4	13	5	5	5	15
276	6	5	4	15	6	5	5	16
277	4	4	4	12	5	5	3	13
281	4	4	4	12	6	5	4	15
283	4	4	3	11	6	5	4	15
284	5	5	4	14	5	5	6	16
286	2	2	3	7	3	3	3	9
289	5	5	4	14	5	5	1	11
292	4	5	4	13	5	5	4	14
293	5	5	4	14	5	5	5	15
295	5	5	5	15	6	5	5	16
298	6	6	6	18	6	6	4	16
299	5	5	4	14	6	6	6	18
Sum	104	101	90	295	115	109	88	312
Participants	22	22	22	22	22	22	22	22
Mean	4,73	4,59	4,09	13,41	5,23	4,95	4,00	14,18
Mode	5	5	4	14	5	5	4	14

7A-2

Autonomous Self-Assessment					Encouraged Self-Assessment						
Candidate	I reflected on, when there was something I did not master, whether I could do something different				Category score	My teacher asked me to					Category score
	1) in English lessons at school. 2) when working on English homework. 3) I reflected on the feedback I received on my English work.					1) describe how I worked with English tasks. 2) describe what I did to learn English. 3) check whether I understood the English tasks I was assigned. 4) look through comments on tests, written assignments and presentations. 5) comment on feedback I had received on tests, written assignments and presentations.					
252	2	2	6	10	3	1	2	1	2	9	
253	3	2	4	9	2	4	2	3	2	13	
256	3	3	3	9	1	2	5	6	5	19	
259	4	3	4	11	1	2	2	3	1	9	
263	4	4	5	13	4	3	2	5	4	18	
266	6	4	6	16	2	2	5	2	1	12	
268	4	4	6	14	2	2	4	5	5	18	
271	4	5	6	15	2	1	5	6	2	16	
272	5	4	6	15	5	4	4	4	4	21	
273	4	4	6	14	4	4	4	6	6	24	
276	5	5	6	16	4	3	5	3	2	17	
277	5	5	6	16	2	4	1	5	1	13	
281	5	4	6	15	3	2	4	5	4	18	
283	4	5	5	14	4	5	5	6	4	24	
284	6	6	5	17	4	3	6	6	6	25	
286	4	4	4	12	4	3	5	5	3	20	
289	4	4	5	13	4	4	4	5	6	23	
292	6	5	6	17	4	4	5	6	6	25	
293	3	3	6	12	4	5	5	5	4	23	
295	5	5	6	16	6	6	6	6	5	29	
298	5	6	6	17	4	3	4	5	2	18	
299	5	5	6	16	5	5	6	6	5	27	
Sum	96	92	119	307	74	72	91	104	80	421	
Respondents	22	22	22	22	22	22	22	22	22	22	
Mean	4,36	4,18	5,41	13,95	3,36	3,27	4,14	4,73	3,64	19,14	
Mode	4	4	6	15	4	4	5	5	2	18	

7A-3

Candidate	Encouraged Autonomy				Relatedness	
	My teacher asked me to 1) suggest tasks that we could work on in English lessons. 2) suggest how I could work on English tasks. 3) comment on response I had received on tests, written assignments and presentations.				I asked my teacher for help to solve English tasks I was assigned.	
				Category score		Category score
252	4	4	6	14	3	3
253	5	5	5	15	3	3
256	2	2	5	9	4	4
259	4	3	2	9	4	4
263	2	1	1	4	4	4
266	3	4	4	11	4	4
268	1	3	2	6	4	4
271	2	4	2	8	3	3
272	4	3	6	13	5	5
273	4	2	2	8	3	3
276	4	1	6	11	3	3
277	4	4	5	13	5	5
281	4	4	4	12	5	5
283	2	2	2	6	4	4
284	4	4	6	14	3	3
286	3	3	1	7	3	3
289	5	3	4	12	2	2
292	5	4	3	12	4	4
293	1	1	5	7	4	4
295	2	3	4	9	5	5
298	4	4	4	12	2	2
299	5	4	1	10	6	6
Sum	74	68	80	222	83	83
Respondents	22	22	22	22	22	22
Mean	3,36	3,09	3,64	10,09	3,77	3,77
Mode	4	4	4	7	4	4

7B-1

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of intrinsic motivation	
Man vil bli bedre i Engelsk.	That you want to improve your English.
Jeg tror det betyr at man faktisk har lyst å lære.	I think it means that you really want to learn.
At vi har lyst til å lære nye ting.	That we want to learn new things.
De synes engelsk er kjekt.	They think that English is fun.
Man har lyst til å lære.	You want to learn
Jeg tror det betyr at man faktisk har lyst å bli bedre.	I think it means that you actually want to improve.
Jeg tror det betyr at de vil lære mye engelsk	I think it means that they want to learn a lot of English.
Man må ha lyst til å lære engelsk;	You want to learn English.
Man har lyst til å lære mer.	You want to learn more.
Man liker engelsk og synes det er spennende og interessant.	You like English and think of it as exciting and interesting.
Man vil lære engelsk.	You want to learn English.
Man synes det er kjekt å lære engelsk.	You think learning English is fun.
Man vil.	You want to (learn English).
Man vil jobbe med engelsk.	You want to make an effort in English.
Man har lyst til å jobbe med engelsk.	You want to make an effort in English.
Man ønsker å lære mer.	You wish to learn more.
Man liker å jobbe med engelsk.	That you like working with English.
Man har lyst til å lære i timene.	You want to learn in the lessons.
Man har lyst til å jobbe med engelsk.	You want to work with English.
Man liker faget.	You like the (English) subject.
Man har lyst til å lære.	You want to learn.
Man synes det er kjekt.	You think it is fun.
Man synes det er gøy.	You think it is fun.
Man vil lære.	You want to learn.
Man vil lære mer.	You want to learn more.
Man vil lære språket.	You want to learn the language.
Man er villig til å lære mer.	You commit willingly to learn more.
De vil bli flinke i engelsk.	They want to be good at English.

7B-2

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of commitment to activity – source of motivation could be both intrinsic and extrinsic motivation	
At man gjør noe for å bli bedre i Engelsk.	That you do something to improve your English.
At vi stiller spørsmål og svarer	That we ask questions and answer.
Man er engasjert i timene.	That you show enthusiasm in the lessons.
At man gjør leksene sine i Engelsk skikkelig.	That you do your English homework properly.
At man følger med i timene.	That you pay attention in the lessons.
At man jobber godt med engelsk.	That you work well with English.
Klar for å lære nye ting.	That you are ready to learn new things.
Jobbe hardt.	Work hard.
At man gjør så godt man.	That you do as well as you can.
Man følger med.	That you pay attention.
At vi følger med i timen.	That we pay attention in class.
At man følger med	That you pay attention.
Man sløver ikke.	You are not apathetic.
Man tuller ikke.	You do not fool about.
Man tar i mot råd.	You accept being advised.

7B-3

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of extrinsic motivation.	
At man vil flytte til et engelsktalende land.	That you want to move to an English speaking country
At man vil få gode karakterer.	That you want to have good grades.
Reise til utlande og snakke engelsk.	Travel abroad and speak English.
Å snakke med engelske folk.	Talk with English people.
Kunne mer språk.	Know more languages.
Få bedre karakterer.	Get better grades.
Man gjør oppgavene riktig.	You do the tasks correctly
Man øver mye på prøver.	Practice a lot for tests.
Man lærer rettskriving.	Learn ortography.
At man er glad om man får til noe i Engelsk.	That you are happy when you are able to achieve something in English.

APPENDIX 8 PHASE 3 SURVEY (DOCUMENTS 8A-1 TO 8D)

8A-1

Candi-date	Intrinsic Motivation				Category score	Commitment to AActivity			
	1) I wanted to do the English tasks I was assigned.	2) I liked doing the English tasks I was assigned.	3) I thought the tasks I was assigned were fun.	Category score		I thought I worked well	- with English homework.	- in English lessons at school.	Category score
252	4	5	5	14	5	5	4	14	
253	4	4	4	12	5	5	2	12	
256	5	4	4	13	6	5	5	16	
259	5	4	3	12	5	5	3	13	
263	4	4	3	11	5	4	4	13	
266	4	4	4	12	4	5	5	14	
268	5	4	4	13	5	5	5	15	
271	5	4	4	13	5	5	5	15	
272	5	5	5	15	6	5	4	15	
273	5	4	4	13	6	5	5	16	
276	5	4	3	12	5	5	5	15	
277	5	4	3	12	5	6	4	15	
281	4	4	3	11	6	5	4	15	
283	5	5	4	14	6	6	6	18	
284	5	5	4	14	6	5	6	17	
286	2	2	2	6	4	3	4	11	
289	5	5	5	15	6	6	5	17	
292	5	4	4	13	5	4	4	13	
293	5	5	4	14	6	6	5	17	
295	6	6	5	17	6	6	5	17	
298	6	6	5	17	6	6	5	17	
299	4	4	3	11	5	5	4	14	
Score	103	96	85	284	118	112	99	329	
Respondents	22	22	22	22	22	22	22	22	
Mean	4,68	4,36	3,86	12,91	5,36	5,09	4,50	14,95	
Mode	5	4	4	12	5	5	5	15	

8A-2

	Autonomous Self-Assessment				Encouraged Self-Assessment					
Candidate	I reflected on, when there was something I did not quite master whether I could do something different 1) in English lessons at school. 2) when working on English homework. 3) I reflected on the feedback I received on my English work.			Category score	My teacher asked me to 1) describe how I worked with English tasks. 2) describe what I did to learn English. 3) check whether I understood the English tasks I was assigned. 4) look through comments on tests, written assignments and presentations. 5) comment on feedback I had received on tests, written assignments and presentations.					Category score
252	6	6	6	18	5	5	1	6	3	20
253	3	2	2	7	1	1	4	5	1	12
256	4	6	6	16	6	6	6	6	5	29
259	3	3	4	10	1	1	1	5	1	9
263	4	4	5	13	4	4	4	5	4	21
266	4	4	5	13	4	1	1	5	1	12
268	4	3	6	13	4	4	4	6	6	24
271	5	5	6	16	5	4	5	6	6	26
272	5	4	4	13	3	1	6	6	6	22
273	5	4	6	15	4	5	5	6	6	26
276	4	4	5	13	4	3	5	5	4	21
277	5	5	5	15	2	3	5	6	5	21
281	5	4	5	14	5	4	4	5	3	21
283	5	5	6	16	5	5	4	5	5	24
284	6	5	5	16	4	4	6	6	6	26
286	3	2	5	10	5	4	4	6	4	23
289	5	4	5	14	2	2	4	5	4	17
292	3	5	5	13	4	3	4	6	4	21
293	4	3	5	12	5	4	5	5	5	24
295	6	6	6	18	6	6	5	6	6	29
298	4	5	6	15	4	4	5	5	5	23
299	4	4	6	14	4	2	4	5	2	17
Sum	97	93	114	304	87	76	92	121	92	468
Respondents	22	22	22	22	22	22	22	22	22	22
Mean	4,41	4,23	5,18	13,82	3,95	3,45	4,18	5,50	4,18	21,27
Mode	4	5	5	13	4	4	4	5	6	23

8A-3

Candidate	Encouraged Autonomy				Relatedness	
	My teacher asked me to 1) suggest tasks that we could work on in English lessons. 2) suggest how I could work on English tasks. 3) comment on response I had received on tests, written assignments and presentations.				Category score	I asked my teacher for help to solve English tasks I was assigned.
252	5	5	3	13	2	2
253	3	1	1	5	4	4
256	6	6	5	17	5	5
259	4	1	1	6	4	4
263	5	4	4	13	4	4
266	1	2	1	4	3	3
268	5	5	6	16	5	5
271	5	6	6	17	4	4
272	4	4	6	14	4	4
273	5	5	6	16	4	4
276	3	4	4	11	3	3
277	4	3	5	12	4	4
281	4	5	3	12	4	4
283	5	5	5	15	5	5
284	4	5	6	15	4	4
286	4	4	4	12	3	3
289	4	4	4	12	2	2
292	4	4	4	12	4	4
293	5	5	5	15	3	3
295	6	5	6	17	5	5
298	6	4	5	15	4	4
299	3	4	2	9	4	4
Sum	95	91	92	278	84	84
Respondents	22	22	22	22	22	22
Mean	4,32	4,14	4,18	12,64	3,82	3,82
Mode	4	4	6	14	4	4

8B-1

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicators of Introjected regulation	
	The respondent accept that others think it is important to learn English. The respondents accept that learning English is important, however not necessarily desirable.	
268	Fordi det er det flest i verden som snakker.	Because it is (the language) most people in the world speak.
284	Jeg har lyst til å lære engelsk fordi det er et enormt språk i den moderne verden.	I want to learn English because it is an important language in the modern world.
293	Jeg har lyst til å lære engelsk fordi det er veldig viktig å kunne;	I want to learn English because it is really important to know (English).
298	Det er det mest brukte språket i verden.	English is the language most people in the world use.

8B-2

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicator of Identified regulation	
	The respondents accept the importance of learning English. They identify the importance of learning English as a personal gain. That is; Learning EFL is important and desirable as it provides the respondents with opportunities that are considered important.	
252	Det er nyttig.	It (English) is useful.
253	Jeg har lyst og lære engelsk siden når du drar til et annet land må du snakke det språket fra det landet eller engelsk.	I want to learn English because when you go to another country, you have to be able to speak the language of the country or English.
256	Jeg har lyst til å lære engelsk slik at jeg kan reise til land de snakker engelsk.	I want to learn English so that I can travel to countries where they speak English.

256	Jeg vil lære det slik at jeg kan bestille mat på engelsk.	I want to learn it (English) so that I can order food in English.
266	Da kan man snakke med andre som ikke kan Norsk.	Then you can talk to others who do not know Norwegian.
272	Jeg synes også at det er viktig å lære et annet språk også.	I think it is important to learn another language (than Norwegian) too.
273	Når jeg blir eldre har jeg bruk for engelsk.	When I grow older I need English.
276	Jeg har lyst til å lære engelsk fordi det er viktig å kunne snakke et verdensspråk.	I want to learn English because it is important to speak a world-language.
277	Jeg har lyst til å lære Engelsk for da kan jeg snakke med folk i utlandet.	I want to learn English because then I can speak with people abroad.
277	Jeg har lyst til å lære Engelsk for søskenbarnene mine er canadiske.	I want to learn English because my cousins are Canadian.
283	Jeg har lyst til å lære engelsk, fordi engelsk er et viktig fag. Du trenger det resten av livet ditt.	I want to learn English because English is an important subject. You need it the rest of your life.
284	Engelsk hjelper meg å forstå andre språk lettere.	(Knowing) English helps me understand other languages better.
292	Du kan også forstå tv-pogrammer og filmer på engelsk.	You may also understand tv-programs and films in English.
293	Jeg har lyst til å lære engelsk for det er veldig nyttig å kunne fordi da kan du snakke med nesten alle personer i verden.	I want to learn English because it is very useful to know as I then (when I know it) can talk to almost all people in the world.
295	Engelsk er et språk for å kunne lese ting på internett, engelsk dukker nesten opp hele tiden på internett.	English is a language you need to read things on the internet. English come up almost all the time on the internet.
295	Jeg har lyst til å lære engelsk fordi engelsk er et språk som lønner seg å kunne i nesten alle land.	I want to learn English because English it pays off to know English in almost all countries.
298	Det er nyttig å kunne det	It is useful to know it (English.).
299	Jeg har lyst til og lære engelsk siden vi får bruk for det når vi blir eldre.	I want to learn English as we need it when we grow older.

8B-3

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicators of Integrated regulation	
		The respondents accept the importance. The respondents identify the importance as a personal gain and include it in their own value system. It is a motivator perceived as coming from the respondents' own value systems. That is; Learning English is important and desirable as it provides the respondents with opportunities that they consider important to themselves.
252	Da kan du snakke med folk rundt om i verden;	You can speak to people around the world.
259	Jeg har lyst til å lære engelsk for da kan jeg snakke med folk fra andre land.	I want to learn English because then I can talk to people from other countries.
263	Jeg har lyst til å lære engelsk siden da kan du kommunisere med andre.	I want to learn English as I then (when I know English) can communicate with others.
263	Jeg vil lære engelsk siden da kan jeg forstå andre folk.	I want to learn English as I then (when I know English) can understand others.
268	Da kan jeg kommunisere med andre.	Then I can communicate with others.
271	Så jeg kan snakke bedre med folk når jeg er i andre land.	So that I can speak more easily with people when I am in other countries.
272	Jeg hadde lyst til å lære engelsk fordi jeg ville kunne snakke med andre mennesker når jeg var på ferie.	I wanted to learn English because I wanted to be able to speak to other people when I was on vacation.
273	Slik at jeg kan kommunisere med folk fra andre land.	So that I can communicate with people from other countries.
281	Jeg vil lære engelsk fordi da kan jeg reise til andre land og snakke med folk.	I want to learn English because then I can travel to other countries and talk to other people.
289	For å kunne snakke med mennesker fra andre land.	To be able to speak to people from other countries.
292	Det er bra også hvis du er i utlandet og spør folk om noe.	It is also good (to know) if you are abroad and aske people something.

293	Nesten alle land snakker engelsk og da er det lettere å kommunisere.	They speak English in almost all countries and then (when knowing English) it is easier to communicate.
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8B-4

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicators of Intrinsic motivation	
	English is a desirable trait in its own right - and the motivation for EFL learning has its origin in the respondents' own reward system. That is; Learning English is valuable to the respondents in its own right.	
253	Det er et interessant språk.	It is an interesting language.
253	Det er gøy.	It is fun.
256	Jeg har lyst til å lære engelsk slik at jeg kan skrive, snakke og lese på engelsk.	I want to learn English so that i can write, talk and speak in English.
268	Det er gøy og kunne mange språk.	Knowing many languages is fun.
284	Engelsk er et gammelt og spennende språk.	English is an old and exciting language.
289	(Jeg kan) Forstå hvordan det er i andre land og religioner, ved å snakke med andre barn og mennesker.	By speaking to other children and people, I can understand what it is like in other countries and religions
298	Engelsk er gøy.	English is fun
299	Og det er kjekt og kunne et annet språk enn bare Norsk.	It is fun to know another language than only Norwegian.

8B-5

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
	Indicators of curbed motivation	

Candidate	Curbed motivation refers to a situation where the students' motivational process might be interfered which again may lead to a drop in the students' motivation to commit to the activity at hand.	
252	Du slipper lekser	You do not have to do homework.
263	Jeg har ikke lyst siden det er litt slitsomt	I do not want to (learn English) as it is urksome.
286	kjedelig	Learning English is boring.

8C-1

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
252	Du har mulighet til å sammenligne så du kan se om du er realistisk.	You have the opportunity to compare (with the teacher's feedback) and see if your expectations are realistic.
273	Da finner man ut mer om seg selv.	You learn more about yourself.
273	Man kan få motivasjon.	You can become motivated.
277	Jeg synes at det er bra å vurdere seg selv for da får jeg selvtillit.	I think it is positive to self-assess because then I become more self-confident.
283	Da vet du hva du er god til.	Then you know what you are good at.
284	Du får bedre selvinnsett.	You increase your self-knowledge.
286	Du får revurdere hvordan du har jobbet.	You can evaluate how you have worked.
289	Man tenker over hvordan man jobber.	You think about how you work.
298	Vi får vite litt mer selv hvordan vi føler at vi ligger an.	We can understand better what achievement level we are at.
299	Vi ser hvordan vi ligger i engelsken.	We see how we are doing in English.

8C-2

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
253	Du får se hva du har gjort feil og rette på det.	You can discover what mistakes you have made, and correct them.
256	Jeg kan lære av feilene.	I may learn from my mistakes.
256	Kan gjøre det bedre neste gang.	I may improve on the next assignment.
268	Da lærer du av feilene dine.	When self-assessing, you learn from your mistakes.
273	Da lærer man som oftest.	Often you may learn.
283	Da vet du hva du trenger å øve på.	Then you know what you need to work at.
284	Man finner feil, og lærer av dem.	You find mistakes, and learn from them.
284	Du ser hva du kan gjøre bedre på neste oppgave.	You see where you can improve on the next assignment.

289	Man kan forstå hva en må jobbe mer med.	You may understand what you need to work more at.
289	Man lærer.	You learn.
292	Det er bra vurdere seg selv fordi da kan du se på noen av feilene dine.	It is positivet to self-assesss because then you can look at some of your mistakes.
292	Da kan du vite hva du kan øve på til å bli bedre.	Then you can know what you need to work at to improve.
292	Da kan du finne noen oppgaver som du kan jobbe med innenfor det du må øve mer på	You can find some tasks that you can work on within the area where you need to focus your efforts.
299	Vi ser hva vi må jobbe mer med.	We see where what we need to work at.

8C-3

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
271	Fortelle hva man synes er vanskelig.	Tell (the teacher) what you think is difficult.
271	Fortelle hva man synes var lett.	Tell (the teacher) what you think was easy.
271	Fortelle læreren hva vi mener om arbeidet vårt.	We can inform the teacher what we think about our work.
272	Du kan vis hva du selv mener om arbeidet ditt.	You can inform (the teacher) what you think abot your work.
272	Læreren kan se hvordan du syns det går med deg.	The teacher may see how you think you are doing.
276	Det er bra fordi da kan lærerne se hvor gode eller ikke gode vi tror vi er.	It is good because then the teacher may discover how good or not good we think we are.
283	Det er bra fordi da vet læreren hva du trenger å øve på.	It is good, because then the teacher knows what you need to work at.
293	Du gir dine egne meninger.	You give you own opinions (on your work).
293	da trenger ikke læreren å gjette hva vi synes	Then the teacher does not need to guess what we think.
298	Læreren får vite om vi liker oppgavene.	The teacher knows if we like the tasks.

8D

Candidate	Write three negative things about self-assessment. If you think that there is nothing negative about self-assessment, you write "none".	
252	Det er dumt hvis ikke læreren vurderer i tillegg, fordi da får du kanskje ikke en oppriktig vurdering.	It is negative if the teacher do not assess as well, because then you might not receive an honest assessment.
284	Det er dumt fordi det tar litt tid.	It is negative because it takes some time.
293	Du må tenke nøye gjennom det.	You have to think it through thoroughly.
295	Du kan tro at du er bedre enn det du egentlig er og då kan selvtillitten knekke.	You may think that you are better than you really are and then your self-confidence may break.
293	Det tar noen ganger litt tid.	sometimes it takes a little bit of time.
295	Du kan tro du er dårligere enn det du egentlig er og då kan det være at du ikke gidder å lese til prøver, eller å lese tilbakemeldinger fordi du forventer at det skal være så dårlig	You may think that you are not as good as you really are and then you might not bother practicing for tests or read responses because you expect them to be so bad.

APPENDIX 9 PHASE 2 PRE-READING ACTIVITY ON AUSTRALIA (DOCUMENTS 9A TO 9C)

9A

Make a bullet-list where you describe and explain what you think is interesting about this topic. If you do not think that anything is interesting, you write "nothing".	
Garth	None
John	nothing
Oscar	Jeg har ikke hatt om det ennå
Paul	none
Tina	nothing
Winston	ingenting
Al	none
Drew	nothing
Walt	
Karen	I think that it could be interesting because it could be educational
Nancy	Australia har vært en del av England lenge, men var det ikke en konflikt om at New Zealand og Australia ville bli egne land.
Boris	Learn more about Australia My cousin lives there so it is interesting to see how it is there.
Dave	I have interest in history which this task allows me to work with
Donna	Yes we can learn about Australia.
Glenda	I think this topic is interesting because we will learn more about Australia.
Greg	urbefolkningen
Irene	It's fun to learn new stuff, and I think history is very interesting.
Jarvis	To learn about Australia Cultures Language
Johanna	The animal and nature in Australia
Nigel	About the country, history. How the British men came to Australia.
Orville	It is interesting to learn about Australia because I do not know so much about that country.
Peter	I think Australia is an interesting country with special animals.
Axel	Australia's historie
Carrie	I feel that the beyond is interesting
Celine	I would like to learn about the history, because I don't know much about it and think it is interesting.

Chris	I think this topic is interesting because I know Australia was in the war world 1
Eve	learn more about Australia how to write texts
Martin	I think it's interesting to learn about the history of countries that got taken over by England.
Mike	I really like to know about the history of Australia.
Mona	I'm really interested in history so I hope we're going to learn about the aboriginals and the prisoners that came to Australia.
Sam	Det er interessant å lære mer om Australia.
Sara	Geography Country Language
Steve	The history of Australia is interesting because it is ancient and different.
Tim	to learn more about Australia

9B

Make a bullet-list where you describe and explain what you think is fun about the topic. If you do not think that anything is fun, you write "nothing".	
Donna	Nothing
Garth	none
Glenda	I don't know.
Greg	nothing
Johanna	nothing
John	nothing
Paul	none
Tina	Nothing
Winston	ingenting
Al	none
Axel	none
Drew	none
Eve	nothing
Karen	nothing
Martin	nothing
Sam	NOTHING YET
Tim	Uncertain (The same as I marked on "interesting")

Orville	It can be fun to know some facts.
Boris	Learn about the aboriginals.
Dave	I have interest in history which this task allows me to work with
Irene	History Ways to live geography
Jarvis	To learn new things
Nigel	great Barrier Reef.
Oscar	jeg tror det kommer til å bli morsomt
Peter	I like learning new and interesting things about countries.
Carrie	The stories
Celine	I'm looking forward to learn about some of the Animals.
Chris	i think this topic is fun beacuse i wanna learn more about australia
Mike	It is fun to learn how different dialects of a language were made.
Mona	Learning about the animal life
Nancy	I think it's fun to learn about other cultures, languages and countries.
Sara	Finne morsomme fakta om Australia.
Steve	The geography
Walt	Australia is country with lots of animals and beaches.

9C

Make a bullet-list where you explain why you answered yes, no or uncertain to the question "Is it easy to motivate yourself to study this topic".		Yes	No	Uncertain
Garth	none			x
Paul	none			
Tina	Because there is something that is easy to motivate myself to and there is something that is hard to motivate myself to.			x
Winston	vet ikke ennå			x
Al	none	x		
Drew	none	none		none
Eve	I am a little uncertain about this topic, because i don't know nothing about Australia.			x
Dave	if we have to present a presentation I might become less motivated			(x)

Glenda	Fordi jeg har ikke startet med å jobbe med dette tema. Og derfor vet jeg ikke om det blir mye skriving eller lesing, som gjør at jeg er usikker på om det blir lett å motivere meg med denne oppgaven. Men selvfølgelig skal jeg jobbe.			x
Greg	Because i don't like homework			x
Mike	I answered yes because I want to get good grades	X		
Mike	I have many goals for my future.	x		
John	Hvis du bestemmer deg for det.	x		
Orville	I think it is easy to motivate myself by making the topic fun.	x		
Martin	I think It is easy to motivate me because I gonna always do the best I can.	x		
Boris	Because it is interesting to learn about Australia.	x		
Dave	The topic is interesting			x
Donna	animals	x		
Irene	I don't know much about it from before so it will be fun to learn about Australia.	x		
Jarvis	I answered yes because because it is a fun theme.	x		
Johanna	Because i have been in Australia	x		
Nigel	Because it's a interesting topic.	x		
Oscar	Jeg svarte ja for jeg tror det kommer til å bli gøy å da er det lettere å bli motivert	x		
Peter	because like i said i like finding new and interesting things about countries.	x		
Axel	Because i wanna learn more about Australia.	x		
Carrie	Because it is a fun topic	x		
Celine	Because I like reading, and speaking english.	x		
Chris	Beacuse i wanna learn more about this contury.	x		
Karen	I am excited to work with this topic	x		
Mona	Beacause I like to work about the country and animal life I like to know more about Australia	X		
Nancy	I think it's easy to motivate myself because I like to learn about other cultures, languages and countries.	X		
Sam	fordi noen temaer er morsomme mens andre er ikke. Jeg må begynne å jobbe før det blir mer motiverende			x
Sara	Jeg liker å lære nye ting som dette.	x		
Steve	Australia is an interesting country with a cool wildlife and history	x		

Tim	Because I do not know much about the topic beforehand. The topic seems fun, and there is much to learn.	x		
Walt	Because i like Austalia I like animals I like to swim	x		

APPENDIX 10 PHASE 2 SELF-ASSESSMENT ACTIVITY AFTER TEXT 1 (DOCUMENTS 10A TO 10 E)

10A Question 1; How well have you written your texts in this task? Explain why.

	I guess it was ok.
Donna	I was writing the half and Linda the other half.
Greg	I think i have written not bad but not very good either. So i think i have written middel good.
Johanna	skjønte ikke spørsmålet.. I did not understand the question.
Nancy	This wasn't my best text, but it wasn't so bad. I think I could do it better
Nigel	none
Dave	In my opinion my text was well written, I believe that the document that we got explaining the task was misinforming
Glenda	I don't like the tekst i wrote. It was really difficult to find facts about pizza, and i didn't know what to write.
Irene	It was okay i guess i put a lot of work in it and stuff but i have never been very good at writing stuff so.
Linda	I think i did it good but not so good, and that's because i'm not good to build up an tekst.
Peter	I think i did a decent job. I did more like a to do list and i did not know what i would write after the first paragraph.
Selena	I think that I could do it better. Because I am not so good to write in english.
Alex	I did it great because i wrote that i had to write.
Carrie	I feel like I have wrote a good text because I have done what I were oing to do and I have answered the questions.
Celine	I think i've written my text good. i had good facts,
Drew	I feel like i wrote a good text because I got help from my mom and feel like I had good sentences.
Eve	I think that the text was good, because I filled most of the criteria.
Mona	I think that I wrote pertty good,beacause I wrote whole sentences
Orville	I have written my text well because I have written everything I was going to write.
Oscar	Jeg synes vi har gode svar fordi vi svarer skikkelig. I think we have good answers because we answer properly.
Paul	I think i have wrote a great text because i didn't write one word wrong
Tina	Passe, jeg gjorde det vi skulle men jeg kom ikke så veldig langt.

	Average, I did what we were supposed to do, but did not get very far.
Al	I think i have written some sort of a good text i think. Because i have answer for the questions but not the best answers.
Boris	Pretty good because I wrote very much and got many facts.
Celine	and i feel that i described everything you need to know about rhythmic gymnastics
Chris	I think its good beacuse i i dont wrote wrong.
Garth	I think i have average texts in this task because i have a bit of typing errors.
Jarvis	I did have a lot of facts so I think it's pretty decent. I think it was a little bit short.
John	I think my text is decent and i have much facts about football. I have written the words wrong and i have conjugated wrong
Karen	I think I have good texts, but maybe I have written about the same thing sometimes
Mike	I think I wrote an okay text. I answered the task in a good way. And I think I don't have too much mistakes, just the rule with it is, there is and there are.
Sara	Jeg har gode utfyllende svar på oppgavene. I have good and substantial answers to the tasks.
Steve	I think I have written a god text because I have given a good explanation about my dream country.
Winston	i think i have written it pretty nice because i feel like i have used proper grammar.
Sam	I have written my text well because I have explained some of the things I have written about very well. But I could explained something better.
Tim	I think I have written the texts well. I have a few mistakes, but I think the text has many facts and opinions, and the flow of the text is decent.

10B Question 2; How is the language in your text?

Greg	I think my language is good in my text
Irene	It's good because i checked it with my mom and i used google translate on some of the words i didn't know.
Jarvis	It was average I think.
Mike	It became too much litany, but I think my language was okay.
Nigel	none
Peter	I think it is about average. Well i think most here used the same language as me.
Sara	Usikker på hva du mener med dette? Uncertain what this means.

Winston	i think it is pretty good
Donna	it is not that good. Because i like to speak english but i am not that good at writing it.
Garth	My language is average because my english is not so good.
Glenda	I really think that i could write a better language in the tekst. But it was hard to write about pizza.
Linda	It is not so good grammar in it. Because i'm not good in grammar
Al	My language is good because i have not written a big mistake in the text.
Boris	I think it was good because I tried to not use get, so and did.
John	I think the language in my text is average because i spell something wrong and something correct.
Alex	My language was good because i wrote the text readable.
Celine	It was good in my opinion, but I had 3 words that could have been written another way, but other than that i thought that it was good.
Drew	I am not sure but think it was good because I didn't have many mistakes.
Eve	The language was okey, but I have some words wrong spelled.
Johanna	It is much writing "feil" There are many spelling mistakes.
Karen	It's okay, but I can practise more on it
Mona	I think it's good, because I wrote english, but got some mistakes.
Nancy	I think my language was good, I don't think I had so many -skrivefeil- spelling mistakes.
Orville	The language is good because I have used the words right.
Oscar	Språket er bra for det ikke er overdrevet. The language is good because it is not exaggerated.
Sam	I think my language is good because I didn't have many wrong words.
Selena	The language in my text is not so good. I could be better to explain what I mean.
Steve	I have a good language in my text with some small mistakes.
Carrie	The language in the text is English and I have wrote it with my own words.
Chris	It's good because i write good english .
Dave	In my opinion I used good vocabulary and correct grammar.
Paul	I think my language is ok but i see now that i added some extra word that i don't need
Tim	The language is good. I have varied my use of words and used my vocabulary well. There are a few mistakes.
Tina	Passe, noe skrev jeg feil og andre ting hørt ut når jeg leste det. Average. Some (of the words) I spelled incorrectly and other things sounded strange when I read.

10C Question 3; How is the paragraphing in your text

Boris	It could be better.
Dave	In my opinion I did not do a very good job diving my text into paragraphs
Greg	I don't have paragraphs in my text because i use my homework
Jarvis	I did that good.
Nigel	none
Sara	Avsnittsinndelingen i teksten min var helt greie, men ble ikke ferdig så det var litt vanskelig å se.
Winston	ikke gode avsnitt
Drew	I probably could have more paragraphs but didn't find anything more interesting.
Garth	I have to paragraphs in the text. I didn't have anything more to write about.
Glenda	I can't say if the paragraphing in the text is good or not since i didn't write so many facts.
Al	My paragraphing is not the best because i wrote like points on some of the text
Alex	my paragraphing is good because i take a paragraph when i need to.
Celine	I could have splitted one of the paragraphs in two.
Chris	It could be better but i put paragraphing were i supposed to put them.
Donna	It is good i think. Because i did not have to many or to little.
Eve	It was good, I have divided the paragraphs like it says in the criteria.
John	The paragraphing is good because the first paragraph is good and long.
Karen	It's good, I have divided them in 3 pieces
Linda	It is a little bit small and it is not so much tekst.
Mike	I think that my paragraphing was divided good, one paragraph that says what I want to become and the other one that says how I have to become that.
Nancy	It wasn't a long text, so I only had two paragraphs.
Orville	I have paragraphed good because I have 4 parts.
Oscar	DEn er god for vi bruker det når vi skal bruke det. It is good because we use it when we are supposed to.
Paul	I think my paragraphing is ok because the text is two paragraphs
Selena	I took paragraphing three times in the text. I think that I am good to set paragraph.
Tim	I think the paragraphing in the texts is decent. I have marked well where the paragraph begins and ends.
Tina	passe, jeg delte det inn som jeg skulle men jeg fikk bare skrive en setning på andre avsnitt
Carrie	My paragraphing could be better so I should make them mor that you can see them.

Irene	Very bad i didn't think about that until now.
Johanna	The paragraph is great "inndelt" but it is maybe a little messy.
Mona	I have paragraphs in the text,and I have paragraphs in like different subbdjekts.
Peter	The first two are alright but the last one starts about one thing and ends on another.
Sam	It is good and the paragraph's is linked together.
Steve	I have a great paragraphing in my text because I have different things I am talking about.

10D Describe and explain in your own words two things that you need to work on. Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.1;

Al	1. none 2. none none
Axel	2. I must work on writing a long text. I write not enough text.
Axel	1. I must work on writing straight. I must work on writing straight.
Boris	1. Better paragraphing. Because if I get better paragraphing it is easier to read my texts.
Boris	2. More fact about some few things and not just a bit about much. Because it is difficult for the reader to remember if is facts about many things and it is easier if it just facts about some things, but much.
Carrie	1. none 2. none none
Celine	1. I should check that it is correct grammar. 2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. So that I have a good readable text
Celine	2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. then I don't have any spelling mistakes
Celine	2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. so that I see it if i have some words that could be written in another word.
Chris	1. Have big letters in the start of the sentence. If i have a small letter in the start of the sentence,it will be wrong
Chris	2. My writing fails. And if im gonna write well i need to write right

Dave	2. sticking to a single theme I wrote short texts about stuff not belonging in my task
Dave	1. dividing my text into paragraphs When I write about the same thing it belongs in the same paragraph, if not I must make a new one, something I didn't do during this task
Donna	1. I could have said that i did the task with Linda. 2. And i could have said where i found the information 1. Because if not she will think that we cheat. And she did not know how wrote what.
Donna	1. I could have said that i did the task with Linda. 2. And i could have said where i found the information 2. Because if not she will think i knew all of this. And you should always have sources.
Drew	1. I had a tow mistakes that were pretty easy. 2. I could have had one more paragraph and the other two could have been longer. I get better texts and homework
Drew	1. I had a tow mistakes that were pretty easy. 2. I could have had one more paragraph and the other two could have been longer. I feel better handling in the homework.
Eve	1. I have to work more with gramma, because I don't write the words or the sentence right. 2. I also need to read more books to learn more words. It's very important to fill the criteria to have a good tekst.
Eve	1. I have to work more with gramma, because I don't write the words or the sentence right. 2. I also need to read more books to learn more words. To write the words right is important to understand more of the text.
Garth	2. More creativity I don't have any creativity.
Garth	1. More text I write to short stories.
Glenda	2. I need to write more facts about a theme. I need to focus on writing more facts about a theme so the text I write can get a better grade.
Glenda	1. I need to work better with write better with more difficult word. I need to focus on write better with more difficult words. So I can write better stories or just write better in the english period.
Greg	1. Begin sentences Because the text gets boring if the sentences always starts with the same
Irene	1. I need to work on the grammar and spelling even more. 2. Paragraphing & comma. I'm simply very bad at it.
Irene	1. I need to work on the grammar and spelling even more. 2. Paragraphing & comma. I want to get better at it.
Jarvis	1. Longer text 2. Better writing the text Because I will probably get better grades.

Johanna	<ol style="list-style-type: none"> 1. spelling 2. grammar <p>Because i have many "feil" on that</p>
John	<ol style="list-style-type: none"> 1. I have to conjugate better 2. I have many misspellings <p>I get a better grade</p>
John	<ol style="list-style-type: none"> 1. I have to conjugate better 2. I have many misspellings <p>Because then my text gets better</p>
Karen	<ol style="list-style-type: none"> 1. Have the right word 2. Not a lot of "skrivefeil" <p>because it's not so easy to understand the text if there's a lot of "skrivefeil" or the wrong word</p>
Linda	<ol style="list-style-type: none"> 1. I have to write more text. 2. And write down how to make it. <p>Because it is important that you write down how to make it (the food), if not, it can be wrong.</p>
Mike	<ol style="list-style-type: none"> 1. I need to work on the "it is, there is and there are" rule. 2. And not to much litany. <p>I get better grades with a better and more correct text, and I need that to achieve my future goals.</p>
Mike	<ol style="list-style-type: none"> 1. I need to work on the "it is, there is and there are" rule. 2. And not to much litany. <p>It is important to have correct writing rules, for other people to understand what I want to say.</p>
Mona	<ol style="list-style-type: none"> 1. I think writing becuse I have some mistakes <p>I think writing becuse I have some mistakes, beacuse when I am going to write a new text I need to do these things</p>
Mona	<ol style="list-style-type: none"> 2. Have more facts about the thing <p>Have more facts about the thing, beacuse when I am going to write a new text I need to do these things</p>
Nancy	<ol style="list-style-type: none"> 1. I should have described why I wanted to go to USA better. 2. I should have a longer text. <p>I didn't really think about making the text longer, and usually my texts are longer. It was a little bit hard to make it longer because I felt like I didn't have more to write, but now I see that I could have wrote a lot more. These are two of the main things in a text so I should have thought of it.</p>
Nancy	<ol style="list-style-type: none"> 1. I should have described why I wanted to go to USA better. 2. I should have a longer text. <p>I forgot to describe, I was a little bit busy with finding out where I wanted to go and I forgot it. These are two of the main things in a text so I should have thought of it.</p>
Nigel	<ol style="list-style-type: none"> 1. Use my own and different words. 2. Not a lot of misspellings <p>So the text is correctly and everyone understands it.</p>
Orville	<ol style="list-style-type: none"> 1. I need to work on more text. 2. I need to work on my writing. <p>It is important to focus on these two things because it is useful to learn.</p>

Oscar	<p>1. Med presentasjonen</p> <p>2. Litt mer tekst</p> <p>Hvordan de har det på skolen i england</p> <p>De forskjellige tingene som er forskjellig fra den norske skolen.</p>
Paul	<p>1. word that i don't need</p> <p>2. i need to remember to put comma and dots in the right place</p> <p>words that i don't need</p>
Peter	<p>2. I lack imagination.</p> <p>Coming up with a good story or what to write is difficult for me</p>
Peter	<p>1. I have a lot of words to use but i don't use them because i don't know how they are written.</p> <p>Because my writing vocabulary would be bigger if i knew how the words are spelled.</p>
Sam	<p>1. I could work a little bit more with the division of the text.</p> <p>2. Wright fully sentences</p> <p>to get good grade</p>
Sara	<p>1. Jeg kan jobbe med å få litt vanskeligere ord inn i tekstene mine.</p> <p>I can work on including some more difficult words in my texts.</p> <p>2. Og kanskje få litt mere flyt på tekstene (hvis det gidde mening).</p> <p>And maybe achieve more flow in the texts (if that made any sense?)</p> <p>Jeg synes det er viktig å fokusere på disse tingene sånn at jeg kan bli bedre på dem og at jeg kan bli bedre i engelsk.</p> <p>I think it is important to focus on these things so that I can become better at them and improve my English.</p>
Selena	<p>2. And be better to explain what I mean.</p> <p>I am not so good to make people understand what I mean.</p>
Selena	<p>1. Write better english.</p> <p>So then I what to learn better english.</p>
Steve	<p>1. I need to work a bit on grammar.</p> <p>2. none</p> <p>Good grammar is important</p>
Tim	<p>1. I need to work on mistakes I make because I am not thinking.</p> <p>Because the mistakes being made while not thinking have always happened, since the 1st grade. They are unnecessary.</p>
Tim	<p>2. I need to work on even better flow and layout in my text.</p> <p>Flow and layout are important to engage the reader. Without flow and layout the text seems a bit "stop and go" and it is not very fun to read.</p>
Tina	<p>1. Write more</p> <p>2. know if i write correct</p> <p>for å forbedre seg</p> <p>To improve.</p>
Winston	<p>2. skrive mer</p> <p>du lærer mer</p>
Winston	<p>1. jeg må skrive fleire avsnitt</p> <p>mer organisert</p>
Winston	<p>1. jeg må skrive fleire avsnitt</p> <p>fordi du får mer å skrive om</p>

My dream country



My dream country.

Start your text like this:

In my opinion the most interesting country in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this country is interesting. Give at least three reasons for your opinion.
- In the second (and third) paragraph, describe a trip to this place.

Criteria checklist:

- I have given my opinion on why this country is interesting.
- I have written two or three paragraphs.

My favourite sport.



My favourite sport.

Start your text like this:

In my opinion the most interesting sport in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this sport is interesting. Give at least three reasons for your opinion.
- In the second (and third) paragraph, describe how this sport is performed. (What do you do, where etc.)

Criteria checklist:

- I have given my opinion on why this sport is interesting.
- I have written two or three paragraphs.

My favourite food



My favourite food.

Start your text like this:

In my opinion the best tasting food in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this kind of food is the best. Give at least three reasons for your opinion. Remember that you can also write about food from a particular country or continent.
- In the second (and third) paragraph, describe how to cook or/and eat this food.

Criteria checklist:

- I have given my opinion on why this food is good.
- I have written two or three paragraphs.

My Dream Future



Start your text like this:

In the future I think I am a ...

Writing:

Write two or three paragraphs.

- In the first paragraph, explain and describe what type of person you want to be in the future.
- In the second (and third) paragraph, describe what you think you must do to become the person you want to become. Write about at least two things that you hope you will do in the future so that you can be the person you want to be.

Criteria checklist:

- I have explained what type of person I want to be in the future.
- I have written two or three paragraphs where I write about what I must do to become the person I want to be.

APPENDIX 11 PHASE 2 - SELF-ASSESSMENT ACTIVITY AFTER TEXT 2 (DOCUMENTS 11A TO 11D)

11A Question; How well have you written your text in this task? Explain Why.

Karen	I think that I have okey text
Paul	I think my text is ok
Peter	i would say my text is decent/good because i did what i could.
Selena	None
Walt	I think my tekst was average. I mest up a bit but nothing too serious.
Winston	jeg har masse tekst fra heftet. I have included a lot of text from the booklet.
Carrie	I misunderstood a little bit of the text.
Glenda	Jeg har ikke skrevet det som oppgaven sier men jeg har skrevet litt av det oppgaven sier. I have not written what the task asks me to, but I have written a little bit about what the task asks me to do.
Greg	Jeg tror teksten min svarer sånn passe på oppgavene siden jeg synes det er vanskelig. I think my text answers the task averagely as I think it is difficult.
Dave	Good, becuae my text matched the task assigned
Donna	I have been writing this texts good i think, Because i have answered the question.
Drew	I think the texts is ok. The thing I thought was good is that I have fixed the things that were wrong.
Johanna	I think i have written about that i was going to written about
Martin	I think I have a average text, because I have some words that is wrong.
Orville	I have written the text as good as I can. I have also written about a boy who is sent to Australia because he stole a bread.
Oscar	I think that i have a good text because i have written the date on the diary.
Sara	I think that my text is a good text to the task, but I do not think it is perfect.
Steve	I mean I have written a god text in this task because it is a letter from a convict that were sent to Australia, and that was exactly what this task was.
Tina	I wrote a text about something that we was going to write about but i feel that the english isn't very good.
Al	I don't think that the text is so good because when i got it back i realised how much i have copied from the text.
Alex	I think i wrote an okay text, but i wrote the text more a facta text.
Boris	I think I have written a good text in this task because I included many facts and said my own opinion on the different things I wrote about.
Chris	I have not so much writing fails,And i have written like my english teacher can understand the text.

Eve	Jeg synes jeg kunne gjort det bedre. Jeg kunne kanskje lest litt mer grundig på oppgaven og lest på andre artikler før jeg skrev min egen. I think I could have performed better. I could have examined the task properly and read other articles prior to writing my own.
Garth	I have written my text average because i wrote some wrong words.
Irene	I think it was good. After all it is the first time we do this. It probably could have been better, but i'm satisfied with the result.
John	I think I have written an ok text because it wasnt so much facts and I think it was not a text for people on my age
Linda	Ikke så gode, fordi de er ikke veldig godt sortert og fulle av skrivefeil. Not so good, because they are not very well structured, and I have a lot of spelling mistakes.
Mike	I think I have written okay texts, because I had an introduction and an ending. I also think i had sentences that contained important facts about my topic.
Mona	I have written this task good, because I have an easy text and it's my text not the books text.
Sam	I have good texts because they have information.
Celine	I think my text turned out good, because I used my time good and got a full story. I followed the "kriterier" and I like how it turned out.
Jarvis	I have written a good text because I think that many youths will understand and learn what is written in the text.
Nancy	I think I did ok. I could have written a longer text. Some of the text is in the wrong paragraph and when I was supposed to delete one of the paragraphs, I forgot. So a part of the text is a little bit weird. I think I was a little bit stressed at the end of the class. But I think the text itself is good.
Tim	I think I have answered the task well. The article was supposed to be for teenagers, but I do not think I managed to do this.

11B Question 2; How is the language in your text?

Glenda	Jeg mener selv at språket er bra, men det kunne kanskje vært bedre.
Linda	Det er helt greit.
Orville	The language is as good as I can.
Paul	My language in the text is great.
Peter	I would say it's good.
Selena	I think that I have a good language in my text but I can be better to right what I mean.
Winston	ikke så bra
Donna	I don't know for sure i'm not that good at writing texts.
Greg	It could have been better but I don't know all the words i could have used instead of the ones I used.
Johanna	many writing fail because i don't know how i write it

Sara	Good. But i'm not that good so I can practise more on that.
Chris	The language in my text are simpel.
Irene	Good. I have corrected some of it so it is better now than it originally was.
John	I think the language is decent because some things are right and some wrong
Mike	My language in my texts could have been better. They may have been to similar as they were in the school booklet.
Al	It's a pretty good language because i have different words of the same meaning.
Alex	The text is very easy to read, because i didn't use hard words.
Boris	I think the language is good in my text because I tried to not say the same words often.
Carrie	I have different sentences and they are not just starting with the same word.
Dave	Good, good vocabulary
Eve	Det er ganske variert, men har ganske mange verb feil og setningsoppbygging feil.
Garth	My language is average because i don't know all the English words.
Jarvis	It is good because the language is not written wrong.
Oscar	I have written all on english so it's good.
Walt	I think it was pretty unice. I think i used some difficult words.
Celine	Jonathan speaks british and polite. He is the only character in my story because it is a diary. I know a lot of words to use, but sometimes I write the wrong conjugation.
Martin	I think my language in the text is a little bit wrong because sometimes I have used the word in a wrong sentence.
Sam	I think it could be better because not all words fit into the first version.
Steve	Språket i denne teksten min er bra fordi det er variert, og få skrivefeil.
Drew	I think the language i pretty easy in this texts and not hard to understand.
Karen	The language in my text is okey to read because it's not many hard words or difficult to understand.
Mona	easy and not hard to read.
Nancy	I think my language in this text is good. I think that I can use the words that I chose to use the right way.
Tim	The language in my text is good, because I tried to vary my words. I used my vocabulary well. In the second session, I tried to simplify some words so they would fit teenagers-
Tina	I felt that maybe there were many sentences that wasn't like they should be, and the english when you read it you hear that there is something that's wrong.

11C Question 3; How is the paragraphing in your text

Boris	
Chris	I feel at the paragraphing is good.
Garth	Avsnittsinndelingen er helt grei.
Greg	I think it's pretty good
John	The paragraphing is good I think
Mike	My paragraphing in the texts were probably the thing I solved best in my texts.
Paul	I think i have done a really good job paragraphing the text
Peter	I think i did a good job.
Winston	ikke så bra
Irene	Okey. I have splitted the text as i thought it should be splitted, but i haven't done this like this before so it was difficult to figure out where to put the paragraphs.
Donna	I think its ok because i have a few paragraphs.
Glenda	Avsnitt inndelingene mener jeg er bra. Jeg har ikke skrevet for mye i hvert avsnitt og jeg har ikke skrevet for lite, mener jeg selv.
Karen	My paragraphing is a little small, and don't have so many sentences, but I think they are okey.
Oscar	I think the paragraphing is good because i have done it right.
Walt	I did that very good. I remembered what our teacher said about it
Al	My paragrahing is good because i have separate the text in to good paragraphs.
Alex	The paragraphing is good, because i took a new paragraph when the text change the topic.
Dave	Good, every paragraph is about a different subject
Drew	I think the paragraphing in this texts is good because the bottom and top line match.
Eve	Noen av avsnittene kunne jeg bytta plass på, sånn at teksten gir litt mer mening.
Johanna	the paragraph is god because the paragraph is about that first sentence
Linda	De er ikke så veldig lange.
Martin	I think my paragraph in the text is good, but they could be a little bit to shourth.
Mona	My paraghraphing in the text is (delt) in what the text start with and what I end with is the same thing I talk about in the first sentence.
Orville	The paragraphs is not long but not very very short.
Sam	I think the paragraphs are good because it is distributed to content.
Sara	I think they are good enuf, but need to practise more on this.
Selena	I think that the paragraphing in the text is good, except the beginning. Because it is from the beginning to now.

Steve	My paragraphing in the text is good because the paragraphs are divided when the guy who writes the letter jumps over a bit of time.
Tina	I feel that they are ok but maybe that the first sentence in every paragraph is telling what the paragraph is about.
Carrie	There are many paragraphs in my text that makes it more organized.
Celine	Some may be a bit too short, but when writing a diary you don't always have that much to say.
Jarvis	Great because it has the different parts where it should be.
Nancy	I think the paragraphs are ok, but I could have separated the text better.
Tim	The paragraphing is ok. I still think it is a bit hard to make decent paragraphs. In the second session I divided my earlier paragraphs into multiple smaller ones.

11D Instruction; Describe and explain in your own words two things that you need to work on. Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.

Al	1. Not copying so much text from the books Because i have copied a lot
Al	2. Writing in general with this type of texts The text is not good and i want it to get better
Alex	1. I must work on writing the text more an article. Because i write the text more a facta text, but the task was to write a article.
Alex	2. I must write the text with my own words not the text i have read about. Some time i write straight from the text, i must work on writing the text with my own words.
Boris	Don't say my own opinion with "I" Because if I use "I" in my opinion, many people would not think about it, but if I say for example "just imagine", many more people would think about it.
Boris	1. writing a text more suitable kids my age Because many people don't care about the things that are not the same as with the Aborigines, if you write a text about them.
Carrie	1. I need to read the exercise many times before I start with it. 2. I also need to write shorter when I describe something. 3. I do also need to check the last self-assesement. I mean it's important to focus on that because if I read the exercise then I understand I would not misunderstood the exercise
Celine	1. I can work a little more with conjugation, so that it is easy to read without confusion on what happens when eks. No spelling mistakes. The text might get a better grade.
Celine	2. The next time I write a diary I should make sure that I don't mix by past and now, because in a diary you always write about what happened. My text's will improve.

Celine	<p>1. I can work a little more with conjugation, so that it is easy to read without confusion on what happens when eks. No spelling mistakes.</p> <p>2. The next time I write a diary I should make sure that I don't mix by past and now, because in a diary you always write about what happened.</p> <p>My text's will be easier to read.</p>
Chris	<p>2. Writing fails.</p> <p>I think is good to work with the dates and Writing fails</p>
Chris	<p>1. The Dates.</p> <p>I need to work with the dates because it didn't take 8 days to travel to Australia</p>
Chris	<p>2. Writing fails.</p> <p>It's important to writ right in a text.</p>
Dave	<p>If I compare the Aborigines with the Saamis, I should not say something about the Saamis that is not same with the aborigines.</p> <p>none</p>
Dave	<p>2. writing better to improve my text</p>
Donna	<p>I can get better at writing texts</p> <p>2. and i can get better at reading english.</p> <p>Because you may need it in the future.</p>
Drew	<p>2. Have a better texts.</p> <p>I need to have better texts so I get better grades.</p>
Drew	<p>1. I need to work on my paragraphing.</p> <p>I need to be better at paragraphing because it can also help in other subjects.</p>
Eve	<p>1. Jeg trengte å jobbe med verbbygging.</p> <p>For da gir teksten mer mening.</p>
Eve	<p>2. Jeg må jobbe med å ikke kopiere setninger fra en tekst som ikke jeg har skrevet</p> <p>Den andre tingen er at du får en bedre karakter.</p>
Garth	<p>1. more text</p> <p>Because i didn't have so much text</p>
Garth	<p>2. better English</p> <p>Didn't have so good English</p>
Glenda	<p>Jeg må lese oppgaven mer nøye slik at jeg ikke bare skriver deler av oppgaven.</p> <p>Jeg må øve på å skrive andre ord i tekster.</p> <p>Jeg mener det er viktigst å fokusere på disse er fordi jeg tror jeg kan skrive bedre tekster når jeg har lært meg disse tingene.</p>
Greg	<p>1. skrivefeil</p> <p>Hvis jeg fokuserer på skrivefeil blir teksten min lettere å forstå</p>
Greg	<p>2. Innledningen kunne vært bedre</p> <p>Hvis jeg fokuserer på innledningen kan det hende at det er større sjanse at leseren vil lese teksten</p>
Irene	<p>2. What i can write in an article.</p> <p>I haven't done a lot of that in the past, so i think i have to learn it properly.</p>
Irene	<p>1. Paragraphing. One paragraph is about one thing and not several different things</p> <p>The way i saw the text it seemed like this was the worst parts in the text.</p>

Jarvis	<p>1. Maybe a bit on the paragraphing 2. Write an even better text Better grades</p>
Johanna	<p>1. dele teksten inn i avsnitt 2. bøyning av verb because we use it much</p>
John	<p>1. Verbs 2. Have things in the right paragraph Work much on them</p>
Karen	<p>2. I also think I need to work on how to write a good paragraph. also because you need to see that it's a paragraph and not some sentences that are together.</p>
Karen	<p>1. I think I need to work on my english words and how I write a good sentence. because it's very important to have a good sentence, and if not it's very hard to understand what you really mean and what you try to say in the sentence.</p>
Linda	<p>1. Ryddigere tekster. 2. Mindre skrivefeil Hvis ikke er det mindre forståelig.</p>
Martin	<p>1. I think I must work with, that i must write the text more to a teenage artickle 2. I think I must work more with my sentence structure I can exercise</p>
Martin	<p>1. I think I must work with, that i must write the text more to a teenage artickle 2. I think I must work more with my sentence structure Work with some functions</p>
Mike	<p>1. I need to work on making the sentences my own. I need to work on making my own sentences because it's important not to copy from other texts.</p>
Mike	<p>2. Introduction to paragraphs I need to work on introduction to paragraphs because it's important to tell clearly what the paragraph is going to have facts about</p>
Mona	<p>1. Grammar Because grammar is important in the english language.</p>
Nancy	<p>I should work on separating the text better in paragraphs. I think it's important to focus on these things because they are important to how the text looks when it's done.</p>
Nancy	<p>2. I have to work on writing what's important and not mix in what's not. It's important because if I work on this, my evaluations can be better.</p>
Orville	<p>1. I need to work on my lengths in the paragraphs. 2. I also need to write a little bit more. I need to focus most on these two things because then I baybe get an higher grade.</p>
Oscar	<p>1. Maybe a little longer text. none</p>
Paul	<p>1. I need to get better at setting commas and dots 2. I need to get better at explaining what they feel, smell and hear Cause that is the only thing i think i need to get a much better grade</p>

Peter	1. writing better formell texts Because i'm not neutral when i write the text.
Sam	1. Information in the paragraph 2. The combination of words in my text Beter grade.
Sam	2. The combination of words in my text It makes the text better to read
Sam	1. Information in the paragraph It is not so full of information that you won't read anymore.
Sara	1. Rite more tekst faster. 2. The paragraphing in the text none
Selena	1. Right what I mean 2. Spell right Because I am not so good at it
Selena	1. Right what I mean 2. Spell right And you said in the comments that I had to change because I had written rong.
Steve	1. I need to work on understanding the task. 2. I need to work on my grammar. It is the only to things I mean I needed to adjust
Tim	2. I need to work on who I am writing for (my "audience"). I often try to write as advanced as I can. "Audience" because the texts that fit the reader often create more interest. If the reader is interested, it is easy to communicate your message.
Tim	1. I need to work more on paragraphing. Sometimes my paragraphs make no sense, or mix into eachother. "Paragraphing" because I do not understand it completely.
Tina	2. I can write about how it is where they live and how it looks like there. To get the text better
Tina	1. Make like there is less sentences that is wrote wrong. Do like it's easier to understand what I mean
Walt	2. Ask about help maby. Your writing .
Walt	1. to understand the task. It is important to focus on your task.
Winston	none none

Process Writing Tasks in English 8th grade week 47 and 49

Use the texts you have read as a part of your preparation to answer ONE of the following tasks. Your answer should be about 1-2 pages long. Remember to make a title and include the task number.

Task 1. Imagine you were sent to the other side of the world, like Elisabeth in “My Story: Transported.” What do you think would have been difficult in your new life, and what do you think would have been interesting or exciting?

Write a letter to your home-country, England, or a story about your new life in Australia.

Task 2. Imagine that it is 1788 and you are one of the first settlers in Australia, sent there because the prisons were overcrowded in Britain.

Write a few diary entries about the trip and your new life in Australia.

Task 3. You are working as a journalist and have been asked to write an information text about the Aboriginal people in Australia. Readers are your own age.

Write an article about the Aboriginals in Australia.

Bruk 1,5 i linjeavstand.

Skrifttype Arial, Calibri eller Times New Roman

12 pkt. skriftstørrelse.

All tekst må være venstrestilt (overskriften kan midtstilles).

Tillatte hjelpemidler: forberedelseshefte, engelskboka/-skrivebok og ordbok.

Husk å føre opp kilder:

Tekster fra forberedelsesheftet fører du opp slik: Eks: Preparation texts. Welcome to Oz
Andre kilder: Navn på teksten og navnet på stedet (bok, nettsted, atlas .. osv) der du fant teksten.

11F Phase 2 - Assessment grid – December 2017 – Text 2

Innhold:	Vurderingsinndeling	
* Innholdet er presist og relevant i forhold til oppgaveteksten * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Innholdet er i svært stor grad presist og relevant	6
	Innholdet er i stor grad presist og relevant. Små avvik med tanke på enten presisjon eller relevans.	5
	Innholdet er i ganske grad presist og relevant. Større avvik på presisjon eller relevans – evt små avvik på begge	4
	Innholdet er i noen grad presist og relevant. Avvik både i presisjon og relevans. Evt teksten er for kort.	3
	Innholdet er i liten grad presist og relevant. Store avvik både i presisjon og relevans. Evt teksten er altfor kort.	2
	Innholdet er i svært liten grad presist og relevant. upresist og irrelevant i forhold til oppgaveteksten	1
* Skriver en tekst med godt innhold - fortellinger har skildringer - faktatekster har utdypede og begrunnede påstander * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Viser svært gode kunnskaper om/skildrer svært godt emnet angitt i oppgaveteksten. Mye dybde.	6
	Viser gode kunnskaper om/skildrer godt emnet angitt i oppgaveteksten. Ganske Mye dybde.	5
	Viser ganske gode kunnskaper om/skildrer ganske godt emnet angitt i oppgaveteksten. Noko dybde.	4
	Viser noe kunnskap om/noe skildring av emnet angitt i oppgaveteksten. Litt dybde. Mye opprømsing. Evt. noe kort tekst	3
	Viser lite kunnskap om/skildrer lite emnet angitt i oppgaveteksten. Lite dybde. Evt altfor kort tekst	2
	Viser ingen kunnskaper om/skildrer ikke emnet angitt i oppgaveteksten. Skriv ikke om emnet i oppgavetekst.	1
* Du skriver om det du har sagt du skal skrive om * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Du følger opp det du sier du skal skrive om på en svært god måte i hele teksten din.	6
	Du følger opp det du sier du skal skrive om på en god måte i hele teksten din.	5
	Du følger opp det du sier du skal skrive om på en grei måte i hele, eller en god måte i deler av teksten din.	4
	Du følger opp det du sier du skal skrive om i noe av teksten din. Evt teksten er noe for kort	3
	Du følger litt opp det du sier du skal skrive om i noe av teksten din. Evt teksten er eventuelt altfor kort.	2
	Du følger ikke opp det du sier du skal skrive om i noe av teksten din. Du har ikke innledning der du sier hva du skal skrive om.	1
Struktur:		
* Teksten er logisk oppbygget * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Teksten er bygget opp slik at det er svært enkelt for leseren å oppfatte hva forfatteren prøver å formidle.	6
	Teksten er bygget opp slik at det er enkelt for leseren å oppfatte hva forfatteren prøver å formidle.	5
	Teksten er bygget opp slik at det ikke byr på utfordringar for leseren å oppfatte hva forfatteren prøver å formidle.	4
	Teksten er bygget opp slik at det kan by noen på utfordringar for leseren å oppfatte hva forfatteren prøver å formidle.	3

	Teksten er bygget opp slik at det byr på store utfordringer for leseren å oppfatte hva forfatteren prøver å formidle.	2
	Teksten er bygget opp slik at det er umulig for leseren å oppfatte hva forfatteren prøver å formidle.	1
* Teksten er mottakerorientert - setningsinndeling - avsnittsinndeling * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Teksten er svært godt inndelt slik at det er veldig enkelt for leseren å navigere i teksten.	6
	Teksten er godt inndelt slik at leseren enkelt klarer å navigere i teksten	5
	Teksten er greit inndelt slik at leseren greit klarer å navigere i teksten	4
	Teksten er ganske greit inndelt slik at leseren kan klare å navigere i teksten	3
	Teksten er inndelt slik at leseren får problem med å navigere i teksten	2
	Teksten er ikke inndelt på en måte som hjelper leseren å navigere i teksten	1
Språk og oppgaveteknisk:		
* Oppgaveteknisk - skrifttype og str - linjeavstand - topp- bunntekst - filnavn - kildehenvisning og referanser	Alle tekniske retningslinjer som oppgava gir er fulgt	6
	Nesten alle tekniske retningslinjer som oppgava gir er fulgt	5
	De tekniske retningslinjer som oppgava gir er fulgt i noen grad	4
	De tekniske retningslinjer som oppgava gir er fulgt i liten grad	3
	De tekniske retningslinjer som oppgava gir er fulgt i svært liten grad	2
	De tekniske retningslinjer som oppgava gir er ikke fulgt	1
* Setningsoppbygging / Tegnsetting - subjekt og verbal står rett i forhold til hverandre - punktum og spørsmåls- tegn står på rett plass - Stor bokstav etter punktum	Svært god kontroll på alle element	6
	God kontroll på alle element	5
	Ganske god kontroll alle element, evt en del avvik på setningsoppbygging eller tegnsetting	4
	Litt kontroll på alle element eller det kan vere mye avvik på setningsoppbygging eller tegnsetting	3
	Lite kontroll på alle element	2
	Svært lite kontroll på alle element	1
* Variert og presist vokabular - lite and, get, did og so	Svært stor variasjon og presisjon i vokabular, en slipper omskrivinger for å uttrykke det en vil	6
	Stor variasjon og presisjon i vokabular - slik at en stort sett slipper omskrivinger for å uttrykke det en vil	5
	God variasjon og presisjon i vokabular – en har noen omskrivinger for å uttrykke det en vil	4
	Litt variasjon og presisjon i vokabular – en har ganske mange omskrivinger for å uttrykke det en vil	3
	Lite variasjon og presisjon i vokabular – en har svært enge omskrivinger for å uttrykke det en vil	2
	Svært lite variasjon og presisjon i vokabular – en må stort sett bruke omskrivinger for å uttrykke det en vil	1
* Skrivefeil - ordfeil - bøyingsfeil - brukt feil ord	Man har svært få skrivefeil	6
	Man har få skrivefeil	5
	Man har noen skrivefeil	4

	Man har en del skrivefeil	3
	Man har mange skrivefeil	2
	Man har svært mange skrivefeil	1