

Extensive Reading and Language Accuracy Development in the ESL Classroom

A case study of extensive reading and lower secondary learner language in Norway.

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Abstract

Reading is an activity with many positive effects, one of which is arguably language improvement. This thesis aims to reinforce this claim by exploring the effects of extensive reading on language skills amongst Norwegian lower secondary school students through a comparative analysis of written pre- and post-texts. A qualitative approach is used to analyze and identify language development following a two-month extensive reading program in an 8th-grade classroom. Additionally, a semi-structured interview with the teacher of the class is carried out. The study reveals that the participating students did not significantly improve their language accuracy throughout the reading period, although some of them showed progress. The results also clarify the significance of task type, context, and individual factors on learner errors and error analysis. The study presents a comprehensive analysis of authentic learner language, which may motivate other teachers and researchers to implement similar methods in their teaching.

“Good things happen when EFL students read extensively in English. Reading a large amount of easy material helps them learn to read – students learn to read by reading, not by translating, studying grammar, or acquiring learning strategies” (Day, 2013, p. 22)

Keywords: *extensive reading, writing, language teaching, language learning, language acquisition, Fagfornyelsen 2020, ESL classroom*

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Table of Contents

1.0	Introduction	1
1.1	Background	1
1.2	Aims and scope	2
1.3	Outline	2
2.0	Theory	3
2.1	The importance of reading	3
2.1.1	Reading and writing	3
2.1.2	Reading in Fagfornyelsen 2020 (The Subject Renewal of 2020)	4
2.2	Extensive reading	6
2.2.1	Principles of ER	7
2.2.2	Extensive reading and language learning	9
2.3	Learner Errors	12
2.3.1	Error or Mistake	12
2.3.2	Interlanguage	13
2.3.3	Errors explained: L1 influence, learning strategy, and communication strategy	14
2.3.4	Common Errors for Norwegian Learners of English	15
3.0	Method	18
3.1	Aim and scope	18
3.2	Setting and participants	18
3.2.1	Selection	18
	The teacher	20
3.3	Design	20
3.3.1	The five-step error analysis	21
3.3.2	Error taxonomies	22
3.3.2.1	Error taxonomy in the present study	25
3.4	Data collection	26
3.5	Data analysis	28
3.6	Interview	29
3.7	Ethical considerations	29
3.8	Reliability and validity	30
4.0	Results and discussion	33
4.1	Error contexts	33
4.1.1	Overview of all student errors	33
4.1.2	Global Error Ratio	37
4.1.3	Student A: Errors and examples	39

4.1.4	Student B: Errors and examples	46
4.1.5	Student D: Errors and examples	52
4.1.6	Student E: Errors and examples	56
4.1.7	Student F: Errors and examples.....	60
4.1.8	Student H: Errors and Examples	65
4.2	The teacher – beliefs and observations.....	68
4.3	Summary	69
5.0	Conclusion.....	71
5.1	Summary of key findings	71
5.2	Research Question 1 (visible language accuracy improvement).....	71
5.3	Research Question 2 (language features acquired through ER)	72
5.4	Contribution to theory/research?	72
5.5	Pedagogical implications.....	73
5.6	Limitations of the study.....	73
5.7	Suggestions for future research	74
	References	75
	Appendices	79
	Appendix 1: CEFR results, all students.....	79
	Appendix 2: All student texts, originals	87
	Appendix 3: Student A, pre- and post-test error marked+ all errors	103
	Appendix 4: Student B, pre- and post-test error marked+ all errors	106
	Appendix 5: Student C, pre- and post-test error marked + all errors	109
	Appendix 6: Student D, pre- and post-test error marked + all errors	113
	Appendix 7: Student E, pre- and post-test error marked + all errors.....	116
	Appendix 8: Student F, pre- and post-test error marked + all errors.....	119
	Appendix 9: Student G, pre- and post-test error marked + all errors	122
	Appendix 10: Student H, pre- and post-test error marked + all errors	125
	Appendix 11: Interview guide	129
	Appendix 12: Interview transcription.....	131

List of Tables

1. [ER studies and their results \(Day, 2013\)](#)
2. [Surface Structure Taxonomy \(Dulay, Burt & Krashen, 1982\)](#)
3. [Error Taxonomy in the present study](#)
4. [All Student Errors by Category, Pre-Tests \(1\) and Post-Tests \(2\)](#)
5. [All Student Errors by Category, Pre-Tests \(1\) and Post-Tests \(2\), Spelling and Punctuation excl.](#)
6. [Global Error Ratio, All Categories](#)
7. [Global Error Ratios, Spelling and Punctuation excl.](#)
8. [Student A, Errors by Category](#)
9. [Student B, Errors by Category](#)
10. [Student D, Errors by Category](#)
11. [Student E, Errors by Category](#)
12. [Student F, Errors by Category](#)
13. [Student H, Errors by Category](#)

List of Figures

1. [Linguistic Error Taxonomy \(Eckstein & Ferris, 2018\)](#)
2. [Writing tasks for participants in the present study](#)
3. [Example from Initial Tracking System for student errors](#)
4. [Example from Complete Tracking System for student errors](#)

1.0 Introduction

1.1 Background

Reading is a skill that is undeniably important from an educational standpoint and has been considered so for a long time (Drew & Sørheim, 2016, pp. 79-80). This is evident within the Norwegian educational system, where reading is considered a basic skill and a necessity to succeed in learning (The Norwegian Directorate for Education and Training, 2020). A significant number of learning aims either directly emphasizes reading or require reading skills to be reachable. In an era of rapid digital development and progress in which children are used to digital stimuli from an early age, reading physical books is likely prioritized to a lesser degree than in earlier times. It is thus essential that students develop such reading skills at school and become familiar with different ways of reading as well as the many advantages it can provide.

One way of engaging with written texts within the classroom and beyond is through Extensive Reading (ER). Extensive reading is a term describing reading for pleasure without an explicit focus on tasks or other learning outcomes. It simply focuses on the joy of reading, engaging with the story, and reading for meaning (Harmer, 2015, p. 319). Reading for pleasure can develop human qualities such as compassion, respect, and understanding in the meeting with new worlds and characters, and readers can interact with stories and situations significantly different from what they experience in their real lives. Extensive reading can also lead readers to identify with characters or issues, allowing them to escape reality while reading (Duff & Maley, 1990; Hişmanoğlu 2005; Teaching English, 2014). Additionally, according to the current¹ Norwegian national subject curriculum, the Knowledge promotion LK06(13), reading literary texts can “instill a lifelong joy of reading and a deeper understanding of others and oneself” (The Norwegian Directorate for Education and Training, 2013).

In addition to the benefits listed above, extensive reading can aid language learning. As scholars believe that comprehensive input is crucial for linguistic acquisition and improvement, extensive reading in a target language should contribute to language learning (Harmer, 2015, p. 319). Moreover, studies supporting Krashen’s (1982) view that reading for pleasure and interest is a crucial source of input in a foreign language have shown that reading, in fact, “is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar and spelling” (Krashen, 2004, p.37). Nonetheless, little research

¹ LK06(13) is expiring gradually, and The Subject Renewal of 2020 will be fully implemented by August 2021.

has dealt with the effects of extensive reading in classroom situations in later years, and if done, most studies have been carried out in universities (i.e., Belgar & Hunt, 2014; Huffman, 2014; McLean & Rouault, 2017; Tien, 2015; Park, 2016; Suk, 2016; Hagley, 2017). Only a few have been conducted with middle- and high school students (i.e., Khansir & Dehghani, 2015; Lee et al., 2015; Webb & Chang, 2015).

1.2 Aims and scope

To address the call for further knowledge about the impact of ER on younger learners, the overall aim of this master's thesis is to explore the effects of extensive reading in the Norwegian lower secondary classroom. The qualitative case study of the thesis thoroughly investigates the learner language of eight lower secondary students through error analysis. Employing a comprehensive approach to language errors, the study presents and examines authentic learner language and errors from written texts collected before and after an extensive reading program. It further aims to locate any improvement in language accuracy between the two writings. In addition to the error analysis, a semi-structured interview with the students' teacher is employed to gain insight into the ER process and observations made along the way. The study focuses on two research questions:

RQ 1. Is language accuracy visibly improved after a period of extensive reading in an English learning classroom?

RQ 2. Do some language features seem more easily acquired through extensive reading than others?

1.3 Outline

Firstly, the background, aims, and scope of the thesis is presented in chapter 1, leading to the research questions of the present study. Chapter 2 then guides the reader through definitions, theoretical perspectives, and beliefs about extensive reading and the benefits it may provide. Next, theoretical perspectives on learner errors and interlanguage are considered in detail before an overview of errors common for Norwegian ESL learners is provided. Chapter 3 describes the design, selection process, and procedures of the study. It also provides a thorough explanation of error categorization and taxonomies utilized in the error analysis. Additionally, the issues of reliability and validity are addressed here. In chapter 5, the results of the study are presented through error analyses of each individual student and their pre- and post-texts. Lastly, Chapter 6 presents a summary of key findings, answers to research questions, the conclusion, pedagogical implications, and suggestions for future research.

2.0 Theory

2.1 The importance of reading

Reading is an important life skill for all human beings as the written word plays a significant part in our everyday life. We are exposed to written input in many forms, such as emails, on TV, subtitles to movies or TV shows, messages, posters, magazines, newspapers, books, and advertisements. Additionally, “In an average home, there will be countless examples of printed material, and countless examples of print-related activities or what Barton (1994) calls ‘literacy events’ and ‘literacy practices’. We will thus need to read and understand many different types of texts in our daily life (Drew & Sørheim, 2016, p. 79).

Reading is also important in other aspects of our lives. Reading provides pleasure and language input, is a source of ideas as well as information, and acts as a foundation for writing and speaking. Based on these aspects, reading is especially valuable for children. Firstly, language input is significant for language development and can thus aid children in becoming efficient language users. Secondly, as reading is a source of ideas and information, it assists children in developing an understanding of the world around them. Lastly, it facilitates the writing and speaking skills needed to function in society, which should be acquired early. If children read a significant amount of text and begin early, it is a great advantage. Reading rarely and sporadically will not be sufficient to make children good readers and writers. Children should be encouraged to read a minimum of thirty to forty minutes a day, albeit an optimal timeframe would be an hour to an hour and a half (Drew & Sørheim, 2016, p. 79)

Additionally, if children are exposed to regular reading in school, they are likely to continue reading at home and vice versa. Reading should be a combined activity happening at school *and* at home, as “reading helps children to become ‘lifelong readers, writers and thinkers’” (Graves 1991, p. 13).

2.1.1 Reading and writing

In the same way as listening and speaking, reading and writing are closely linked. Reading is often referred to as a passive or receptive skill, whereas writing is an active or productive one. In other words, reading is the primary source of input for written production. It is thus unlikely for someone to become a good writer without having extensively read: “It is possible to read and never write but it is impossible to write well and never have read or been read to” (Turner, 1989, p. 4). Krashen (1984) is one of the most influential voices for this connection.

He argues that writing competence is reached through extensive reading: “We gain competence in writing the same way we gain competence in oral language; by understanding messages encoded in written language, by reading for meaning” (p. 28).

Despite reading being input for writing, they are both active processes. Arguably readers, like writers, use their knowledge and experience of the world as much as they use knowledge of the language itself when understanding texts. ‘Top-down’ approaches to reading in which readers utilize both existing subject knowledge and language knowledge to understand new forms, vocabulary, and overall meaning of texts, are thus valuable. It is also important to note that every word of a text does not need to be understood for reading or listening to be effective. Moreover, writers and readers alike go through similar cognitive processes as they write and read: “as they read, they reconsider their understanding of text, and as they write, they revise their texts” (Drew & Sørheim, 2016, p. 78).

In addition to being active processes, reading and writing activities are also interactive, which is significant in the foreign language classroom. Instead of being described as activities taking place with readers or writers in isolation, reading and writing are considered activities in which learners interact. They can be *shared* activities characterized by learners supporting, informing, and learning from each other. Because the written word is available in many forms and contexts, students should read and write a variety of different texts (genres) (Drew & Sørheim, 2016, p. 79). Additionally, Norwegian students are now expected to be familiar with a wide variety of genres in their reading and writing education (The Norwegian Directorate for Education and Training, 2020, henceforth NDET).

2.1.2 Reading in Fagfornyelsen 2020 (The Subject Renewal of 2020)

The value of reading is evident within the section of values and relevance in the new Norwegian Subject Renewal of 2020. Here, the English subject is described as central for cultural understanding, communication, and personal as well as identity development. The subject should enable students to communicate with others locally and globally, regardless of cultural and linguistic background. It should contribute to developing the students’ intercultural understanding of different ways of living, thinking, and communicating. The subject should prepare the students for an education, a society, and a working life demanding English linguistic competence in reading, writing, and oral communication (NDET, 2020). Reading is relevant to all these points, as stories told in written texts are generally valuable from a human aspect and usually include moral undertones and ethical purposes.

Additionally, they often provide insight into different cultures and ways of living, which can develop intercultural as well as linguistic knowledge.

One of the core elements in L2020 is the students' interaction with English texts. Here, it is emphasized that English learning happens in the union between the two. However, the definition is used broadly to include oral and written texts, printed and digital, graphic and artificial, formal and informal, fictional and factual, contemporary and historical texts. The texts may combine written text, pictures, sound, drawings, graphs, numbers, and other expressions to emphasize and convey a message (NDET, 2010). Working with English texts provides students with knowledge and experiences with literal and cultural diversity. Moreover, they develop an understanding of rural people, their traditions, and ways of living and thinking. Through reflection, interpretation, and critical evaluations of diverse English texts, the students should develop language skills and knowledge about culture and society. Thus, the students gain intercultural competence, which enables them to relate to different lifestyles, mindsets, and communication patterns. The students should receive a foundation to see their own and others' identities in a multilinguistic and multicultural context (NDET, 2020). English literature is valuable for reaching these educational aims as it can offer information regarding all aspects of human existence and present the world in holistic and authentic ways from different angles and points of view.

At the basis of the curriculum is four basic skills, one of which is knowing how to read. Being able to read in the English subject means understanding and reflecting on content in different types of texts on paper and digitally and should contribute to a joy of reading and language acquisition. That involves reading and locating information in conjoined texts with arguing standpoints and using reading strategies to understand explicit and implicit information. Reading skills in English progress from experimenting with language sounds, writing patterns, and syllables, to reading varied and complex texts with flow and understanding with an increasing ability to critically reflect on and assess different types of texts (NDET, 2020).

In addition to the relevance of reading in terms of values, core elements, and as a basic skill, the value of reading is evident within the competence aims of The Subject Renewal of 2020. As the number of aims is reduced and the aims are broader and more open than in the previous curriculums, reading as an English learning tool can be interpreted to fit most of the competence aims in the new subject curriculum. The first competence aim is that the students are enabled to "use varied strategies for language learning, text creation, and communication" (NDET, 2020, my translation). Extensive reading or the reading of different English texts are

learning strategies that can be helpful in terms of developing these skills. The students should also be able to “express themselves with flow and coherence using a varied language and idiomatic expressions adapted to purpose, recipient, and situation” (NDET 2020, my translation). English written texts will expose the students to such language and help develop language skills through input. This input will also be of aid when students are to “use knowledge about word classes and sentence structures when working with their own oral and written texts” (NDET, 2020, my translation) and when they “follow rules of writing, word conjugation, sentence building, and text construction” (NDET, my translation).

The students should also “read, discuss, and communicate content from different types of texts, including voluntary texts” (NDET, 2020, my translation), which is an aim that directly supports reading and the project conducted in this MA thesis. The same goes for “reading, interpreting, and reflecting on English fiction, including youth literature” (NDET, 2020, my translation). Another aim is for the students to “write formal and informal texts, including conjoined texts, with structure and coherence that describe, explain, and reflect, suitable for purpose, recipient, and situation (NDET, 2020, my translation). To accomplish this, students will benefit from reading different types of English texts and utilize knowledge from this input in their own language production. These aims are quite directly tied to the act of reading. However, English texts provide language input across all areas of the English language as well as information about a range of topics, which will aid students in reaching manifold other learning aims as well.

2.2 Extensive reading

Extensive Reading (ER) is a language learning approach that has gained heightened emphasis in English language education during later years. As extensive reading corresponds with numerous beliefs about language learning, a wide range of ER programs has developed worldwide (Day, 2013, p. 13). The aim of extensive reading within the ESL context is to give students the opportunity to read and enjoy the English language.

The principle that humans learn to read by reading is a central motivation for ER. When participating in ER activities, students read large quantities of easy English material, usually in book form. The goal is overall meaning, information, pleasure, and enjoyment. Students decide what they want to read, and if the material is either boring or too difficult, they should be encouraged to replace it with something fitting. Subsequently, students should expand their

reading comfort zone, meaning that they should dare to read books that are more challenging than they are used to and not lose confidence in themselves (Day, 2013, p. 17).

2.2.1 Principles of ER

According to Bamford and Day (2004, pp. 2-3) and Day (2013, pp. 18-20), an ER approach consists of ten principles:

1. *The reading material is easy.*

A requirement for an ER approach to be achievable and successful is that books and other materials are positioned well within students' reading comfort zone. This will enable them to read for overall meaning and not worry about a quantity of unknown and tricky words. In the case of beginning readers, unknown words per page should not exceed two. For intermediate learners, the number should be no more than four to five per page. In their article "Unknown vocabulary density and reading comprehension," Hu and Nation (2000, p. 423) claim that learners should understand at least 98 percent of words in a work of fiction if they are to avoid dictionary use. Learners should read texts that are considered easy and enjoyable if they are to stick with ER without giving up.

2. *A variety of reading material on a wide range of topics must be available.*

For an extensive reading program to be successful, students must read. Consequently, students should have access to a significant selection of different books on a wide variety of topics to choose from: "An ER library needs to include books (both fiction and non-fiction), magazines, and newspapers. These should be a mixture of informative books and entertaining magazines and books" (Day, 2013, p. 19).

Students develop a flexible approach to reading when presented with a wide variety of reading material, meaning that they read with different motivations, e.g., entertainment or information. Thus, they begin to vary their ways of reading and use different reading strategies, such as skimming, scanning, or carefully reading different material.

3. *Learners choose what they want to read.*

A key aspect of ER is allowing students to independently decide what they want to read. This principle is closely tied to the fundamental concept of ER, namely that one learns to read by reading. Students are more likely to learn to read by reading if the material is found interesting. Additionally, they should be allowed to stop reading uninteresting texts or material positioned outside of their reading comfort zones.

4. *Learners read as much as possible.*

The essential element in learning to read through ER is that students are given sufficient time to read. The aim is to give students time and opportunity to read, and read, and read, which makes up the ‘extensive’ element of ER if the three previous criteria are fulfilled.

5. *Learners generally read quickly and not slowly.*

When learners read material that is easily understood, it encourages fluent reading. Dictionary use is usually avoided because it interrupts the reading process and sabotages fluent reading. Learners are instead encouraged to ignore unknown words or guess the meaning of the few unknown language items they may encounter in their reading.

6. *Reading is for pleasure and to gain information and general understanding.*

In contrast to the detailed understanding required by academic reading and intensive reading, extensive reading is aimed at pleasure and information. Instead of 100 percent comprehension, learners should aim for sufficient understanding to experience pleasure and a general understanding of what they are reading.

7. *Reading is silent and individual.*

In an extensive reading context, learners read at their own pace. Silent reading periods in which students read self-selected books can be situated in the classroom, although most extensive reading is homework and is done in the students’ own time, whenever and wherever the student chooses.

8. *Reading is the reward itself.*

Because individual experiences are central in extensive reading, comprehension questions are usually avoided after reading. However, teachers may arrange follow-up activities to discover what their students have understood and experienced through reading, monitor student attitude toward reading, or link the extensive reading to other parts of the curriculum. “What is important is that any follow-up activity respects the integrity of the reading experience and that it encourages rather than discourages further reading” (Bamford & Day, 2004, p. 3).

9. *Teachers orientate and provide guidance to students.*

Teachers should monitor or guide learners through an extensive reading program. As extensive reading is in many ways different from other traditional classroom practices, teachers need to clarify to the students what it is, why they are doing it, and how it should be done. Additionally, teachers should guide students in maximizing the outcome of extensive reading by keeping track of what and how much they read and observing reactions throughout the reading process.

10. The teacher is a role model.

Teachers should show their students that they value and appreciate reading as teachers and their actions have a significant impact on students. Students remember behavior in the classroom: if teachers share and make visible their joy of reading, students will be influenced by this. The teacher should not just teach reading; they should also sell it. When students read extensively in class, teachers should do the same.

2.2.2 Extensive reading and language learning

“Reading a large amount of easy material helps [students] learn to read - students learn to read by reading, not by translating, studying grammar, or acquiring learning strategies” (Day, 2013, p. 22).

ER directs students away from a word-by-word reading approach and towards reading for general meaning. If they come across details or language that they do not fully understand, they can ignore it and gain understanding based on surrounding language and context.

Eventually, repetition of patterns of letters, words, and combinations of words will lead to acquisition. These language patterns will be processed quickly and accurately, leading to a *sight vocabulary*, which means that students can automatically recognize words.

Consequently, reading speed, confidence, and understanding improves (Day, 2013, pp. 22-23).

Moreover, a significant amount of literature in scholarly journals presents the impact of ER on learning English, both as a second and foreign language. Emphasis has been placed on both language learning and affective dimensions, mainly changes in attitude and motivation.

Studies show that students improve in several areas when engaged in ER:

- *Vocabulary range and knowledge.* Students acquire many new words and develop a further understanding of familiar words.

- *Writing skills.* Students become better writers.

- *Positive motivation*. ER makes students want to learn the English language.
- *Attitude*. ER makes students enjoy learning English.
- *Speaking proficiency*. Students improve their oral skills.
- *Listening proficiency*. Students improve their understanding of oral English.
- *Grammar*. Students improve their knowledge of English grammar.

(Day, 2013, p. 23)

Table 1 below shows an overview of representative ER studies from both ESL and EFL learning situations. They include diverse research populations with participants ranging from young children to adults.

Study	Population	Results
Iwahori 2008	EFL, secondary, Japan	Increase in reading rate and general language proficiency
Nishono 2007	EFL, secondary, Japan	Increase in reading strategies and motivation
Horst 2005	ESL, adults, Canada	Increase in vocabulary
Kusanagi 2004	EFL, adults, Japan	Increase in reading rate
Taguchi et al. 2004	EFL, adults, Japan	Increase in reading rate
Sheu 2003	EFL, junior high school, Taiwan	Increase in general language proficiency
Asraf and Ahmad 2003	EFL, middle school, Malaysia	Increase in attitude
Takase 2003	EFL secondary, Japan	Increase in motivation
Bell 2001	EFL, university, Yemen	Increase in reading rate and general language proficiency
Mason and Krashen 1997	EFL, university, Japan	Increase in writing proficiency
Masuhara et al. 1996	EFL, university, Japan	Increase in reading proficiency and rate
Cho and Krashen 1994	ESL, adults, USA	Increase in reading proficiency, oral fluency, vocabulary, and attitude and motivation
Lai 1993a, 1993b	EFL, secondary, Hong Kong	Increase in reading proficiency and vocabulary
Elley 1991	EFL, primary, Singapore	Increase in reading proficiency and attitude and motivation
Hafiz and Tudor 1990	EFL, primary, Pakistan	Increase in writing proficiency and vocabulary
Robb and Susser 1989	EFL, university, Japan	Increase in reading proficiency and attitude
Pitts, White, and Krashen, 1989	ESL, adults, USA	Increase in vocabulary
Janopoulus 1986	EFL, university, USA	Increase in writing proficiency
Elley and Mangubhai 1981	EFL, primary, Fiji	Increase in reading proficiency and general language proficiency including listening and writing; increase in attitude and motivation

Table 1: ER studies and their results (Day, 2013)

Not surprisingly, the table shows that learners engaging in ER become better at reading English in general. In addition to improvement in reading comprehension, participants subconsciously develop reading strategies. The studies also show that reading rates are improved, which is essential in terms of fluent reading. Research on reading comprehension has shown that fluent readers score higher on comprehension tests than slow readers.

Additionally, the table shows that increase in affect (motivation and attitude) amongst participants is significant. Several of the studies explain how students' attitudes on reading English changed and how they came to truly enjoy it: "In an article in the journal *Language*

Learning, Elley reported that the students developed ‘very positive attitudes towards books as they raised their literacy levels in English’” (Day, 2013, p. 24)

Gains in overall language proficiency have also proven to be developed through ER. In 1994, Cho and Krashen informed that the four participants in their adult ESL case study showed increased proficiency in both listening and speaking abilities (Day, 2013, p. 25). The same results have been observed with writing proficiency in cases reaching from primary to university levels.

Lastly, vocabulary range and knowledge are positively affected by ER. As learners encounter words in context repeatedly, they learn vocabulary and expand their English language knowledge. The outcomes illustrated in the table above happen indirectly and unconsciously through the ER progress. Learners learn to write better without directly studying writing, they learn words without studying vocabulary, and they improve their language skills without directly studying language features. The last great advantage is that students are encouraged to enjoy reading and learning English, which may motivate them to continue reading and learning (Day, 2013, p. 26).

2.3 Learner Errors

2.3.1 Error or Mistake

According to Ellis (1994), an error in L2 production is “a deviation of the norms of the target language” (p. 51). The term norm can be problematic in an L2 learning setting, however, because both teachers and students may operate with different variations of the English language (e.g., American English, British English, or Indian English) depending on the language variations they are exposed to outside of school. The word *center* (American English) or *centre* (British English) illustrates this issue. If a student that is most familiar with the British norm writes *center*, he or she could: a) not know how to spell the word, b) know how it is spelled but make a mistake, or c) have learned to spell the word without knowing that BE requires another variation. In such cases, a teacher or more knowledgeable peer must evaluate if the learner needs an explanation of why their writing is considered a norm deviation.

Corder (1967) called for an evaluation of the writer’s level of competence and understanding to successfully decide this. His suggestion was that an error occurs when lack of competence leads to a deviation, whereas mistakes occur when learners fail to perform according to their

competence (p. 167). Consequently, processing failures due to memory limitations, changing plans mid-sentence, or being tired or not caring can result in learner mistakes.

Ellis (1994) emphasizes the challenge of interpreting cases in which learners demonstrate both correct and incorrect language usage within the same text:

if learners sometimes use a target form and sometimes an incorrect, non-target form, it cannot necessarily be concluded that the learner ‘knows’ the target form and that the use of the non-target form represents a mistake. It is possible that the learner’s knowledge is only partial; the learner may not have learned all the contexts in which the form in question can be used (p. 51).

The process of determining whether a deviation is an error or mistake based on the writer’s level of competence thus seems demanding. An option would be to not separate errors from mistakes, although this may distort findings and the error analysis, especially in quantitative studies. Bitchener and Ferris (2012) suggest that errors and mistakes (in L2 production) are the deviations that fail to communicate the writer’s intended meaning and that errors are often a combination of two or more deviations as students often struggle with their written language on several levels (p. 42). As this belief requires an interpretation of intended meaning, the complexity may be equal to the analysis of learner competence.

2.3.2 Interlanguage

Studying the errors learners make is an integral part of monitoring learner progress in language development. Scholars’ view on errors has changed considerably throughout the years, however. Until the 1960s, second language learners’ speech was simply considered an incorrect version of the target language, and errors were assumed to be caused by ‘transfer’ from learners’ first language. This belief became known as the contrastive analysis hypothesis (CAH). Scholars believed that by studying the differences between a student’s L1 and L2, one could predict where errors would occur and organize instruction based on this. However, detailed analyses of learners’ errors revealed that first language transfer alone could not explain all errors (Lightbown & Spada, 2013, pp. 41-42). On the contrary, research showed that learners’ developing knowledge of target language structures could explain errors better than transfer of first language patterns. Moreover, some errors were remarkably similar to those of first-language learners of English.

These findings resulted in researchers taking a different approach to analyzing learners’ errors, namely ‘error analysis’. This approach developed throughout the 1970s and involved

detailed descriptions of second language learner errors. The goal was to determine what learners knew about the language:

As Pit Corder observed in a famous article published in 1967, when learners produce correct sentences, they may simply be repeating something they have already heard; when they produce sentences that differ from the target language, we may assume that these sentences reflect the learners' current understanding of the rules and patterns of that language (Lightbown & Spada, 2013, p. 42)

The main difference between error analysis and contrastive analysis was that error analysis did not aim to predict errors. Instead, it sought to uncover and explain different types of errors to understand how second language data was processed by learners. Error analysis was based on the belief that second language learner language is a rule-governed and predictable system.

Larry Selinker (1972) named this system of developing second language knowledge *interlanguage*. Analyses of learner interlanguage showed that it includes some characteristics influenced by previously learned languages, some characteristics of the second language, and some characteristics that seemed to be general and to appear in all interlanguage systems. Interlanguages have been found systematic yet dynamic, as they continually evolve as learners are exposed to further input and revise existing hypotheses about the target language. Language acquisition is unpredictable, and learners experience bursts of progress followed by periods of stagnation before something suddenly stimulates further progress. Selinker also coined the term *fossilization*, which describes how some features in a learner's language seem to stop changing, especially when learners do not receive instruction or feedback clarifying differences between their interlanguage and the target language (Lightbown & Spada, 2013, p. 43). Error analysis thus shifted the view on errors from something that should essentially be avoided and corrected into something that is considered natural and expected from learners on different stages of L2 development.

2.3.3 Errors explained: L1 influence, learning strategy, and communication strategy

Despite CA's inability to adequately explain all learner errors contrasting the L1 and the target language can be useful in predicting or diagnosing errors caused by L1 influence or transfer. According to Selinker (1992), language transfer is "a cover term for a number of behaviors, processes and constraints, each of which have to do with CLI, i.e., the influence and use of prior linguistic knowledge" (Selinker, 1992, p. 208). CLI stands for Cross Linguistic Influence. As mentioned above, it is this transfer in combination with a temporary understanding of a target language and developmental universals that may explain learner errors.

James (1998) classifies four key categories of learner errors²: interlingual, intralingual, communication strategy-based, and induced. Interlingual errors relate to the learner's L1 and are further separated into two error types: L1 transfer and L1 interference. L1 transfer errors (also called 'borrowing') happen when a learner does not know how to formulate something in the TL and uses a linguistic word or form from the first language instead. L1 interference errors occur when the learner knows the TL equivalent but cannot access it (James, 1998, p. 175). Intralingual learner errors are made when the TL form has yet to be mastered but is in the process of being developed. In the case of learning strategy-based errors, some examples are *false analogy* (wrongly assuming that a language rule or item applies to another feature), *misanalysis* (misunderstanding a rule), *incomplete rule application* (applying a rule partially), *hypercorrection* (over-monitoring output and over-applying a rule to stay consistent), and *overgeneralization/system simplification* (overusing one form on the expense of another) (James, 1998, pp. 185-187). In terms of vocabulary, to have partially acquired the meaning or usage of a word can cause idiomatically tricky sentence constructions that are not necessarily wrong but are considered incorrect by the reader, nonetheless.

Communication strategy-based errors can be based on the target language (using near-synonyms, antonyms, or word coinage when the wanted word is inaccessible) or based on the L1 (language switches and literal translations). Additionally, learners may attempt to express something less directly when the right word cannot be accessed. This is called circumlocution. Induced errors are learner errors that occur due to classroom situations rather than students' lack of competence. In cases of induced errors, teachers' explanations, used examples, or learning organization may have misled the learners causing them to make errors in their language production. Induced errors are further divided into five subcategories: material, teacher talk, exercise-based, errors induced by pedagogical priorities, and 'dictionary' errors (Al Sobhi, 2019, p. 57).

2.3.4 Common Errors for Norwegian Learners of English

Some common errors are often observed among Norwegian, Danish, and Swedish learners of English. In Swan and Smith's (2001) *Learner English: A teacher's guide to interference and other problems*, Niels Davidsen-Nielsen and Peter Harder (pp. 27-33) provides an overview of such errors. Those considered most relevant for the present study are presented here.

²James' error categories are not consistently used to describe errors in the present study, although they are referred to in some cases. They are presented here, nonetheless, to provide insight into the types of errors that learners make.

Firstly, punctuation can be challenging as the usage of hyphens, spacing, and apostrophes in English differs from that in Norwegian. Consequently, distinctions such as *its/it's* can be confusing for Norwegian learners. Secondly, English word order is a possible error source as the Scandinavian languages, although following the S-V-O order, can start sentences with other words than the subject. The subject can be placed after the verb to emphasize an object or a complement. An example is: **Him have I not seen*. Additionally, mid-sentence adverbs are frequently placed after finite verbs, leading to cases such as **They say always that*. In subordinate clauses, the adverb is placed before the finite verb, causing mistakes like **...that people always will say that*.

Thirdly, confusion between *it* and *there* is an issue that is common for Norwegian learners as the existential *there* (i.e., “there is”) equals Norwegian *det*. *Det* also means *it* and can take other verbs than *be* as main verbs in a sentence. Consequently, beginners tend to overuse *it* in cases where the existential *there* would be preferable: **It is somebody at the door*. The use of *there* may also be expanded to **It/There happens something strange here quite often* or **It/There was shot a man here yesterday*. Application of countable, uncountable, collective, and plural-only nouns can also cause errors for Scandinavian learners. Although the Scandinavian languages distinguish between countable and uncountable nouns, there are differences in distribution (i.e., *datas, an advice, a work, a progress*). *Money* is another word that may cause issues, as the Scandinavian counterparts of the word are plural. Also, there are no group of collective nouns in Scandinavian languages, which may lead to challenges for learners of English. Another difficulty occurs with words that are plural in English and singular in Scandinavian (i.e., *the scissor, a police*), and the other way around (i.e., *many frictions*).

Singular only pronouns may lead to subject-verb agreement errors for Scandinavian learners of English (e.g., *everybody/someone/anybody say that*). The same goes for article usage as the definite article generally occurs before uncountable and plural nouns in Scandinavian languages. Cases with non-specific references in which Scandinavian languages do not use the indefinite article can also lead to errors (e.g., *She has been lawyer for 10 years*). Issues may also occur with more or less idiomatic cases, especially when the noun is in object position and can be considered a part of a semantic whole along with the verb. Phrases like *get an answer* and *take a seat* would not include an article in the Scandinavian languages and may thus lead to issues for learners. Also, articles are commonly left out after the words for *with* and *without* (e.g., *a girl with dress*). The fact that Scandinavian adverbs of manner tend

to be similar to adjectives in form frequently leads to mistakes for Scandinavian learners of English (e.g., *you don't play very good*). Additionally, the opposite mistake may occur with the verbs *look, sound, smell, taste, feel*, which usually take adverbs rather than adjectives in Scandinavian languages (e.g., *I look horribly*). The use of *who/which* is another challenge as the Scandinavian languages lack corresponding counterparts. Contrasts in preposition use may also lead to issues for Scandinavian learners of English.

Lastly, verb tense and aspect can be challenging in several ways. As Norwegian does not have a progressive form, Norwegians tend to overuse English 'simple forms (**The team plays now*) or the progressive form when its use has not yet been understood (**In Norway, we're putting people in prison if they have struck another person*). Norwegians and Danes are prone to form the perfect tense with not only the auxiliary *have*, but also the equivalent of *be*, with the latter expressing a change of state, leading to transfer errors such as: **They are become sick*. The passive voice is also used differently and can result in under-use or transfer errors. Another issue for Norwegians is that the past tense *skulle* corresponds to other English verbs than the equivalent *should*, which may lead to mistakes such as **We said we should do it* (for *We said we would do it*).

Ultimately, several aspects need consideration when performing an error analysis and pointing out learner errors. Decisions need to be made regarding features that require attention, and an evaluation of possible reasons for errors is necessary when attempting to perform precise error analyses.

3.0 Method

3.1 Aim and scope

As previously addressed, few projects have been conducted with L2 learners in lower secondary schools. Thus, the main aim of this case study is to qualitatively explore the possible effects of extensive reading in an authentic lower secondary Norwegian setting. Two research questions were formed to (a) investigate whether Norwegian learners improved their written language accuracy after participating in a period of extensive reading in the classroom; (b) explore different language features and investigate whether some of these seem more easily acquired through extensive reading than others. Additionally, a semi-structured interview with the participating teacher was carried out to gain insight into the teacher's observations of the ER project as well as her motivations for engaging in this with her students.

3.2 Setting and participants

Participants for the project were recruited through a teacher motivated to carry out an extensive reading project with her class of 8th graders. The school at which she works is situated in the West of Norway and was chosen because of the presence of the said teacher. As the access to research schools is restricted (especially during covid-19 times), this was considered the best option for this project. The project was reported to NSD (the Norwegian Center for Data Collection) and was approved. A consent form for participating in the project was handed out to students and parents in the class for signing. The consent form asked whether the students wanted to participate with their texts for the project. Additionally, the students were asked if they would participate in an interview about the reading project (in Norwegian).

3.2.1 Selection

At the outset of the project, I was motivated to study the effects of reading in the Norwegian L2 classroom but had no class or school that was particularly well-known or well-fitted for the project. When discussing this with a teacher friend, it became clear that she was also interested in the subject of reading in the classroom and the possible advantages it could provide. The choice of school and class was thus a result of convenience: the “researcher [took] advantage of an accessible situation which [happened] to fit the research context and purposes” (Punch, 2005, p. 101). The same was the case with participants as the researcher took whatever sample was available. Out of the 27 students in the class, eight consented to

their written texts being used in the project. None wanted to be interviewed. Apart from one student reaching the top grade in English, these students were holistically rated at grades 4 to 5 on previous grading occasions³. Thus, the group of students that participated in the project was relatively homogenous in terms of L1 background, exposure to English, and level of proficiency (except the top-grade student whose English exposure and level of proficiency was significantly high). This is an essentiality when investigating each student individually.

The written production levels of the students were also fitting: they were neither higher-level students posing a risk of ceiling effect (Rifkin, 2005) nor at levels so low it was challenging to decipher what they meant to communicate, which would have made the error analysis too dependent on the interpretation of intended meanings. It is important to note, however, that two of the participating students have another first language, although Norwegian is the language they fluently utilize at school. The remaining students have Norwegian language backgrounds.

For comparable reasons, the student pre-tests were evaluated through Textinspector (<https://textinspector.com/>), a web-based language analysis tool created by renowned Professor of Applied Linguistics, Stephen Bax. The Text Inspector analysis includes an estimated CEFR (the Common European Framework of Reference) level of the students' writing. The participants in the study scored between A2+ and C1 on the CEFR level. Student H was the only student to score at A2+, which was likely because of his pre-test's limited number of words. His second text was thus checked with Text Inspector and was rated at CEFR level B2+.

The students' overall CEFR scores range from intermediate to advanced when student H's second text is emphasized rather than his first. They reach levels between A1 and B2+ on lexical diversity and range from B1+ to C2 on Lexical Sophistication (academic). However, these results are not necessarily representative of the students' language proficiency as Text Inspector considers sentences with high word counts as positive in cases where poor punctuation leads to erroneous constructions. Also, the metrics by which the texts are evaluated vary for each student. Consequently, the students cannot be accurately compared in terms of measurement categories. To gain a more accurate understanding of each students' language level, one would have to analyze all CEFR measurements' results. For transparency, the full Text Inspector results of all students can be found in Appendix 1.

³ The Norwegian grading scale ranges from 1-6, with 6 being the highest.

The teacher

The teacher was the one who monitored and led the extensive reading project emphasized in this thesis. She was present in every English class between fall break and Christmas and made sure that the 15 minutes of reading was completed each lesson. She also monitored the associated ER logging activity of the students. Additionally, she provided the student texts and additional material, such as grades, prompts, and evaluation criteria for the writing exercises. The teacher agreed to an interview through which she provided information about observations she had made throughout the project, as well as an overview of the process. She elaborated on potentially relevant learning topics and activities that students had been working with outside the reading project before and throughout the research period. She also provided some additional information about the participating students, such as language background and the types of books they were reading in the project.

3.3 Design

For practical and theoretical reasons, an experimental case study carried out through document/error analyses (student texts) and a semi-structured interview was considered the best alternative for answering the research questions. Firstly, the fact that the teacher participating in this study was personally motivated to conduct such a project in her class provided access to authentic student texts and a classroom context. Secondly, case studies “have the capacity to offer purposive, situational or interrelated descriptions of phenomenon, connecting practical complex events to theoretical abstractions” (Stake, 2000, in Luck, Jackson & Usher, 2006, p. 103). Lastly, the ER approach and the authentic lower secondary classroom setting fill a gap in research on reading, as pointed out by Paran (2008) and Day et al. (2013), amongst others.

An error analysis was considered the most suitable method to thoroughly present and understand the written material collected in the project. As the study aims to locate any changes in language production, the error analysis is carried out through a comprehensive approach, meaning that all errors are pointed out and evaluated. Albeit both time-consuming and challenging, the approach is beneficial in terms of fully understanding the research data and gaining an adequate insight into the student errors collected.

As the extensive reading project itself was carried out by the teacher in the classroom rather than the researcher, an interview with the teacher was deemed necessary to gain an understanding of the process and to illuminate any valuable observations throughout the

extensive reading period. Nonetheless, the central part of the study is the analysis of learner errors and tracking potential language accuracy improvement following the extensive reading project.

3.3.1 The five-step error analysis

In line with the model for error analysis by Corder (1974) and further expanded by Ellis (1994), a five-step error analysis was performed:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

As pointed out by Ellis, factors that may impact the errors learners make must be taken into consideration when assembling samples for error analysis. For example, vocabulary is influenced by topic, and the genre can influence the level of formality, style, and structure. It is also essential to reflect on whether the learner language samples are somewhat elicited or reflect natural, spontaneous language use (Ellis, 1994, pp. 49-50). Points 1-3 in the five-step error analysis are the ones that are mainly emphasized in this project, as points 4 and 5 (explanation and evaluation of errors) are challenging in terms of understanding why an error has been made and deciding on its gravity. Error gravity is highly dependent on the experience of the reader while attempting to understand the text. The steps were included, however, to aid error categorization, investigate the errors that were most influential on communication, and gain a clearer understanding of the collected learner errors. Inspired by the error classification system of Dulay and Burt (1974), errors in this study are attempted explained in the discussion using their three broad categories: developmental, interference, and unique (p.131).

When recognizing, counting, and tracing different types of errors, one needs to decide what should be defined as an error. In this study, all errors and mistakes are counted as errors only. This choice is mainly practical, as the process of determining the nature of errors would be challenging due to the limited amount of data per student. Occurrences of stylistic issues (i.e., *you got, till*) are not marked in the present study.

A significant number of marked errors in the student texts belong in the categories of spelling and punctuation. As for the spelling category, a vast majority of the errors are linked to

capitalization issues caused by the topic and genre within which the students are writing. The high number of errors marked within this category is thus not necessarily representable for the students' proficiency levels. The same is the case for punctuation errors, as it is quite natural that students in the 8th-grade do not yet master correct punctuation. The high error counts within the category of punctuation are thus somehow at odds with the overall language accuracy of the students. As the focus of this thesis is on overall language proficiency and these errors would not be problematic in terms of oral communication, errors of spelling and punctuation are marked albeit excluded from parts of the discussion.

Ambiguous cases are put in the ambiguity category and counted only once. They are ambiguous in that they often include several issues and are difficult to place into *one* of the other categories. Errors of the same type repeatedly recurring within the same text are originally counted separately, although error overviews in which these are counted only once will be presented. For transparency, all original texts and lists of errors can be found in the Appendices.

3.3.2 Error taxonomies

When taking on a comprehensive approach to the error analysis, all types of form-related errors are included. This means that mechanical errors (i.e., spelling and punctuation), lexical errors (i.e., word choice, word order), and grammatical errors (i.e., subject-verb agreement, wrong word forms, missing articles) are all marked and emphasized as erroneous in the research. Consequently, a broad insight into the learner language context is provided. The number of categorization categories as well as the presentation of results will irrefutably determine the level of detail in the analysis of the learner errors for discussion.

Global accuracy measurements can be valuable when calculating and comparing errors. Previous research tracking learner errors (e.g., Truscott & Hsu, 2008; Van Beuningen, 2009) has measured learners' global accuracy using the formula (number of form-related errors/total number of words) times 10 or 100. However, as Bruton (2009) points out as severely problematic in his study of Truscott and Hsu (2008), error ratios do not differentiate between errors that reoccur and errors that are new (p. 137). Accordingly, more detailed monitoring of occurring and reoccurring errors could provide a more accurate description and understanding of student errors in research.

Consequently, an error taxonomy was developed. The taxonomy used in the present study is not directly based on other research taxonomies; instead, it is a mix of several and developed

based on what was deemed relevant. This is in line with James' (1998) advice to combine different taxonomies (p. 114). However, as a basis, Eckstein and Ferris' (2018) linguistic categories are presented as an error taxonomy example. In "Comparing L1 and L2 Texts and Writers in First-Year Composition", Eckstein and Ferris used nine error categories in their analysis of student errors:

Error Categories Used for Coding

Major error category	Brief description
Punctuation	Missing/unnecessary commas, semicolons, apostrophes, quotation marks
Mechanics	Spelling/typing errors, capitalization, missing/incorrect hyphens on compounds
Nouns/noun phrases	Missing/unnecessary/incorrect plural markers, possessive markers, articles/determiners
Subject-verb agreement	Error in the noun/verb phrase
Verbs/verb phrases	Incorrect tense/aspect, passive voice incorrectly formed, modal auxiliary incorrect
Sentence structure	Run-ons, comma splices, fragments, word order, missing/unnecessary words
Word form	Wrong word form for context, including verb form errors not covered in verb category
Pronoun usage	Unclear pronoun reference/incorrect pronoun form
Incorrect word choice	Any lexical error; including preposition errors

Figure 1: Linguistic Error Taxonomy (Eckstein & Ferris, 2018) <https://doi.org/10.1002/tesq.376>

According to James (1998), in addition to a linguistic category classification, every error taxonomy should include a target modification taxonomy (p. 111). Whereas a linguistic taxonomy provides information about the location of an error within the target language system "based on the linguistic item which is affected by the error" (Dulay, Burt, & Krashen, 1982, p. 146), a target modification taxonomy categorizes how and why an item or sentence is incorrect as a consequence of alternation or omission from the target form. The latter is the aim of the Surface Structure Taxonomy (Dulay et al., 1982), which plays a central part in supplementing the error taxonomy utilized in this project. The Surface Structure Taxonomy presents four main types of alternations:

CATEGORY	DESCRIPTION	EXAMPLE
OMISSIONS	The absence of an item that must appear in a well-formed utterance	reaching north to south (G2001)
ADDITIONS	The presence of an item that must not appear in well-formed utterances	to go visit London (D2021)
MISINFORMATIONS	The use of a wrong form of the morpheme or structure	The british isles became inhabit (H2024)
MISORDERING	The incorrect placement of a morpheme or group of morphemes in an utterance	can you go home and eat (F1012)

Table 2: Surface Structure Taxonomy (Dulay, Burt & Krashen, 1982) with error examples from the present study

3.3.2.1 Error taxonomy in the present study

An error taxonomy was developed by combining the Surface Structure Taxonomy and the error categories that were considered valuable by means of the data collected:

Error taxonomy in the present study

Level 1: Main Categories	Level 2: Subcategories	Added categories
Spelling (SE)	Orthography (O) Capitalization (C)	Minimal pairs (OMP) Compounds (CP) Orthography transfer (OT) Unclear (U)
Punctuation (PE)	Missing punctuation (MP) Cohesive ties (CT) Ordinal adverbs (OA) Fragment (F)	Run-on sentences (CTRO), comma splices (CTCS) Superfluous punctuation (SP)
Nouns (NE)	Uncountable (U) Plural (P) Determiner (D)	
L1 Transfer (TE)	Unidiomatic (UI) It/there (IT) Preposition (P)	False Friends (FF) Determiner (TD) Word order (WO) Direct L1 borrowing (TDL)
Agreement (AgE)	Subject-Verbal (SV) Pronoun-Antecedent (PA)	
Verbs (VE)	Tense (T)	
Prepositions (PrE)	Incorrect preposition (IP) Missing preposition (MP)	
Word Choice (WC)		Repetition (R) Alternative word better in context (AC) Superfluous word (S) Wrong word (WW) Divergence (D) Unidiomatic (UI) Adjective for adverb (AA) False Friends (FF) Informal (I)
Word Order (WOE)		Word order (WO) Initial position (IP)
Missing Word (MW)		Missing word(s) (MW) Missing noun (MN)
Ambiguous (AE)		Reformulation (R) Disagreement (D) Unclear (U) Oddity, not necessarily erroneous (O)
LEVEL 3	Explanatory	
Surface Structure Taxonomy	1. Omitted 2. Added 3. Misformed 4. Misordered	

Table 3: Error Taxonomy in the present study

 Categories attempted explained using the Surface Structure Taxonomy in the present study

Based on the proficiency level of the participating students, it was decided that only the most prominent punctuation errors would be marked as erroneous. Missing commas after introductory phrases and ordinal adverbs, before listings, and missing end-sentence punctuation were marked, albeit not analyzed further. The same was the case for missing hyphens, punctuation marks, and question marks. Run-on sentences, comma splices, and fragments were categorized as punctuation errors as they tend to be results of bad punctuation. Such errors of cohesion are considered more relevant to the research and will gain more emphasis in the analysis and discussion. An extensive list of examples of student errors within the different categories can be found in the Appendices.

3.4 Data collection

The student texts (16 in total) were written under timed conditions (3-4 English lessons per text, not cojoined). The first text was written during week 42 in 2020 (12-16 October), whereas the second writing was performed on the 16th and 18th of February 2021. Whereas the time conditions for writing were the same for each text, the task type differed quite significantly. The student pre-test task was to write a five-paragraph text and argue their opinion on a set topic. The second task, on the other hand, was part of a bulk project in which previously gathered information was used for the writing exercise:

Writing tasks for participants in the present study

Pre-Test	Post-Test
<p>Norwegian pupils should have school days that last from 8.00 to 16.00 with a one-hour lunch break in the middle of the day. Do you agree or disagree?</p> <p>Write a five-paragraph text where you debate it (approximately 1 page).</p>	<p>Choose one of the following parts of the United Kingdom to learn more about: England Scotland Northern Ireland Wales</p> <p>Find information by searching the internet – Answer these questions: What is the capital city? How many people live there? What are the main languages spoken there? Do they have a national flag and costume? What is a typical meal in this country? What would you like to do if you went on vacation to this country? (Find at least 3 things you would like to do. Find pictures of places you would like to go to)</p> <p>Use the information you have gathered to write a five-paragraph text (approximately 1 page).</p>

Figure 2: Writing tasks for participants in the present study

The conditions for writing were thus not the same both times, which is a significant disadvantage as the initial thought was to collect texts that were significantly similar in both process and style. This was due to a misunderstanding as well as other unforeseen challenges occurring within the school context.

Furthermore, the timed aspect and the potential stress under which the students were working must be considered as one cannot know the extent of impact the conditions may have had on their performances. As these students were in 8th grade and relatively new to the lower secondary school context, it is possible that these kinds of writing conditions were

experienced as stressful, even intimidating (especially in the first writing only months into lower secondary school).

3.5 Data analysis

To reply to research questions R1 and R2, the collected student texts were analyzed through several processes. First, each student pre-test was read through without marking. Secondly, the texts were marked for all errors before a rough analysis of errors, including suggestions for corrections, were written. At this stage, anonymized versions of all texts and the temporary analyses were shared with the supervisor for feedback. All errors were evaluated with the supervisor, and any misjudgments were evaluated. The same procedure was used for the post-tests when they became available. Additionally, a more thorough review of all errors was performed with the supervisor after the second texts were marked for errors and roughly analyzed. For inter-rater reliability, all ambiguous errors were discussed with the supervisor along the way. At this stage, the tracking system consisted of tables and overviews of all errors by category and in context.

Student A	Pre-test		Post-test	
Genre	5 paragraph text		5 paragraph text	
Words	377		266	
	E1	E2	E1	E2
Errors (total)	19	17	32	17
Spelling	4	4	15	4
Orthography	1	1		
Capitalization	3	3	13	2
Punctuation	11	10	10	8
Missing punctuation	3	2	2	2
Cohesive ties	8	8	2	2
Ordinal adverbs			3	1
Fragment			3	3

Pre-Test Errors

Pre-Test Spelling Errors (SE1)

(SE1.1) *I don't think people will be able to focus as well as if we have school from 8 to 1:35 cause when we know we will only have to stay for a few hours before we can live... (live for leave)

(SE1.2) *i think we can focus better than when staying for 8 hours at school (lowercase i)

(SE1.3) *changing the school times to 8-4 is not going to help anyone (initial lowercase after punctuation)

(SE1.4) *Changing norwegian school times... (lowercase proper noun)

Pre-Test Punctuation Errors (PE1)

(PE1.1) *why change anything there are no complications with the current school system in Norway (run-on sentence, question mark required)

Figure 3: Example from Initial Tracking System for student errors

After all errors were decided upon and categorized in the initial tracking system, all student errors from both pre- and post-tests were organized, further categorized in line with the error taxonomy (see Table 3), and attempted explained using the taxonomy of error types. As the analysis progressed, some additional categories were added to the error taxonomy to make the categories compatible with the students' English proficiency levels. What became apparent during the categorization process was that students struggled with a wide variety of different language structures. A significant number of subcategories were thus needed to adequately describe the different error types. Consequently, some error categories describe few error occurrences. The complete tracking system includes Error ID, Error in context, Category (from the initial tracking system, i.e., PE or SE), Taxonomy Category (i.e., OA.1, CTCS.3),

attempted explanation (Developmental, Interference, Unique), and Word error explanation (where this was deemed relevant):

Error ID	Error in context	Category	Tax.Cat	Explan.	Word error expl.
A1011	i think	SE	C.1	Unique	i for I
A1012	...perfectly fine there is	PE	CTRO.1	Dev.	
A1013	...perfectly fine from before	TE	UI	Interf.	N 'fra før'

Figure 4: Example from Complete Tracking System for student errors

When all errors had been tracked and categorized in the tracking system, it was decided to calculate the students' global error ratios to supplement the error overviews provided by the complete tracking system. It was also decided that some error categories were not adequately representative of the students' general proficiency. Moreover, they were less relevant to the research questions of the thesis. These categories were those of spelling and punctuation and included high numbers of capitalization errors and missing punctuations, respectively.

Naturally, these categories significantly influenced the data, which is why additional illustrations and error overviews excluding these categories were developed and used for parts of the analysis.

3.6 Interview

As the teacher was the one carrying out and monitoring the ER project in the classroom, it was considered necessary to conduct a semi-structured interview with the teacher to understand her perspectives (Kvale & Brinkmann, 2015). The teacher agreed to this from the start, and a semi-structured interview guide was developed. New questions emerged gradually throughout the work with the collected data and were added to the initial interview guide. The interview was carried out through video chat as meeting in person was not an option due to external factors. The interview was conducted in Norwegian for practical reasons. It was recorded with a smartphone, and the content was transcribed and sorted according to the themes of the questions, as answers regularly overlapped from one question to another. The restructured interview version was then translated into English. Relevant data and quotes from the interview will be included in subsequent paragraphs in Chapter 4. The restructured and translated interview containing all questions and answers can be found in the Appendices.

3.7 Ethical considerations

The teacher, students, and the students' guardians have all voluntarily and knowingly consented to participate in this research project. The students were free to reject the collection of texts and withdraw from participation at any point throughout the research process. All student texts were anonymized to ensure that their identity could not be linked to them

through the thesis. As all students who consented to participate in the project were accepted, no safeguarding of subject anonymity was performed throughout the subject selection. A consequence of this was that possibly relevant background information about participants who stood out was excluded from the analysis and discussion to secure anonymity. In terms of ethical considerations concerning the teacher interview, personal opinions about the specific class, mentions of students, and other personal opinions insignificant to the study were excluded from the interview transcription.

Responsible research conduct is another essential part of ethical consideration. Throughout the work with the thesis, all processes, from writing theory and error-tagging data to the analysis and presentation of results, have been aimed at respecting and honoring the research community to which they relate. The lack of previous research experience and expert knowledge of learner errors and English grammar on my part may have negatively affected the quality of the work presented. Nonetheless, I aim to openly present all collected data and provide a detailed description of the work so that readers can draw individual conclusions when reviewing the data.

3.8 Reliability and validity

“Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge” (Corbin & Strauss, 2008, in Bowen, 2009, p. 27). Validity within the document analysis area refers to the representativity of the data for the topic under investigation (here learner errors). Observations are influenced by both internal and external variables associated with the researcher. Thus, researcher bias is a potential threat to research validity. In the case of error analyses of over 300 errors distributed across 16 student texts, analyst mistakes or error omissions are likely to occur due to reading fatigue. The occurrence of inconsistencies in error categorization is also a possible negative in the study, as the approach to error analysis is comprehensive so that every error is interpreted in its textual context. An additional limitation that should be taken into consideration in terms of the results is that the analyses in the present study are performed by one person.

Some precautions were put in place to improve the reliability of procedures and interpretations, however. To assess the validity of initial interpretations, all student texts were shared with two external sources (English teachers) for error reviews. None of them disagreed with the error markings for the texts, although some ambiguous cases were up for discussion

before they were finally decided upon. Additionally, the supervisor has been a central part of the error categorization process, which heightens the validity further. Furthermore, the data material collected in the study has been subject to multiple analyses throughout the writing process. Rough analyses were written shortly after receiving both pre- and post-texts and changed according to feedback later. Moreover, the texts were read line-by-line multiple times throughout the categorization process (see chapter 3.5) to identify and correct any inconsistencies. The data material was thus thoroughly worked through and analyzed before the final analyses presented in this thesis were performed. Every step of categorization and analysis was described as clearly and detailed as possible to make the study replicable. Additionally, all data material and error descriptions have been included in the Appendices.

The students' English levels were assessed according to the CEFR system to make them comparable to other students operating on the same level. Although not all participants in this study share identical language backgrounds and have received identical educational exposure to English, the CEFR results add to the study's external validity as they make it easier to compare the subjects of this study to those of other studies.

In terms of representativeness, the data collected as well as the comparable aspect of the study add to its reliability and quality. According to Creswell (2013), the aim of a single case study is to present a thorough understanding of a case (here participants from the class), which the present study does. It is also experimental (carried out through intervention) and controlled (conducted on the researcher's premises), and aims to comprehensively present the effects of intervention (Postholm & Jacobsen, 2018, p. 70). Although too short and consisting of too few data collection points to qualify as a longitudinal case study, the study works with the primary purposes of longitudinal research: it describes patterns of change and presents possible causal relationships. The study thus, to a certain degree, acknowledges the essentiality of time in studies of language development (Dörnyei, 2007, pp. 79-80).

The study's thorough investigation of student texts and effects of intervention arguably provides a solid description of learner language and development. The study offers authentic examples of learner language and errors as the data is collected from a classroom setting. The study, therefore, holds high ecological validity despite the lack of a control group and uncertainty surrounding the degree to which it can be extended to other groups or situations. An issue within the present study is that I have not been present during the extensive reading process to observe the students' engagement with the texts. Nor were the students available for interviews providing their views on the experiment, which would have been valuable.

Therefore, conclusions about the success of project implementation on the students' behalf cannot be drawn. However, a semi-structured interview was employed to include the teacher's observation of such phenomena, which somehow contributed to reliability concerning student engagement and the value of the intervention.

4.0 Results and discussion

The presentation of results begins with an overview of the error types the eight students make in their ESL writing. Examples including quantifications of the data collected will supplement the overview, of which the focus will be the areas considered most relevant for the research questions. Secondly, the errors made by the individual students⁴ will be thoroughly presented through comprehensive error analyses. Errors are attempted explained from a theoretical standpoint, and any development in error types and language accuracy will be presented. Lastly, a brief summary of the interview with the teacher will shed light on the most central information about the processes at the center of the present study.

4.1 Error contexts

4.1.1 Overview of all student errors

Table 4 below presents an overview of all student errors counted across pre- and post-tests. The numbers in bold for “Errors (E1)” present the number of errors when every single error is counted, regardless of repeated occurrences of the same error: if a student repeatedly makes the same punctuation error or writes “i” for *I* repeatedly throughout the texts, such errors affect the total number of errors in the category in question. To reduce the significance of repeated errors on the error count, a second count of all errors excluding multiple occasions of the same error (within the same text) was performed. Those results are presented in the row “Errors excluding repetition (E2)” right below the original error count. The total number of tokens in all texts is 4,737, whereas the total number of errors is 341.

⁴ For reasons of scope and context, the error analyses of two of the students are excluded: C and G. This decision was made based on student C’s higher level of competence and the fact that student G cheated on the second writing.

Table 4: All Student Errors by Category, Pre-Tests (1) and Post-Tests (2)

Student	A				B				C				D			
Text	1	2			1	2			1	2			1	2		
Tokens	377	266			243	255			658	329			248	252		
Errors (E1)	19	31			21	35			24	7			11	21		
E. excl. rep (E2)	17	17			16	23			22	7			7	13		
Errors	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Spelling	4	4	15	4	5	1	20	9	3	3			1	1	6	3
Punctuation	11	10	10	8	7	5	7	5	7	6			4	1	6	3
Nouns	2	1	1	1	1	1										
L1 Transfer	1	1			2	2	5	5					3	2	4	2
Agreement			1	1						2	2					
Verbs							1	1			1	1	1	1		
Prepositions					1	1			1	1			1	1	1	1
Word Choice					2	1	2	2	7	7	2	2	1	1	3	3
Word Order			2	1	1	1			1	1						
Missing Word	1	1	1	1	1	1										
Ambiguous			1	1	1	1	1	1	4	4	2	2			1	1

Student	E				F				G				H			
Text	1	2			1	2			1	2			1	2		
Tokens	289	291			294	387			418	54(valid)			182	194		
Errors (E1)	11	21			28	24			22	1			18	41		
E. excl. Rep (E2)	9	17			25	17			22	1			13	17		
Errors	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Spelling	2	2	5	3	5	4	11	5	2	2			8	4	25	7
Punctuation	1	1	5	5	6	6	8	7	5	5			7	7	10	5
Nouns			4	4											3	2
L1 Transfer	4	2	6	3	5	4	1	1	5	5			2	1	1	1
Agreement			1	1			2	2	1	1					1	1
Verbs									2	2					1	1
Prepositions									1	1						
Word Choice	2	2			4	3	2	2	2	2						
Word Order					4	4										
Missing Word	2	2									1	1				
Ambiguous					4	4			4	4			1	1		

Text 1 (pre-test)

Text 2 (post-test)

Tokens: number of words in the text

E1: number of errors in the text (all occurrences)

E2: number of errors when repeated errors are counted as 1 error only

As Table 4 shows, the error number varies between both students and texts. The number of errors within the category of spelling, however, is higher in the post-test for all students except student C. This is likely caused by the nature of the second task rather than a reduction in spelling proficiency between the first and second writing. Most of the spelling errors are capitalization errors arising from the students' challenges concerning proper noun places and tourist attractions. The spelling errors in the pre-test are also caused mainly by capitalization issues. The category of spelling is thus regarded as less relevant for assessing the overall English proficiency level of the students.

Another common trait between all students and texts is the high number of errors within the punctuation category. On the whole, students struggle with comma usage, which ultimately results in high error counts. Many of the students make numerous errors with commas

following connective adverbs (particularly ordinal adverbs), a word-class the students had been working with in class prior to the first writing to prepare for five-paragraph text writing:

We were preparing for writing five-paragraph texts. We thus worked with structural- and ordinal adverbs, like firstly, secondly, lastly, in conclusion, etc. We also focused on the structure of paragraphs, what should be included in the different paragraphs, and topic sentences for the paragraphs. Several students used binding words in their texts because using binding words was one of the evaluation criteria (the teacher).

Like spelling errors, punctuation errors are considered less relevant for evaluating language proficiency as correct usage of punctuation is too much to require on the level of competence at which (most) students are operating.

As presented in the table above, the number of punctuation and spelling errors is usually significantly reduced in the E2 column when recurring errors are counted only once. As the categories are problematic for most students and subsequently considered less meaningful in terms of language accuracy, an error overview excluding these categories is presented below:

Table 5: All Student Errors by Category, Pre-Tests (1) and Post-Tests (2), Spelling and Punctuation excl.

Student	A				B				C				D			
Text	1	2			1	2			1	2			1	2		
Text																
Tokens	377	266			243	255			658	329			248	252		
Errors (E1)	4	6			11	8			14	7			6	9		
E. excl. Rep (E2)	3	5			10	8			13	7			5	7		
Errors	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Nouns	2	1	1	1	1	1										
L1 Transfer	1	1			3	3	5	5					3	2	4	2
Agreement			1	1						2	2					
Verbs							1	1		1	1		1	1		
Prepositions					1	1			1	1			1	1	1	1
Word Choice					2	1	1	1	8	7	2	2	1	1	3	3
Word Order			2	1	1	1			1	1						
Missing Word	1	1	1	1	1	1										
Ambiguous			1	1	2	2	1	1	4	4	2	2			1	1
Student	E				F				G				H			
Text	1	2			1	2			1	2			1	2		
Text																
Tokens	289	291			294	387			418	54(valid)			182	194		
Errors (E1)	8	11			17	5			15	1			3	6		
E. excl. Rep (E2)	6	8			15	5			15	1			2	5		
Errors	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Nouns			4	4											3	2
L1 Transfer	4	2	6	3	5	4	1	1	5	5			2	1	1	1
Agreement			1	1			2	2	1	1					1	1
Verbs									2	2					1	1
Prepositions									1	1						
Word Choice	2	2			4	3	2	2	2	2						
Word Order					4	4										
Missing Word	2	2									1	1				
Ambiguous					4	4			3	3			1	1		

Text 1 (pre-test)

Text 2 (post-test)

Tokens: number of words in the text

E1: number of errors in the text (all occurrences)

E2: number of errors when repeated errors are counted as 1 error only

As shown in Table 5, excluding these categories significantly reduces the total number of errors for all students except student C. The errors presented in this table are the ones that will be given the most emphasis in the following error analyses of each student. However, errors of cohesion (cohesive ties, run-on sentences, comma splices, and fragments marked for punctuation) will be discussed. The same is the case for spelling errors not caused by capitalization issues, such as orthography and transfer.

With the errors of spelling and punctuation removed from the error overview, the diversity of errors students make is evident. Except for the L1-Transfer category, in which errors occur for all students except student C, and the ambiguity category, with error occurrences for all students except student E, the errors are spread differently across all categories based on the individual challenges of the students. These individual issues are analyzed in detail later in the chapter.

When performing an error analysis, it is essential to acknowledge the external factors that may have influenced the language production of the participants. It is thus relevant to point out the context within which the post-texts were written. Before the second writing, the participants' English teacher was on sick leave, which resulted in different substitute teachers taking charge of their English classes. Some confusion seems to have arisen concerning the second writing task because of this. Upon receiving the student post-tests, I noticed that things had not been arranged as expected and asked the teacher about it in the interview:

This is probably a result of different things. Firstly, the text turned out less similar to the first texts than I had hoped. If I had been present during the writing, I would have emphasized the individual and argumentative voice to a higher degree than what seems to have been the case with the responsible substitute(s). I also would have made sure the students did not use the internet while writing. I tried to be explicit about my opinions and expectations for the writing with the teachers involved in the process, but some miscommunications must have occurred along the way and been further communicated to the students.

Other factors may also have affected the students' writing. English instruction from various teachers coming and going, bringing with them different teaching approaches, could have impacted the students' development in different ways. Such things should always be considered when working with authentic material collected from students operating within the school context.

4.1.2 Global Error Ratio

When working with texts of different lengths and with differing error counts, it can be challenging to fully understand the connection between the two and notice changes in accuracy between writings. To gain a clearer understanding of the exact relationship between text length and errors, recalculating the number of errors into comparable units is expedient. The student texts and errors were thus measured for global error ratio (see chapter 3.3.2):

Table 6: Global Error Ratio, All Categories

Global Error Ratio	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H
Pre-Test (E1)	5,0%	8,6%	3,6%	4,4%	3,8%	9,5%	5,2%	9,9%
Pre-Test (E2)	4,5%	6,5%	3,3%	2,8%	3,1%	8,5%	5,2%	7,1%
Post-Test (E1)	11,7%	13,7%	2,1%	8,3%	7,2%	6,2%	1,9%	21,1%
Post-Test (E2)	6,4%	9,0%	2,1%	5,2%	5,8%	4,4%	1,9%	8,8%

The percentages above suggest that students C and F improved in overall proficiency between the two writings. Additionally, student H improves according to the E2 count, which is significantly lower than his E1 result. Student G's post-tests results should be ignored, as she cheated on the second writing. Her taxonomy calculation is based on the one marked error in student G's second text divided by the 54 words of the text that were not directly copied from the internet.

As the numbers used for calculating the global error ratios in table 6 included the many errors within the categories of spelling and punctuation, which may be of little importance in the big picture, the students' global error ratios with these categories excluded were calculated as well:

Table 7: Global Error Ratios, Spelling and Punctuation excl.

Global Error Ratio	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H
Pre-Test (E1)	1,0%	4,5%	2,1%	2,4%	2,8%	5,8%	3,6%	1,6%
Pre-Test (E2)	0,8%	4,1%	2,0%	2,0%	2,1%	5,1%	3,6%	1,1%
Post-Test (E1)	2,3%	3,1%	2,1%	3,6%	3,7%	1,3%	1,9%	3,1%
Post-Test (E2)	1,9%	3,1%	2,1%	2,8%	2,7%	1,3%	1,9%	2,6%

With the categories of spelling and punctuation excluded, the global error ratio results change. Table 7 suggests that students B and F have improved their overall accuracy, whereas student H, who has improved according to the E2 the first error calculation, ends up with the opposite

result when the mentioned error categories are removed from the calculation. Student C ends up with an identical error score on both writings. This illustrates points made by Bruton (2009), who criticized the use of global error ratios as means to independently present language accuracy results, as they do not provide insight and understanding of different error types made in language production. In the present study, global accuracy measurements do not provide sufficient insight into the overall result of the research and may therefore paint an inaccurate picture of the complex nature of learner errors. In what follows, a more detailed overview of the students' individual errors is presented.

4.1.3 Student A: Errors and examples

Table 8 on the next page displays all errors marked in student A's texts. The word count has been added at the top of the table, and the total numbers of errors (E1 and E2) are written in bold. The total error count within the different error categories is also written in bold, whereas the subcategory numbers are not. The subcategory errors are included in the overall category count in bold. For clarity, the error counts with the spelling and punctuation categories excluded (*) are added alongside the pre- and post-test columns:

Table 8: Student A, Errors by Category

Student A	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	377				266			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	19	17	4	3	32	17	6	5
Spelling	4	4	----	----	15	4	----	----
Orthography	1	1						
Capitalization	3	3			13	2		
Punctuation	11	10	----	----	10	8	----	----
Missing punctuation	3	2			2	2		
Cohesive ties	8	8			2	2		
Ordinal adverbs					3	1		
Fragment					3	3		
Nouns	2	1	2	1	1	1	1	1
Uncountable								
Plural	2	1	2	1	1	1	1	1
Determiner								
L1 Transfer	1	1	1	1				
Unidiomatic	1	1	1	1				
It/there								
Agreement					1	1	1	1
Subject-Verbal					1	1	1	1
Pronoun-Antecedent								
Verbs								
Tense								
Prepositions								
Word Choice								
Word Order					2	1	2	1
Missing Word	1	1	1	1	1	1	1	1
Ambiguous					1	1	1	1

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

The error overview of student A shows that he makes more errors in the second text than the first. He improves, however, within the categories of noun errors (from two in the pre-test to one in the post-test) and transfer errors (from one to none). Three error types absent in the first text can be found in the second, namely agreement, word order, and ambiguity.

The two noun errors in the pre-test are identical, which is why only one noun error is counted in the E2 column: **from teenagers lifes* (A1015), and **Changing norwegian school times will only complicate teenagers lifes* (A1019). This suggests that student A may not yet have acquired the plural form of the noun *life*, in which case the error is a learning-strategy-based error of overgeneralization/system simplification where student A utilizes the plural -s on the irregular noun *life* (James, 1998). The errors are categorized as developmental, as student A uses the correct plural form with other irregular nouns, e.g., *activities*.

The post-test noun error is also caused by issues concerning the plural form: **The famous sport clubs, food and sightseeings* (A2002). Here, the uncountable noun *sightseeing* is given the plural -s ending. The noun is arguably topic-specific and thus unlikely to have been acquired at a previous point, which is why this error is quite natural for student A to make. Also, with the differences in distribution of countable and uncountable nouns between Norwegian and English, one cannot expect an 8th-grader to know the plural form of uncountable nouns such as *sightseeing* (Davidsen-Nielsen & Harder, 2001, p. 27). Moreover, Student A makes relatively few noun errors in general, which may suggest that the plural-form issues are context-dependent rather than constant. The error is thus described as unique in terms of the broad categories of Dulay and Burt (1974).

The transfer error in the pre-test of student A is problematic in terms of idiomaticity: **when everything is completely fine from before* (A1013) (N ‘fra før’). Here, student A borrows from his L1 and constructs a phrase that is unidiomatic in English. There are no occurrences of similar errors in the post-test, which is positive. It is possible, however, that this has to do with the nature of the second task and topic rather than an improvement in accuracy from the first text to the second.

In the second text, an agreement error occurs: **The best teams in my opinion are all from England and is definitely a good reason to go there* (A2015). Although unclear and quite ambiguous, this error is categorized as a pronoun-antecedent error, in which the phrase *the best teams in my opinion* disagrees with the pronoun *is*. Nonetheless, this error could fit just as well in the ambiguity error category alongside **Personally my family has always cheered for Arsenal and you can feel the mood being down low everytime they lose* (A2013), as they are quite similar. In both cases, it is challenging to point to where the issues are, as the constructions are complicated and generally unclear. In A2013, the multiple changes of personal pronouns and perspective make the sentence odd, whereas A2015 would benefit from a rewriting and some added words to clarify the intended meaning. These errors are

considered developmental as they may be caused by sentence complexity and a wish to construct longer and more complicated sentences. As these errors only occur in the second text, it is possible that the input student A received during the extensive reading period motivated him to write longer, more complex sentences.

There is one missing word error within each of student A's texts. Both cases are missing one word to make sense and carry their intended meaning. In his first text, student A writes: **Now you leave for whatever spare time_you go to* (A1008), which misses a noun (i.e., *activity*) after *spare time* to be complete. The post-text includes the sentence **the sport clubs are known worldwide specifically_football* (A2005), which is incomplete and is missing a word between *specifically* and *football*. These errors are described as unique, as it is challenging to decide the reasons for these errors. The words may have been omitted by mistake. Another possibility is that student A did not know how to correctly formulate his ideas in English and settled for these incorrect options.

Lastly, the phrase *in my opinion*, leads to two word-order errors in student A's post-test. The errors occur because the phrase does not receive initial position but is placed mid-sentence without commas: **The best teams_in my opinion* (A2014); **England is_in my opinion the best country...* (A2029). These errors are placed in the word-order category, as the easiest way to avoid them would be to place *in my opinion* at the beginning of the sentence and add a comma. Adding two commas in the original position would also be an alternative, however. The use of the phrase is generally considered as a positive linguistic trait, as it is efficient in communicating a standpoint. As student A did not use the phrase in the pre-test, the errors are described as developmental. In terms of James' (1998) key categories of learner errors, these cases are thus considered intralingual: the TL form has yet to be mastered but is in the process of being developed.

4.1.3.1 Spelling and punctuation errors

As shown in Table 8, the categories of spelling and punctuation include high numbers of errors in student A's texts. They are, however, relatively stable if emphasizing the numbers in the E2 column: the error counts for both spelling- and punctuation errors are identical for both pre- and post-test. The E1 columns paint a different picture, however.

Spelling Errors

As for the spelling category, the number of errors increases from four errors in the first text to fifteen errors in the second. This is due to a high occurrence of different capitalization errors in the post-test. Here are some examples:

(A2009) *...i'm sure you've heard about (SEC.1)

(A2018) *if i were to (SEC.1)

(A2020) *Big ben (SEC.1)

(A2030) *United kingdom (SEC.1)

Capitalization is an issue in the first text, as well: three of the four spelling errors are due to incorrect capitalization:

(A1011) *i think we can focus better than when staying for 8 hours at school (SE.C.1)

(A1016) *changing the school times to 8-4 is not going to help anyone (SE.C.1)

(A1017) *Changing norwegian school times... (SE.C.1)

The last spelling error in the pre-test is a misspelling caused by minimal pairs: *when we know we will only have to stay for a few hours before we can live (A1010). Student A uses the verb *live* instead of *leave*. This conclusion was made based on the context of the sentence.

The error is described as unique as it is challenging to reflect on why it occurred. It may be a performance error, meaning that student A knew the difference between the two but wrote the wrong word in the heat of the moment. It is also possible that student A did not know that the two words have different spellings and meanings. He does, however, demonstrate correct usage of the verb in his second text: “you will miss it as soon as you leave”.

Ten of the spelling errors in student A's post-test are caused by issues concerning proper-noun capitalization (like A2020 and A2030 above). These errors likely occur as a consequence of the task type as well as insufficient knowledge about capitalization patterns in English concerning places, events, and tourist attractions. These are thus not considered as influential in terms of assessing student A's language accuracy and are counted as one E2 error. The same goes for the three lowercase-i errors. The two remaining spelling errors are then:

(A2006) *The well known (SE.CP)

(A2012) *everytime they lose (SE.CP)

These spelling errors are both misspelled compound words. *Well known* should be a hyphenated compound, not an open one. *Everytime* is not a closed compound. Compound words are one of the challenges emphasized by Davidsen-Nielsen and Harder (2001): “As most Scandinavian compounds are written as one word, the use of the hyphen..., and of spacing... create difficulty” (p. 26). However, no such errors occur in student A’s first text, within which he correctly utilizes both open compound words, such as *school times* and *school system*, and closed compound words, i.e., *basketball*. The fact that they occur in the post-test could be due to restricted input, meaning that student A has not been exposed to sufficient written input to acquire the correct spellings of the compound words *well-known* and *every time*. These errors are categorized as unique, as the acquisition of the different compound words will have to be gradually acquired through further English input or form-focused instruction.

Punctuation Errors

As visible in the table above, student A reduces his punctuation error count from eleven in the first text to ten in the second. This improvement may seem relatively insignificant, as it is only one error less. However, the E2 punctuation error count is only eight. The reason for this is that student A has included the ordinal adverbs *firstly*, *secondly*, and *lastly* in his post-test writing, although not using required commas after them. These errors are counted as one error, and only seven punctuation errors remain. No ordinal adverbs were used in student A’s first test, which means that the eleven errors (ten in E2) counted in the pre-test were all other error types. This may suggest language accuracy improvement.

Out of the eleven errors counted in student A’s pre-test, seven are run-on sentences like these:

(A1001) *why change anything there are no complications with the current school system in Norway (PE.CTRO.1)

(A1012) *The current school system is working perfectly fine there is no reason (PE.CTRO.1)

And one is a comma splice:

(A1004) *think about homework, let’s say that takes you (PE.CTCS.3)

These cohesion errors are described as developmental as student A is likely in the process of writing longer sentences, despite not having acquired sufficient cohesion knowledge to succeed in all his attempts to.

The last two errors in student A's first text are counted as one in the E2 column and are errors of omitted possessive 's's: **concentration from teenagers lifes* (A1014); **will only complicate teenagers lifes* (A1018). The possessive 's is a feature that is usually acquired late, so the occurrences of such errors are considered natural (Lightbown & Spada, 2014, p. 47).

As mentioned above, missing commas after ordinal adverbs make up three of the punctuation errors marked in student A's post-test. Out of the remaining seven, four are cohesion errors. Three of these are fragments:

(A2001) **The famous sport clubs, food and sightseeings* (PE.F.1)

(A2010) **The well known premier league which I'm sure you've heard about* (PE.F.1)

(A2023) **As the capital city London holds Big ben, Windsor castle (just outside London), and of course the London bridge* (PE.F.1)

And one is a comma splice:

(A2017) **there are loads of tourist attractions around England, if i were to make a suggestion i'd say London is a good place to start* (PE.CTCS.3)

These errors are closely linked to the eight cohesion errors of the first text and have to do with the construction of complex sentences. It is interesting, however, that there are three fragments and no run-on sentences in the post-test, as seven of the eight cohesion errors in the pre-test were run-on sentences. This may be a result of language accuracy changes that have emerged throughout the extensive reading period. The three remaining errors marked for punctuation in the second text are not considered important to the analysis.

4.1.4 Student B: Errors and examples

Table 9: Student B, Errors by Category

Student B	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	243				255			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	21	16	11	10	35	23	8	8
Spelling	5	1	----	----	20	9	----	----
Orthography					6	5		
Capitalization	5	1			13	3		
Punctuation	5	5	----	----	7	6	----	----
Missing punctuation	2	2			2	2		
Cohesive ties	3	3			4	4		
Ordinal adverbs								
Fragment								
Nouns	1	1	1	1				
Uncountable								
Plural	1	1	1	1				
Determiner								
L1 Transfer	3	3	3	3	5	5	5	5
Unidiomatic					3	3	3	3
It/there					1	1	1	1
Preposition	2	2	2	2				
Agreement								
Subject-Verbal								
Pronoun-Antecedent								
Verbs					1	1	1	1
Tense					1	1	1	1
Prepositions	1	1	1	1				
Word Choice	2	1	2	1	1	1	1	1
Word Order	1	1	1	1				
Missing word	1	1	1	1				
Ambiguous	2	2	2	2	1	1	1	1

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

As Table 9 shows, student B originally makes no significant improvement in any of the error categories from the first writing to the second, and the total error count is higher in the post-test than the pre-test. When the categories of spelling and punctuation are removed, however, the error count for the first text is higher than the second. In terms of category improvement,

the categories within which student B improves between the writings are noun errors (from one to none), preposition errors (from one to none), word choice errors (from two to one), word order errors (from one to none), missing word (from one to none), and ambiguity errors (from two to one). Within the categories of transfer and verb errors, on the other hand, the post-test error counts are higher.

The post-test noun error is a plural form error: **And childrens* (B1013). This error is hard to pin down as student B uses very few irregular nouns in plural form in both of her texts, so finding a pattern is challenging. Nevertheless, the error is described as developmental, as student B is familiar with both the plural *children* and the plural -s rule of English. Rather than writing *childs**, she adds the plural -s to the correct plural form *children*.

Student B's most significant issue seems to be transfer errors. Three L1 errors occur in the first text and five in the second. Prepositional phrases seem to be of significant difficulty, and two of the three pre-test transfer errors are caused by the transfer of Norwegian prepositional constructions to English:

(B1003) **we should start 08:00 on school* (N 'starte på skolen') (TE.P.2)

(B1018) **when we learn so much on one day* (N 'på en dag') (TE.P.3)

In terms of James' (1998) error classification system, these errors can be categorized as communication strategy-based errors, as they are literal translations of the L1. They are classified as the broad category of interference.

The preposition *on* seems especially challenging for student B, which is visible in the only occurring error marked for preposition as well: **many people have training on their sports* (B1010). It seems student B overrates the importance of this preposition in the English vocabulary and tends to over-use this language feature. This may be a consequence of a frequent presence of this particular preposition in the L1. The preposition error is described as unique in terms of error categories, nonetheless.

The third L1 transfer error in student B's first text is due to a formulation that would be somehow acceptable in Norwegian but is unidiomatic in English: **have good use of using their brain* (N 'ha god nytte av') (B1015). Here, student B takes a Norwegian idiomatic expression and simply translates it into English. The error is described as interference, as it is an interlingual error or a case of L1 "borrowing" (James, 1998).

More interlingual errors occur in student B's post-test. Three of the L1 transfer errors present in the post-test are categorized as unidiomatic and is thus similar to B1015:

(B2009) **The main language they speak there is English or many also speak with a little british accent that i love* (N 'eller mange snakker') (TE.UI)

(B2022) **London, The queen's castle and lots more places* (N 'mange andre steder') (TE.UI)

(B2029) **Manye off people* (N 'mange av menneskene') (TE.UI)

Interestingly, none of the remaining transfer errors in the post-test are prepositional despite several occurrences of these in the pre-test. Instead, one is caused by a false friend of the Norwegian noun *land*: **England is a very popular land to visit* (B2002), whereas the other stems from issues concerning the uses of *it* versus *there*, which is particularly challenging for Norwegian learners (Davidsen-Nielsen & Harder, 2001, p. 27): **In England it lives 55.98 million people* (N 'bor det') (B2008).

The verb error occurring in student B's post-test is described as developmental and occurs due to tense issues: **like those dubbel buses you might see them before* (B2007). This error is described as developmental as the use of wrong verb tenses when referring to the past may be a sign of movement through developmental sequences. Moreover, progress to a higher stage does not equal fewer errors (Lightbown & Spada, 2013, pp. 55-56). The fact that tense issues do not occur in student B's first text may support this possibility.

Word choice errors occur in both texts, although there seems to be little connection between the errors made in the first and the one occurring in the second. The two errors marked in the pre-test are counted as one error in the E2 column, as the same word is erroneous in both cases due to a false-friend issue: **They mean we should; *I mean we don't*. Here, student B mistakenly concludes that the English *mean* is the equivalent of the Norwegian *mene* because of their apparent similarities. The English verb *think* would be preferable in these cases, however. These errors are placed within the broad category of interference in the error taxonomy.

The word choice error that occurs in the second texts is a case of unnecessary repetition that makes a sentence construction complicated and poorly formulated: **You might think England has internasjonale costumes but no they actually don't have internasjonale costumes many people think they have but they actually don't have costumes* (B2035). The repetition of the words *internasjonale*, *costumes*, *they*, and *have* is unnecessary in this context. This may be an attempt to write longer sentences, although this construction is too long and could have been

expressed better by eliminating some repeated words and adding punctuations. The error may also be characterized as a *system simplification* (James, 1998): the writer overuses the vocabulary terms she has acquired due to uncertainty concerning the usage of more suitable formulations. In other words, student B may have wanted to express this sentence differently, albeit lacking the vocabulary knowledge to do so successfully. This error is thus marked as developmental.

In student B's first text, one error is marked for word order: **we should start 08:00 on school* (B1004). The end-position of *school* is unidiomatic in English in this case and likely due to L1 interference (N 'starte 08.00 på skolen'). This error is thus marked within the broad category of interference and is highly relevant in terms of student B's prominent transfer issues in the first writing, especially concerning prepositional phrases.

Another error type that occurs once in the first text but is absent in the second is missing word errors. It concerns time: **In Norway normal school days start 08:15 to 14.00* (B1006). Some additional words are needed to convey student B's intended meaning, i.e., "last from 08:15 to 14:00" or "start 08:15 and last until 14.00". The original sentence construction claims that Norwegian school days start somewhere between 08.15 and 14.00, which is not what student B intends to say based on context. This error is described as unique, as the equivalent in Norwegian would also be erroneous. Moreover, there are no strong indicators that this construction is a result of ongoing developmental processes.

Lastly, ambiguous errors are found in both of student B's texts. They are a mix of different ambiguous constructions:

(B1007) **Normal school days in Norway are much shorter than the people in the USA* (AE.O)

(B1017) **And you're almost the whole day in school and it will just be too much for small kids* (AE.R)

(B2031) **The most popular things to watch in England are watching football in the big stadiums in England* (AE.D)

As shown by the taxonomy categories, these cases are all categorized as different subcategories of ambiguity errors. B1007 is categorized as an oddity, as the whole construction is somehow absurd. Removing the phrase *the people* would fix this sentence. B1017 needs a reformulation and a change of word order. Moreover, the perspective changes from *you* to *small kids*, which makes the sentence quite confusing. B2031 is subcategorized as

disagreement. This is due to the contradiction between *things* and the phrase *watching football in the big stadiums of England*, which is, frankly, just one “thing”. If the plural noun *things* was replaced with the singular form and some words were removed, the sentence would be grammatical, however: “The most popular thing to watch in England is football in the big stadiums”. The sentence is still considered odd, nonetheless. These three errors are all described as unique as they contain more issues than one.

4.1.4.1 Spelling and punctuation errors

Spelling Errors

All five errors marked for spelling in student B’s pre-test are due to initial capitalization following a comma, like B1001 in the first sentence of the text: **Many people want longer school days in Norway, They mean we should...* These are thus counted as one error in the E2 column. Interestingly, the issue reoccurs four times in the second text as well, despite being addressed by the teacher on multiple occasions:

“Yes, we have talked a lot about that. It has been a persistent issue that has been addressed on several occasions: Capitalization after full stops, not following commas”.

When student B makes this error, however, it is usually in cases in which a punctuation mark is preferable because of the lack of cohesive ties between independent clauses. In other words, if the commas were replaced with full stops, the sentences would, more often than not, form two well-written sentences: **In the USA they have very long school days but they have 1 hour lunch, In Norway it is usual to have a 30 minutes lunch break (B1008)*. The same is the case for the five occurrences of this error type in the post-test, e.g., B2003: *England is a very popular land to visit, They have many cool things there to see and experience*. The fact that most commas might as well have been punctuation marks may explain student B’s capitalization of the words following them. These capitalization errors are marked as unique.

Another oddity that occurs with spelling errors is that student B consequently writes the personal *I* in lowercase in the second text (three times in total), despite correctly capitalizing it in the pre-test. This may result from stress or other contextual issues surrounding the second writing, although this can be neither confirmed nor denied. It may also be an example of an induced learner error (James, 1998) as the teacher uttered some concern about her students’ understanding of English capitalization: *I think some of the students were confused by this, which is why they have a hard time with correctly capitalizing words*.

Additionally, six spelling errors in student B's post-tests concern capitalization of proper nouns and are not considered relevant in terms of language accuracy development. The remaining six errors marked for spelling are more interesting, however:

(B2006) **like those dubbel buses* (orthography) (SE.O)

(B2013) **they have a big clok* (orthography) (SE.O)

(B2014) **that kals* (N 'som kalles', orthography transfer) (SE.OT)

(B2026) **it's like pom fries or potato with fish* (incorrect spelling, orthography, F 'pommes frites') (SE.O)

(B2027) **Manye of people* (incorrect spelling *many*) (SE.U)

(B2032) **You might think England has internasjonal costumes* (N 'internasjonal', orthography transfer) (SE.OT)

(B2033) **they actually don't have internasjonal costumes* (N 'internasjonal', orthography transfer) (SE.OT)

Most of these spelling errors are explained by orthography: Student B chooses the spelling pattern that sounds right in terms of how the words sound. Three of the errors are categorized as orthography transfer, as student B picks spellings similar or identical to Norwegian equivalents. These are described as interference, whereas the remaining spelling errors are placed within the broad category of unique errors.

Punctuation Errors

As already addressed above, many of student B's punctuation errors are comma splices. Two of the five errors marked for punctuation in the pre-test are comma splices. Additionally, one is a run-on sentence: **have good use of using their brain too much we just get tired* (B1016). One run-on sentence occurs in the post-test as well: **You might think England has internasjonal costumes but no they actually don't have internasjonal costumes many people think they have but they actually don't have costumes* (B2034). Three comma splices occur in the post-test as well.

As mentioned in the error analysis of student A, issues of cohesion such as the ones mentioned above could signalize that the language learner is attempting to improve language accuracy by writing longer, more complex sentences. The errors are thus described as developmental. The fact that there are more cohesion errors in the second text than the first may suggest that student B did not improve her sentence-structure skills throughout the extensive reading project.

4.1.5 Student D: Errors and examples

Table 10: Student D, Errors by Category

Student D	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	248				252			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	11	7	6	5	22	14	9	7
Spelling	1	1	----	----	6	3	----	----
Orthography					1	1		
Capitalization					5	2		
Punctuation	4	1	----	----	6	3	----	----
Missing punctuation					1	1		
Cohesive ties					1	1		
Ordinal adverbs	4	1			4	1		
Fragment								
Nouns								
Uncountable								
Plural								
Determiner								
L1 Transfer	3	2	3	2	4	2	4	2
Unidiomatic	1	1	1	1	1	1	1	1
It/there	2	1	2	1	3	1	3	1
Preposition								
Agreement								
Subject-Verbal								
Pronoun-Antecedent								
Verbs	1	1	1	1				
Tense	1	1	1	1				
Prepositions	1	1	1	1	1	1	1	1
Word Choice	1	1	1	1	3	3	3	3
Word Order								
Missing word								
Ambiguous					1	1	1	1

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

As shown in Table 10, student D makes twice as many mistakes in the second text as the first. The only category within which she improves is verb errors: from one occurrence in the pre-test to none in the post-test. The preposition category is stable with one error incidence in

each text. As for the remaining categories, they include more errors in the post-test than the pre-test.

The number of transfer errors increases from three in the first text to four in the second. Five of the transfer errors are due to issues concerning the usage of *it*/*there*. Constructions with *it* and *there* are particularly challenging for Norwegian learners of English because in Norwegian “the equivalent of the *there is* construction uses the pronoun *det*, which also means *it*” (Davidsen-Nielsen & Harder, 2001, p. 27):

(D1001) **I like the days as it is now* (TE.IT)

(D1008) **things work really well like it is right now* (TE.IT)

(D2003) **I really want to go there because it is a lot of interesting places you can go and visit* (TE.IT)

(D2008) **So it is almost 11 times as many people* (TE.IT)

(D2011) **So it is almost 11 times as many people in england than it is in norway* (TE.IT)

As shown, two such errors occur in the first text compared to three in the second, suggesting that student D did not acquire significant knowledge about the usage of *it* and *there* through the extensive reading project. She does, however, utilize one *there are*-construction in the post-test compared to none in the pre-test: “*there are almost 56 million people there.*”

The two remaining transfer errors are cases in which L1 borrowing leads to unidiomatic language. They can also be described as communication strategy-based errors based on the L1 (James, 1998), as student D utilize literal translations of Norwegian constructions:

(D1006) **it would maybe have crashed with other stuff* (TE.UI)

(D2018) **We in Norway are not a part of the EU* (TE.UI)

Naturally, these errors are put in the broad category of interference. Such errors will probably cease to occur as student D is exposed to further English language input.

The verb error that occurs in student D’s first text is due to a faulty conditional construction: **and the others who had work would not been able to concentrate* (D1003). The exclusion of the required verb *have* may be a performance error, although this cannot be decided. Another possibility is that student D is expanding her verb knowledge and moving through developmental sequences, which may result in such constructions. It may also be an example of incomplete rule application (James, 1998). As the cause of error cannot be concluded on, the error is marked as unique.

There is one preposition error in each of student D's texts. The pre-test error is a case of missing preposition: **Most people need the time home so they* (D1011). The preposition *at* is missing from the prepositional clause. This error may be caused by the Norwegian construction "trenger tiden hjemme", in which a preposition is not required. The error is thus explained as interference. The post-test preposition error is a case of incorrect preposition choice: **back in the beginning for 2020* (D2017). The correct preposition would be *of*. This error is described as unique, as it is challenging to conclude on the cause of the error.

A total of four word-choice errors occurs in student D's two texts: one in the pre-test and three in the post-test. The pre-test error is an error caused by an adjective in the place of an adverb: **things work really good* (D1009). This error belongs in the broad category of interference, as Norwegian "adverbs of manner tend to be similar in form to adjectives, which leads to frequent mistakes" (Davidsen-Nielsen & Harder, 2001, p. 29).

The word-choice errors marked in student D's post-test are not as easily explained:

(D2006) **After what I have heard* (WC.AC)

(D2011) **11 times as many people in england than it is in norway* (WC.UI)

(D2020) **I really want to go visit* (WC.S.2)

These word-choice errors belong in different subcategories and include various issues. The first is a case in which the function word *from* would fit better than the conjunction *after*. The second word-choice error is due to an incorrect word used to compare the population of England and Norway, which results in an unidiomatic construction. The last case includes a superfluous *go* that could have been excluded from the sentence. D2011 is described as interference as *than* corresponds to the Norwegian *enn*, which could be used in a Norwegian translation of this sentence. The remaining cases are explained as unique.

Lastly, one ambiguity error occurs in student D's second text. It is subcategorized as unclear as the sentence fails to adequately communicate its intended meaning in context: **But when you think about all the rules and laws it is so much to think about* (D2021). The issue with this sentence is that the statement is unclear to the reader. It is unclear what the clause *all the rules and laws* refers to, as well as what the following *it* refers to. Additionally, the sentence includes an it/there transfer error. The error is thus described as unique.

4.1.5.1 Spelling and punctuation errors

Spelling Errors

Student D makes one spelling error in the pre-test and six in the post-test. Five of the six spelling errors in the post-test are due to issues of capitalization and are thus not discussed here. That leaves one pre- and one post-test spelling error:

(D1005) **if we have longer school longer then we have now* (SE.OMP.3)

(D2001) **In this tekst* (SE.OT)

The pre-test error is caused by confusion concerning minimal pairs: Student D writes the word *then* instead of the correct choice *than*. The post-test error is a case of orthography transfer in which student D utilizes the Norwegian spelling of the word *text*. The first error is described as unique as the cause of the error is unknown. D2001 is described as interference as student D directly transfers the L1 spelling patterns into her English production.

Punctuation Errors

All four errors marked for punctuation in student D's first text are due to missing commas following ordinal or introductory adverbial phrases. The same is the case for four of the six punctuation errors in her second text. One is a simple case of missing comma and is thus not considered significant for language accuracy. That leaves one punctuation error: **But it is a lot for people in England, there are almost 56 million people there* (D2007). This error is a comma splice, in which a cohesive tie or punctuation is needed to make the sentence grammatical. This error is explained by development, as it could be a result of sentence-complexity improvement. The fact that none of these errors occur in the pre-test could suggest that student D's reading during the extensive reading period motivated her to write longer and more complex sentences and has led to developmental processes.

4.1.6 Student E: Errors and examples

Table 11: Student E, Errors by Category

Student E	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	289				291			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	11	9	8	6	21	17	11	8
Spelling	2	2	----	----	5	3	----	----
Orthography	1	1						
Capitalization	1	1			5	3		
Punctuation	1	1	----	----	5	5	----	----
Missing punctuation					2	2		
Cohesive ties					1	1		
Ordinal adverbs								
Fragment					2	2		
Nouns					4	4	4	4
Uncountable								
Plural					1	1	1	1
Determiner					3	3	3	3
L1 Transfer	5	3	5	3	6	3	6	3
Unidiomatic	4	2	4	2	3	2	3	2
It/there					3	1	3	1
Preposition	1	1	1	1				
Agreement					1	1	1	1
Subject-Verbal								
Pronoun-Antecedent					1	1	1	1
Verbs								
Tense								
Prepositions								
Word Choice	2	2	2	2				
Word Order								
Missing word	1	1	1	1				
Ambiguous								

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

As shown in Table 11, student E makes almost twice as many mistakes in the second writing as in the first. She makes four noun errors in the second text, a category within which no errors were marked in the first. The same happens in the agreement category: none in the pre-

test compared to one in the post-test. Student E does, however, lose the errors of word choice and missing words in the post-test, from two and one to none, respectively.

The noun errors occurring in student E's post-test are caused by missing knowledge about topic-specific nouns. Three errors concern the noun *kilt*:

(E2010) **men wear Kilt* (NE.P.3)

(E2011) **Kilt is a type of a skirt* (NE.D.1)

(E2012) **Kilt is a type of a skirt* (NE.D.2)

It is quite natural that mistakes occur with new nouns and noun forms. In the first error, student E leaves out the plural -s. In the second, a determiner is missing before the singular noun. The third sentence includes a superfluous determiner. All three are described as unique in terms of broad categories. The remaining error is also due to issues with determiners: **A very popular place to visit is Scottish Highlands* (E2017). In this case the determiner *the* is omitted from the sentence construction. These noun errors are considered topic-dependent and less important in terms of deciding on overall language proficiency.

Student E makes a significant number of transfer errors in both texts: five in the pre-test and six in the post-test. The five L1 transfer errors in the first text are all cases of false friends or the use of Norwegian language patterns that lead to unidiomatic English:

(E1004) **if they reach it* (TE.TFF)

(E1005) **they need to go to bed and stand up early* (TE.UI)

(E1006) **to reach school* (TE.TFF)

(E1009) **need 8-12 hours sleep every day* (TE.P.1)

(E1011) **are going to reach training* (TE.TFF)

Three errors caused by false friends and Norwegian patterns reoccur in the second text as well. However, more interestingly, a new error type occurs and is made three times in the post-test:

(E2003) **It lives 5,454 million people there* (N 'det bor') (TE.IT)

(E2004) **It lives 482 005(2011) thousand people there* (N 'det bor') (TE.IT)

(E2015) **Lastly, it is a beautiful nature there* (N 'det er') (TE.IT)

It is curious that three occasions of it/there errors occur in the second text when none were made in the first text. It may have to do with language processes. However, it is likely that the topic and task type brought forward such mistakes due to a lack of prior knowledge on how to

express certain points (i.e., *it lives*, a formulation that reoccurs with several of the participants in the study). Because of the issues that Norwegian learners tend to have concerning the use of *it* and *there*, the errors are described as interference.

One agreement error is made in student E's second writing: **Many people go to Scotland to see their nature* (E2016). In this sentence, there is a disagreement between the antecedent *Scotland* and the pronoun *their*. In some cases, especially in oral communication, such an error would merely be considered an informal statement. However, based on the language proficiency of student E, it is more likely that she made an error than an informed decision to use the informal alternative. The error is thus marked for agreement and explained as unique.

There are two cases of word choice errors in student E's pre-test. The first error is subcategorized as divergence, as student E uses the word *it* to refer to the previous sentence where it should have been *that*: (*"It's too long for little kids to start at 08:00 and end at 16:00"*) **It is too much work with school* (E1003). According to Hasselgren (1994), divergence occurs "when a single item in one language has a number of equivalents in another language" (in Hasselgren & Sundet, 2017, p. 204). This is the case for the Norwegian *det*, which is equivalent to both *it*, *there*, and *that* in English. The error is thus described as interference.

The other error marked for word choice in student E's first text is a construction that needs a reformulation to carry the intended meaning: **come home for dinner, go to sport or other activities* (E1007). *Go to sport* is unidiomatic in this case, and the construction needs to be adjusted to successfully convey the intended meaning, which is that kids would have to come home for dinner and then leave shortly to do sports or engage in other spare-time activities. Replacing the *to* with *do* would be a simple adjustment that would fix the issue. This error is marked as unique as it seems student E has not yet acquired the vocabulary needed to adequately communicate on this subject.

Lastly, one missing word error occurs in student E's pre-test: **It is only in the weekends people are going to have time for friends, if they don't have family plans* (E1008). This construction is missing a *that* between *weekends* and *people* to form a well-written and proper sentence. This error is explained by interference, as it would be acceptable to translate this sentence to Norwegian directly without the missing *that*.

4.1.6.1 Spelling and punctuation errors

Spelling Errors

A total of seven errors are marked for spelling in student E's texts. All errors except one are capitalization errors. The remaining is likely a performance error in which student E writes *to* instead of *too*. She does, however, use the correct spelling several times in the text, which is why this error is considered insignificant for overall language proficiency.

Punctuation Errors

Only one punctuation error occurs in student E's pre-test. It is a case of missing comma after introductory *in my opinion*. She makes five punctuation errors in the post-test, three of which are considered relevant:

(E2002) **What you can do and explore there and what's normal to eat there (PE.F)*

(E2005) **the capital city of Edinburgh, it lives 482 005(2011) thousand people there (PE.CTCS.3)*

(E2021) **And to see how their day is, and maybe get the answer if the men wear underwear underneath the kilt (PE.F)*

As mentioned previously, errors like fragments (E2002 and E2021) and cohesive ties (E2005) are considered possible results of language development. As these errors were absent in the pre-test, they may be caused by input received during the extensive reading project. Consequently, they are placed within the broad category of development.

4.1.7 Student F: Errors and examples

Table 12: Student F, Errors by Category

Student F	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	294				387			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	28	25	17	15	25	18	5	5
Spelling	5	4	----	----	11	5	----	----
Orthography	1	1			2	1		
Capitalization					6	2		
Punctuation	6	6	----	----	8	7	----	----
Missing punctuation	3	3			3	3		
Cohesive ties	2	2			2	2		
Ordinal adverbs					3	1		
Fragment	1	1			1	1		
Nouns								
Uncountable								
Plural								
Determiner								
L1 Transfer	5	4	5	4	1	1	1	1
Unidiomatic	3	2	3	2				
It/there								
Preposition	1	1	1	1	1	1	1	1
Agreement					2	2	2	2
Subject-Verbal					2	2		
Pronoun-Antecedent								
Verbs								
Tense								
Prepositions								
Word Choice	4	3	4	3	2	2	2	2
Word Order	4	4	4	4				
Missing word								
Ambiguous	4	4	4	4				

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

When looking at the error numbers in Table 12, it is evident that student F reduces his total error count between the first and second writing. He improves in all error categories except spelling and punctuation. However, one new error type occurs in the post-test, namely agreement.

A prominent error category within the pre-test is L1 transfer. Student F makes five transfer errors in the first text compared to one in the second. In the pre-test, three errors are causes of unidiomatic constructions due to Norwegian formulations, one is caused by Norwegian word order, and one is erroneous because of an L1 prepositional phrase:

(F1002) **Some people say that we should have school from 8.00 to 16.00, but someone doesn't want school from 8.00 to 16.00* (N 'men noen') (TE.UI)

(F1006) **you don't wanna go 2 extra hours for nothing* (N 'gå to ekstra timer [på skolen] for ingenting') (TE.UI)

(F1012) **But if you have longer lunchtime can you go home and eat* (N 'kan du gå hjem og spise') (TE.WO.4)

(F1027) **go 2 extra hours on school* (N 'gå to ekstra timer på skolen') (TE.UI)

(F1028) **go 2 extra hours on school* (N 'på skolen') (TE.P)

The error marked for L1 transfer in the post-test is, like F1028, caused by an incorrect prepositional phrase due to Norwegian transfer: **Many things that were discovered under this revolution we still use today* (F2018). The significant reduction of transfer errors is considered positive for student F's language accuracy. This progress may be due to input received during the extensive reading period, although it is also possible that the post-test topic was less susceptible to such transfer errors.

An error type that is absent in the first text but occurs in the second is agreement errors. Student F makes two such errors in the second writing:

(F2003) **The industrial revolutions started in England and is one of the most important revolutions* (AgE.SV.3)

(F2016) **Its size and visitors makes it popular* (AgE.SV.3)

The first agreement error may be a case of a plural-s typo, as both the verbal *is* and the subject predicative phrase *one of the most important revolutions* disagrees with the subject *revolutions*. With the second error, however, it is possible that student F was confused by the initial noun phrase and its components. These errors are described as unique, as student F demonstrates correct subject-verb use overall, despite these disagreement incidents.

Student F reduces his number of word-choice errors from four in the pre-test to two in the post-test. The first errors of the first text are interesting: **If the lessons are longer, wouldn't you be bored and don't want to listen to the teacher and don't learn anything* (F1013+F1014). Although the "don't sentence" has an elliptic subject in this case, it is marked for word

choice. This is because it is unlikely that student F is aware of this language feature at his level. Also, it was decided that replacing the *don'ts* with *nots* would form a simpler and more natural sentence in this case. The two remaining word choice errors in student F's pre-test are likely performance errors. In one case, it seems he has simply written the wrong word. The second case includes a word that likely remains from a rewriting and does not belong there (see F1018 & F1022 in Appendix 8). All four pre-test word choice errors have been described as unique as their causes are unknown and they are not prominently connected to any developmental processes.

The post-test word choice errors consist of one case in which a word has been confused with another and one case of informal language:

(F2013) **Many people think of it as the bookmark of London* (WC.WW)

(F2023) **4.7 billion people watch premier every year* (WC2.2-I)

In F2013, student F is writing about Big Ben and its popularity. It is thus concluded that the word he meant to use was *trademark*, which would carry the intended meaning: that Big Ben is considered an important symbol for the city of London. The second case is informal in that student F (1) shortens Premier League to *premier* and (2) decapitalizes it. These errors are described as unique as well.

Student F makes four word-order errors in the pre-test and none in the post-test. The pre-test errors consist of well-written phrases so that a simple reorganization of words would make the sentences correct. An example is F1010: **if it's just glossary probably it's okay*. If the word *probably* is put between *it's* and *okay* this sentence would be better. The same types of adjustments are needed with the word order errors F1004, F1005, and F1019 (see Appendix 8). The errors are marked as developmental as student F has acquired the vocabulary to successfully utter the intended meaning, albeit lacking some input on word order.

Additionally, the fact that student F makes no word order errors in the second writing may suggest that the written input received during the extensive reading project has aided him in developing his word order accuracy.

Lastly, four errors in the pre-test are marked for ambiguity:

(F1011) **Secondly, the lessons are probably longer lessons and longer lunchtime* (rephrase, e.g., *Secondly, the lessons and lunchtime are probably longer*, unnecessary repetition *lessons*) (AE.R)

(F1015) **Is it worth going to a longer school with longer lessons but not learning anything instead of short lessons and being concentrated* (unclear) (AE.U)

(F1017) **When you have longer school* (reformulate) (AE.R)

(F1024) **The moor hours with school become more and more demotivated* (reformulation, missing words) (AE.R)

Common for all these ambiguous cases is that they need reformulations to be well-written sentences. In the first case, the repetition of *longer* is unnecessary. If this was removed and some words were rearranged, the sentence would be fine: “Secondly, the lessons and lunchtime are probably longer”. The second ambiguity error is more problematic as the formulation *going to a longer school* is unidiomatic and needs to be reformulated to carry the intended meaning. The rest of the sentence would need to be rewritten accordingly. An example of rewriting is: “Are longer school days and longer lessons better than having shorter school days that makes it easier to concentrate?”. This error is categorized as unclear as several reformulations and adjustments are needed to make the sentence idiomatic and well-written. The third error is a repetition of the unidiomatic formulation *longer school*, which requires a reformulation. The last error begins well with an English idiom, *the more hours*, although it ends badly. Here, reformulation and re-ordering are needed. An example may be: “the more hours with school, the more demotivated I get”. All cases of ambiguity errors are described as unique.

4.1.7.1 Spelling and punctuation errors

Spelling Errors

Student F makes five spelling errors in his pre-test and eleven in his post-test. Most of the errors marked for spelling regard capitalization issues and erroneous compounds, which are not considered essential for overall language proficiency. Two errors remain in the pre-test when these subcategories are excluded:

(F1023) **The moor hours with school* (SE.O)

(F1026) **I would rather have 2 more hours of freetime then go 2 extra hours on school* (SE.OMP)

The first error is an orthography error and could be an issue of performance, as student F spells the word correctly four times in the same text, including twice in the sentence in which *moor* occurs. The second error is due to a case of minimal pairs. Student F writes *then* instead of *than* in this case. There are no occurrences of the correct pair member in the first text.

However, student F correctly utilizes the form *than* twice in the post-test. This could be a sign

of improvement, or it could be a coincidence. Both these spelling errors are described as unique.

Punctuation Errors

Three punctuation errors in the pre-test are considered valuable in terms of language accuracy. In the second text, the corresponding error number is two. The pre-test errors consist of two comma splices and one fragment error:

(F1008) **how much homework do we get, if it's just glossary probably it's okay (PE.CTCS.3)*

(F1016) **Lastly, sport, recess and outdoor school (PE.F.1)*

(F1021) **it wouldn't be fun, as i said you wouldn't be very motivated to go to school (PE.CTCS.3)*

Comma splices and fragment errors may be signs of developmental processes aimed at improving sentence complexity and are thus considered relevant. They are also explained as developmental in terms of the error classification system of Dulay and Burt (1974). This is also the case with the post-test errors, consisting of one comma splice and one fragment, respectively:

(F2017) **Its size and visitors makes it very popular, at night time it is full of colored lights (PE.CTCS.3)*

(F2019) **Like cars, trains, factories and electricity (PE.F)*

4.1.8 Student H: Errors and Examples

Table 13: Student H, Errors by Category

Student H	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	182				194			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	19	14	3	2	41	17	6	5
Spelling	8	4	----	----	25	7	----	----
Orthography	3	2			1	1		
Capitalization	5	2			17	3		
Punctuation	7	7	----	----	10	5	----	----
Missing punctuation	5	5						
Cohesive ties	2	2						
Ordinal adverbs								
Fragment								
Nouns					3	2	3	2
Uncountable								
Plural					1	1	1	1
Determiner					2	1	2	1
L1 Transfer	2	1	2	1	1	1	1	1
Unidiomatic	2	1	2	1	1	1	1	1
It/there								
Preposition								
Agreement					1	1	1	1
Subject-Verbal					1	1	1	1
Pronoun-Antecedent								
Verbs					1	1	1	1
Tense					1	1	1	1
Prepositions								
Word Choice								
Word Order								
Missing word								
Ambiguous	1	1	1	1				

E1: Error total

E2: Number of errors -repeated errors

*Number of errors when categories of spelling and punctuation are excluded

As shown in table 13, a significant number of errors marked in student H's texts are spelling and punctuation errors. When these are not emphasized, the error count is relatively low.

Student H makes more errors in the post-test than the pre-test, and the categories in which errors are found differ.

In the post-test, three noun errors occur. These errors all concern nouns that are closely tied to the topic of the second writing, which may explain why no noun errors are marked in the first text:

(H2003) **London is the home of the big ben* (NE2.1-D.2)

(H2012) **many german aircrafts* (NE2.2-P.3)

(H2016) **The stonehenge* (NE2.3-D.2)

Two of the errors are subcategorized as determiner errors as superfluous determiners are used when referring to tourist attractions. These are thus likely to occur in a text about England. The last noun error is an incorrect plural ending to the irregular noun *aircraft*. This error is also quite natural for an 8th-grader to make, as the noun is unlikely to have been addressed and worked with in class as it is also quite rare and context-dependent. These errors are thus described as unique.

Transfer errors occur in both texts: two in the pre-test and one in the post-test. The transfer errors made in student H's first text are both due to false friends, and the word subject to interference is the same in both cases:

**to have free from school* (TE1.1-FF)

**we would beg to get free* (TE1.2-FF)

In Norwegian, the word *fri* means *time off*. In these cases, student H concludes that the English word *free* is equivalent to the Norwegian false friend and utilizes it accordingly (N 'ha fri fra skolen', 'trygle om å få fri'). This results in unidiomatic sentence constructions.

The post-test transfer error is a case of direct L1 borrowing (James, 1998), in which student H utilizes both Norwegian spelling and construction patterns when he lacks adequate knowledge about the English equivalent: **12. juli 927 e.kr* (H2031). Both the date system, punctuation patterns, and the abbreviation used in this construction are Norwegian. It is unlikely that the students have received much instruction on constructing such phrases in English in 8th-grade, which may explain why student H chose to stick with the Norwegian variant. All the transfer errors presented are described as interference in terms of broad categories.

One error is marked for agreement in student H's second text: **the first people in england was called Anglo-Saxons* (H2034). Here, there is disagreement between the subject *people* and the verbal *was*. Student H does, however, write this sentence without disagreement later in the text. As emphasized by Ellis (2003), "it cannot necessarily be concluded that the learner

'knows' the target form and that the use of the non-target form represents a mistake" (p. 51). Student H's knowledge may be partial in that he has not learned all the contexts in which this language form can be used, or he may have been unsure about the correct form and thus utilized both forms to be sure that at least one is correct. As this cannot be determined, the error is described as unique.

A verb error also occurs in student H's post-test. This error is due to an incorrect past perfect construction: **The british isles became inhabit more than 800,000 years ago* (H2024). The past participle form of *inhabit* must be utilized for this sentence to be grammatical: "The british isles became inhabited more than 800,000 years ago". When such verb constructions are attempted utilized, and it results in erroneous constructions, it may be due to developmental processes in learner language. This error is thus placed in the broad category of developmental errors.

In student H's pre-test, one error is marked as ambiguous. Based on context, the sentence in question is somewhat unclear and needs to be reorganized to convey the intended meaning: **we would do no homework and do no work or get a job* (H1016). What student H likely wants to communicate is that, with eight-hour school days, students will not do their homework, they will not work efficiently, and, ultimately, they will be unable to get a job because of this. A rewriting of the sentence would clarify this. This error is described as unique as the reasons behind it are unclear, and skills to produce alternative formulations will be acquired through further English instruction and input.

4.1.8.1 Spelling and punctuation errors

Spelling Errors

In student H's pre-test, all spelling errors occur due to capitalization issues or incorrect compound constructions. These are not considered significant for his overall language proficiency. In his post-test, some noteworthy errors occur, however:

(H2018) **is made up of over 250 ancient objekts* (SE.O)

(H2029) **England was founded 12. juli 927 e.Kr* (SE.OT)

(H2038) **Stonehenge is one of manny tourist attractions* (SE.O)

(H2039) **Thats is it* (SE.U)

Although most of these errors are not an issue in oral communication, it is interesting to see the types of spelling errors student H makes. As for *objekts* and *manny*, these are explained by

orthography: student H chooses the spelling patterns that sound right based on phonetics. These are categorized as unique. The second error is a case of orthography transfer. As the English *July* is quite similar to the Norwegian *juli*, student H utilizes the L1 form. One cannot determine whether this is a “slip of the keyboard”, a performance error, or if student H is simply unfamiliar with the English equivalent. The error is naturally described as interference. The last spelling error listed above is ambiguous and subcategorized as unclear. One cannot know whether student H intended to write *That is it* or *That’s it* in this case. The construction is problematic either way. H2039 is the only occurrence of this error type, however. It may thus be a typo or performance error, although this cannot be determined. The error is described as unique.

Punctuation Errors

In student H’s first text, two of the punctuation errors are due to issues of cohesion:

(H1007) **We would just fall asleep in the middle of school, tests, homework, and we would never be able to get a job (PE.MP.1)*

(H1015) **everybody would never want to go back to school we would pray to not have school again (PE.CTRO.1)*

In H1007, a cohesive tie is required before *homework* to make the sentence grammatical. In H1016, two independent sentences are connected without a cohesive tie or a punctuation mark separating them. These errors are emphasized because attempts to connect sentences to produce complex constructions may be due to developmental processes and language improvement. These errors are thus described as developmental. No such errors are marked in student H’s post-test. This does not seem to be because of improvement, however. Rather, his second text consists primarily of short and simple sentences.

4.2 The teacher – beliefs and observations

As shown in the interview transcription (see Appendix 12), the teacher implementing the extensive reading project strongly believes in the many benefits of reading, including the possible learning outcomes. She is of the conviction that reading leads to better reading fluency, language skills, and overall subject improvement. When introducing the project to her students, she emphasized her own joy of reading and engaged in reading with the students throughout the ER period.

The interview also provides insight into the activities and topics the students were working on before and during the extensive reading project. As pointed out previously, the students had

been working with five-paragraph texts prior to the first writing, which explains some students' utilization of ordinal- and structural adverbs. The topics the students were working on during the reading period were *School Days*, *Amazing Animals*, *Journeys*, and *The English-Speaking World*, respectively. In terms of linguistic features, the students were continuously working with subject-verb concord during the period, which may be a reason for the relatively low rate of agreement errors marked in the present study. In the period between the end of the reading project and the second writing, the students worked with nouns.

The process of deciding on books for the students to read during the project was thorough and expedient, and the teacher explains how most students ended up picking books that were appropriate both in terms of language level and interests. There was, of course, some complaining among students who do not enjoy reading in general, although the teacher had the impression that most students appreciated the reading. Also, “the reading led to a nice classroom atmosphere, and it was a calm and nice way to start and finish English classes”. The teacher feels, however, that the students who needed to read the most were also the most reluctant, which may have restricted their learning outcomes. Nonetheless, all students completed the ER logging activity and engaged in extensive reading of English literature throughout the entire ER period.

4.3 Summary

The results from the error analysis show that the students in the present study generally did not significantly improve their overall language accuracy during the extensive reading period. Some students improved within some error categories, and some lowered their overall error counts between the two writings. Others demonstrated the opposite development. The error analysis reveals that the students' errors vary significantly and that the students struggle with different language features despite receiving the same language instruction. Whereas student A struggles with correctly formulating complex sentences, student H must work on structure and accurateness. In the texts of students B, D, and E, transfer errors are quite frequent, whereas very few such errors occur for students A and H. Student F struggles with word order and word choice, categories that generally contain few errors for most of the remaining students.

Some issues are more universal, however. Punctuation is problematic for all students in the present study. These issues are particularly prominent with ordinal adverbs and introductory phrases, which often lack obligatory commas. The students also struggle with cohesive ties

and correct comma-usage in combination with these. Some of the students capitalize the words following commas, whereas others use commas instead of punctuation marks in attempts to write longer sentences. Consequently, occurrences of run-on sentences and comma splices are frequent within the student texts analyzed in this study.

Another comprehensive issue for the students is spelling, and the number of spelling errors in the post-test is significantly high for several of the participating students. It is evident, however, that the topic about which the students were writing influenced the error count significantly. The fact that the post-test topic was so different from the pre-test topic thus influenced the overall results substantially.

5.0 Conclusion

5.1 Summary of key findings

The aim of the present study was to implement an extensive reading program in a Norwegian lower secondary school and explore any effects this may have had on the written English production of the 8th-graders participating in the program. The semi-longitudinal and qualitative approach implemented in the study contributed to a detailed account of authentic learner language and a thorough description of the errors that learners make. A detailed analysis of the data showed that much error information is lost from a global perspective, which is in line with Van Beuningen's (2012) call for a qualitative approach to learner errors (p. 36). The error analysis showed that some students improved their writing from the first text to the second, although the results of some students depended on which categories were emphasized. Other students performed worse on the post-test than the pre-test. Unfortunately, the tasks of the two writing assignments were more different than initially planned, which negatively affected the quality of the study as numerous post-test errors were undoubtedly context-specific. Moreover, no control group was implemented in the study, meaning that one cannot conclude that the logged language accuracy improvements resulted from the extensive reading project alone.

5.2 Research Question 1 (visible language accuracy improvement)

When emphasizing the total error count compared to the overall word production using global measurement, students C, F, and H improve their overall proficiency between the two writings. When removing the categories of spelling and punctuation errors, student B improved as well, although this global error ratio result excludes student H. Consequently, when RQ1 is attempted answered using global error ratio, four out of eight students improve their language accuracy visibly during the extensive reading period. However, these results do not consider different linguistic features, the nature of occurrences, or repeated errors and do not provide the complete picture of the data collected. Nonetheless, students C and F *do* reduce their error counts and present accuracy improvement between the first and second writing. Student B improves her accuracy when less significant categories are removed, whereas student H shows progress when all error categories are accounted for.

The rest of the students (except student G, who cheated) make more errors in the post-test than the pre-test, regardless of the removal of spelling and punctuation errors. Significantly, however, like a vast majority of the errors marked for spelling, some errors in the remaining

categories are caused by the topic and nature of the post-test. Occurrences of such errors negatively influence the overall language accuracy students demonstrate. An example of this is the noun *sightseeing*, which leads to a noun error in student A's post-test. Another context-specific noun that results in errors is *kilt* (i.e., E2010). Additionally, several noun errors are due to incorrect determiner usage concerning tourist attractions which are errors unlikely to occur in other contexts (i.e., H2016). The incorrect verb phrase *it lives* is also an error that reoccurs with several of the participating students and is considered dependent on context (i.e., B2008, E2003). As these types of errors make up a significant number of the marked post-test errors in the study, the overall results may have been different had the prompt for the second writing been more similar to that of the first, or if measures were put in place to reduce the significance of such errors.

5.3 Research Question 2 (language features acquired through ER)

Both the categories within which the students improve and the types of errors they make differ individually. Students A, F, and H reduce their noun error counts between the first and second writing. Within the error category of transfer, students A, F, and H improve. No students improve within the area of agreement, while Student D is the only participant to lower her verb error count. Student B is the only student to improve within the area of prepositions. Within the error category of word choice, students B, E, and F reduce their error counts. Students B and F improve their word order skills, while students B, F, and H make fewer ambiguity errors in their post-tests than in their pre-tests. Additionally, student C, whose error overview can be found in Appendix 5, improves in all categories except agreement and verbs.

Thus, no error categories seem to be more prone to improvement than others. However, these results may also have been different had the significance of context-specific errors been somehow lowered. If I were to engage in similar research in the future, I would be more aware of these types of errors and treat them differently. Additionally, I would ensure that the text tasks were as fundamentally similar as possible to avoid high occurrences of topic-dependent vocabulary and errors.

5.4 Contribution to theory/research?

The exploration of errors and improvement performed in this study has shown that learner errors are both complex and individual. As researchers have called for more insight on the effects of ER for younger learners, a qualitative approach to learner errors may be expedient.

Scholars have also emphasized the value of studying authentic learner texts, and in this regard, the significance of topic, genre, and style regarding measurements for improvement must be pointed out. Researchers aiming to study extensive reading and authentic learner texts should take these implications into consideration.

5.5 Pedagogical implications

Inspired by a thorough examination of research literature and other theoretical frameworks that are considered relevant to the field of ER, this master's thesis has contributed to a deeper understanding of the many contextual and individual differences in learners that may influence the effect of ER on language development. A qualitative and thorough analysis of student errors is presented and attempted explained using preexisting and influential research. The results suggest that the ER project implemented in the study was not comprehensive enough and that a more extended program including more than two points of measurement may provide a clearer understanding of changes and the possible benefits of ER to lower-secondary learners of English. This reinforces the significance of time when engaging in reading activities.

5.6 Limitations of the study

The quality of the present study could have been further heightened by implementing a control group in the project as a counterpart to the experimental ER group. However, as pointed out by Postholm and Jacobsen (2018), control groups are problematic within the school context. Firstly, it is problematic to acquire two or more classes or schools that are fundamentally identical. Secondly, permission to implement an intervention in one class only can be challenging. Lastly, there is the possibility that the experiment is “contagious,” meaning that students or teachers who are aware of the intervention, albeit not participating, change their behavior consciously or subconsciously because of it (Postholm & Jacobsen, 2018, p. 74). All these aspects can threaten internal validity for research within the school context, which is likely one of the reasons why ER studies have been carried out without control groups even at the Ph.D. level (e.g., Mason, 2003, in Nakanishi, 2015). Additionally, as Nakanishi (2015) points out in his meta-analysis of ER research, setting a control group in studies involving younger learners is more demanding than in studies emphasizing older language learners (p. 26).

Another adjustment that could have increased the quality of research would have been to extend the duration of the ER project and include additional points of measurement

throughout the reading process. This would, however, be too comprehensive and at odds with the scope of a one-year master's thesis. If I were to write a Ph.D. in the future, this would perhaps be a possibility. The reading activity could also have been prolonged to improve the quality of the study. However, as experienced at the outset of the present study, increasing the use of extensive reading with younger learners is challenging as they “are part of compulsory education systems where textbooks and syllabuses are set to follow” (Nakanishi, 2015, p. 26).

An apparent flaw to the study was that the second writing task differed inexpediently from the first task, which complicated the data analysis and results. Nonetheless, this limitation was out of my control. Such flaws are always a risk when carrying out interventions within the authentic school context, as unforeseen changes and complications may occur at any time.

The use of graded readers instead of authentic literature could also have raised the quality of the study. However, few schools have access to a library of English graded readers. The school involved in this research did not. Lastly, in addition to the absence of interview subjects and the relatively few research subjects, the most pressing limitations of the present study are concerned with possible research bias, as no proper inter-rater reliability was included in the error categorization and data analysis.

5.7 Suggestions for future research

In order to gain a clearer understanding of the effects of ER on younger language learners, more ER programs with different designs should be prioritized and implemented in schools. There is also a need to build a better knowledge base concerning the study of authentic learner language as researchers' views on error analysis are differing. Additionally, more longitudinal research on ER is needed as “most studies of extensive reading have been conducted independently of one another, and generally they have been relatively short-term studies” (Nakanishi, 2015, p. 7).

Another suggestion for future research is to implement ER as a regular activity in language subjects in lower secondary and primary schools to study the effects of ER consistently over time and as part of the students' education. Lastly, more research focusing on systematic tracking and comparison of learner errors is needed to gain a clearer understanding of developmental language processes and interlanguage.

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Appendices

Appendix 1: CEFR results, all students

Student A

Lexical Profile - Writing

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).

PERCENTAGE

NUMBER OF METRICS USED

CEFR LEVEL



26

B2

Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable.

Statistics		OPEN ALL
AVERAGE SYLLABLES PER SENTENCE	38.69	C2+ ▼
SYLLABLES PER 100 WORDS	128.64	B1 ▼
WORDS WITH MORE THAN 2 SYLLABLES %	5.63	A2+ ▼
Readability		
FLESCH KINCAID READING EASE	67.47	B2+ ▼
FLESCH KINCAID READING GRADE	11.32	C2 ▼
GUNNING FOG	14.28	C2 ▼

Lexical Diversity

LEXICAL DIVERSITY (VOCD)	69.98	B1 ▼
LEXICAL DIVERSITY (MTLD)	48.25	A1 ▼

Propositional Density

NOUN ELEMENTS PER SENTENCE	2.31	B1+ ▼
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Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	57.24	B2+ ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	7.89	B1+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	6.58	B2+ ▼
EVP: % OF WORDS (TYPES) AT C1 LEVEL	1.32	C1 ▼
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	4.45	B1 ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	3.40	B2+ ▼

Lexical Sophistication: British National Corpus

BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	1.20	A2+ ▼
BNC 50TH PERCENTILE (TYPES)	200.00	B1+ ▼
BNC 60TH PERCENTILE (TYPES)	400.00	B1+ ▼
BNC 80TH PERCENTILE (TYPES)	1700.00	B1+ ▼

Lexical Sophistication: Corpus of Contemporary American English

COCA 50TH PERCENTILE (TYPES)	190.00	B1+ ▼
COCA 60TH PERCENTILE (TYPES)	350.00	B1 ▼
COCA 80TH PERCENTILE (TYPES)	1680.00	B1+ ▼

Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	2.56	B2 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.37	B1+ ▼

Metadiscourse

METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT	10.32	C2 ▼
METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT	16.45	B2+ ▼

Metrics not calculated

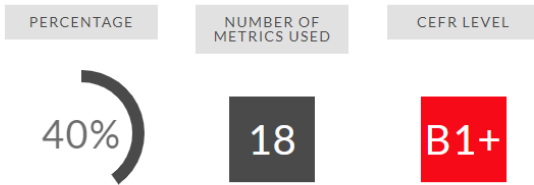
AVERAGE SYLLABLES PER WORD	BNC 70TH PERCENTILE (TYPES)
AVERAGE WORDS PER SENTENCE	COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
VERBAL ELEMENTS PER SENTENCE	COCA 70TH PERCENTILE (TYPES)
BNC: % OF WORDS (TYPES) AT 0-1K LEVEL	

Student B

Lexical Profile - Writing 📄

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).



Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. ?

Statistics OPEN ALL		
AVERAGE SYLLABLES PER SENTENCE	30.50	C2 ▼
Readability		
FLESCH KINCAID READING EASE	79.17	B1+ ▼
FLESCH KINCAID READING GRADE	8.50	B2+ ▼
GUNNING FOG	10.91	B2+ ▼
Lexical Diversity		
LEXICAL DIVERSITY (VOCD)	59.80	A1 ▼
LEXICAL DIVERSITY (MTLD)	45.38	A1 ▼

Metadiscourse		
METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT	9.71	C2 ▼
METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT	12.45	C2 ▼
Metrics not calculated		
AVERAGE SYLLABLES PER WORD	BNC 60TH PERCENTILE (TYPES)	
AVERAGE WORDS PER SENTENCE	BNC 70TH PERCENTILE (TYPES)	
SYLLABLES PER 100 WORDS	BNC 80TH PERCENTILE (TYPES)	
WORDS WITH MORE THAN 2 SYLLABLES %	COCA: % OF WORDS (TYPES) AT 10-20K LEVEL	
VERBAL ELEMENTS PER SENTENCE	COCA 50TH PERCENTILE (TYPES)	
EVP: % OF WORDS (TYPES) AT C1 LEVEL	COCA 70TH PERCENTILE (TYPES)	
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	COCA 80TH PERCENTILE (TYPES)	
BNC: % OF WORDS (TYPES) AT 0-1K LEVEL		

Propositional Density		
NOUN ELEMENTS PER SENTENCE	2.40	B1+ ▼
Lexical Sophistication: English Vocabulary Profile		
EVP: % OF WORDS (TYPES) AT A1 LEVEL	67.31	B1 ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	3.85	A2+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	0.96	A2+ ▼
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	2.83	A2+ ▼
Lexical Sophistication: British National Corpus		
BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	1.83	B1 ▼
BNC 50TH PERCENTILE (TYPES)	150.00	A2+ ▼
Lexical Sophistication: Corpus of Contemporary American English		
COCA 60TH PERCENTILE (TYPES)	270.00	A2+ ▼
Lexical Sophistication (academic)		
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	2.88	B2+ ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.64	B2 ▼
Metadiscourse		
METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT	9.71	C2 ▼

Student C

Lexical Profile - Writing 🔗

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).

PERCENTAGE

NUMBER OF METRICS USED

CEFR LEVEL



25

C1

Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. 🔗

Some scores have been adjusted for text length. See explanation [here](#).

Statistics

OPEN ALL

AVERAGE SYLLABLES PER WORD	1.42	B2+ ▼
AVERAGE SYLLABLES PER SENTENCE	38.64	C2+ ▼
SYLLABLES PER 100 WORDS	142.48	B2+ ▼
WORDS WITH MORE THAN 2 SYLLABLES %	8.11	B1+ ▼

Lexical Sophistication: Corpus of Contemporary American English

COCA 50TH PERCENTILE (TYPES)	270.00	C1 ▼
COCA 60TH PERCENTILE (TYPES)	480.00	B2+ ▼
COCA 70TH PERCENTILE (TYPES)	1095.00	C1 ▼
COCA 80TH PERCENTILE (TYPES)	2320.00	C1 ▼

Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	6.49	C2 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	4.08	C2 ▼

Metadiscourse

METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT	17.47	B2 ▼
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Metrics not calculated

- AVERAGE WORDS PER SENTENCE
- LEXICAL DIVERSITY (VOCD)
- VERBAL ELEMENTS PER SENTENCE
- NOUN ELEMENTS PER SENTENCE
- EVP: % OF WORDS (TOKENS) AT B1 LEVEL
- BNC: % OF WORDS (TYPES) AT 0-1K LEVEL
- COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
- METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT

Readability

FLESCH KINCAID READING EASE	58.77	C2 ▼
FLESCH KINCAID READING GRADE	11.80	C2 ▼
GUNNING FOG	14.09	C2 ▼

Lexical Diversity

LEXICAL DIVERSITY (MTLD)	76.69	B2 ▼
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Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	53.03	C1 ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	11.51	B2+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	5.76	B2+ ▼
EVP: % OF WORDS (TYPES) AT C1 LEVEL	1.44	C1+ ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	3.85	B2+ ▼

Lexical Sophistication: British National Corpus

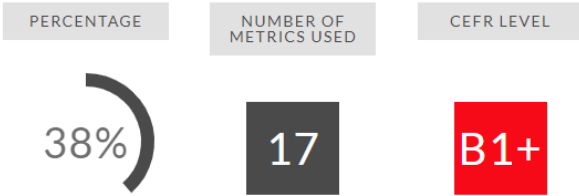
BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	2.71	B2 ▼
BNC 50TH PERCENTILE (TYPES)	300.00	C1 ▼
BNC 60TH PERCENTILE (TYPES)	550.00	C1 ▼
BNC 70TH PERCENTILE (TYPES)	1165.00	C1 ▼
BNC 80TH PERCENTILE (TYPES)	2585.00	C1 ▼

Student D

Lexical Profile - Writing 📄

This is the overall **Lexical Profile** for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).



Scorecard

These are the metrics used to calculate the **Lexical Profile** for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. 📄

Statistics OPEN ALL		
AVERAGE SYLLABLES PER SENTENCE	24.08	B2 ▼
AVERAGE WORDS PER SENTENCE	19.46	C2 ▼
Readability		
FLESCH KINCAID READING EASE	82.42	B1+ ▼
FLESCH KINCAID READING GRADE	6.60	B1+ ▼
GUNNING FOG	9.52	B1+ ▼

Metrics not calculated

AVERAGE SYLLABLES PER WORD	BNC 70TH PERCENTILE (TYPES)
SYLLABLES PER 100 WORDS	BNC 80TH PERCENTILE (TYPES)
WORDS WITH MORE THAN 2 SYLLABLES %	COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
VERBAL ELEMENTS PER SENTENCE	COCA 70TH PERCENTILE (TYPES)
NOUN ELEMENTS PER SENTENCE	COCA 80TH PERCENTILE (TYPES)
EVP: % OF WORDS (TYPES) AT C1 LEVEL	METADISCOURSE: % OF ALL METADISCOURSE MARKERS (TYPES) IN THE TEXT
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	METADISCOURSE: % OF ALL METADISCOURSE MARKERS (TOKENS) IN THE TEXT
BNC: % OF WORDS (TYPES) AT 0-1K LEVEL	
BNC 60TH PERCENTILE (TYPES)	

Lexical Diversity

LEXICAL DIVERSITY (VOCD)	60.60	A1 ▼
LEXICAL DIVERSITY (MTLD)	54.26	A1 ▼

Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	70.75	A2 ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	8.49	B1+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	5.66	B2+ ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	2.48	B2 ▼

Lexical Sophistication: British National Corpus

BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	2.59	B2 ▼
BNC 50TH PERCENTILE (TYPES)	180.00	B1 ▼

Lexical Sophistication: Corpus of Contemporary American English

COCA 50TH PERCENTILE (TYPES)	150.00	A2+ ▼
COCA 60TH PERCENTILE (TYPES)	310.00	A2+ ▼

Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	3.81	C1 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.65	B2 ▼

Student E

Lexical Profile - Writing

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).

PERCENTAGE

NUMBER OF METRICS USED

CEFR LEVEL



24

B1+

Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable.

Statistics			OPEN ALL
AVERAGE SYLLABLES PER SENTENCE	22.12	B1+	▼
AVERAGE WORDS PER SENTENCE	17.59	C1	▼
Readability			
FLESCH KINCAID READING EASE	82.60	B1+	▼
FLESCH KINCAID READING GRADE	6.11	B1+	▼
GUNNING FOG	8.77	B1	▼

Lexical Diversity

LEXICAL DIVERSITY (VOCD)	60.41	A1	▼
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LEXICAL DIVERSITY (MTLD)	56.27	A1	▼
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Propositional Density

VERBAL ELEMENTS PER SENTENCE	1.65	A2	▼
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NOUN ELEMENTS PER SENTENCE	2.29	B1+	▼
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Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	66.39	B1	▼
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EVP: % OF WORDS (TYPES) AT B1 LEVEL	5.74	B1	▼
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EVP: % OF WORDS (TYPES) AT B2 LEVEL	4.10	B2	▼
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EVP: % OF WORDS (TOKENS) AT B1 LEVEL	3.89	A2+	▼
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EVP: % OF WORDS (TOKENS) AT B2 LEVEL	1.77	B1+	▼
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Lexical Sophistication: British National Corpus

BNC 50TH PERCENTILE (TYPES)	200.00	B1+	▼
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BNC 60TH PERCENTILE (TYPES)	440.00	B1+	▼
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BNC 70TH PERCENTILE (TYPES)	800.00	B1+	▼
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BNC 80TH PERCENTILE (TYPES)	1820.00	B1+	▼
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Lexical Sophistication: Corpus of Contemporary American English

COCA 50TH PERCENTILE (TYPES)	160.00	B1	▼
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COCA 60TH PERCENTILE (TYPES)	340.00	B1	▼
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Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	2.40	B2	▼
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ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.06	B1+	▼
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Metadiscourse

METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT	10.66	C2	▼
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METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT	10.54	C2+	▼
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Metrics not calculated

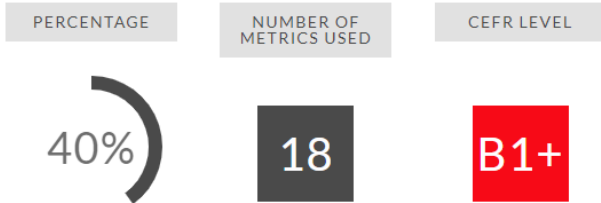
- AVERAGE SYLLABLES PER WORD
- SYLLABLES PER 100 WORDS
- WORDS WITH MORE THAN 2 SYLLABLES %
- EVP: % OF WORDS (TYPES) AT C1 LEVEL
- BNC: % OF WORDS (TYPES) AT 0-1K LEVEL
- BNC: % OF WORDS (TYPES) AT 10-20K LEVEL
- COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
- COCA 70TH PERCENTILE (TYPES)
- COCA 80TH PERCENTILE (TYPES)

Student F


Lexical Profile - Writing

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).



Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. 

Statistics OPEN ALL

AVERAGE SYLLABLES PER SENTENCE	24.06	B2 ▼
AVERAGE WORDS PER SENTENCE	18.88	C1+ ▼

Readability

FLESCH KINCAID READING EASE	79.88	B1+ ▼
FLESCH KINCAID READING GRADE	6.81	B1+ ▼
GUNNING FOG	9.30	B1+ ▼

Metadiscourse

METADISDISCOURSE: % OF ALL METADISDISCOURSE MARKERS (TOKENS) IN THE TEXT	17.92	B2 ▼
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Metrics not calculated

AVERAGE SYLLABLES PER WORD	BNC 60TH PERCENTILE (TYPES)
SYLLABLES PER 100 WORDS	BNC 70TH PERCENTILE (TYPES)
WORDS WITH MORE THAN 2 SYLLABLES %	COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
VERBAL ELEMENTS PER SENTENCE	COCA 50TH PERCENTILE (TYPES)
NOUN ELEMENTS PER SENTENCE	COCA 60TH PERCENTILE (TYPES)
EVP: % OF WORDS (TYPES) AT C1 LEVEL	COCA 70TH PERCENTILE (TYPES)
BNC: % OF WORDS (TYPES) AT 0-1K LEVEL	METADISDISCOURSE: % OF ALL METADISDISCOURSE MARKERS (TYPES) IN THE TEXT
BNC 50TH PERCENTILE (TYPES)	

Lexical Diversity

LEXICAL DIVERSITY (VOCD)	46.25	A1 ▼
LEXICAL DIVERSITY (MTLD)	39.29	A1 ▼

Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	66.96	B1 ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	6.09	B1 ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	3.48	B2 ▼
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	3.27	A2+ ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	1.31	B1 ▼

Lexical Sophistication: British National Corpus

BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	3.42	C1+ ▼
BNC 80TH PERCENTILE (TYPES)	2140.00	B2+ ▼

Lexical Sophistication: Corpus of Contemporary American English

COCA 80TH PERCENTILE (TYPES)	1580.00	B1+ ▼
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Lexical Sophistication (academic)

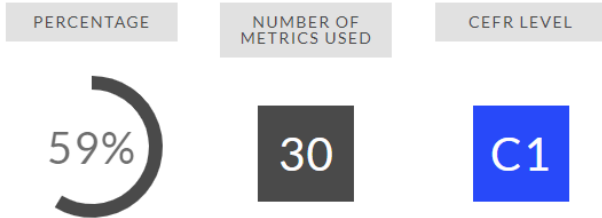
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	3.42	B2+ ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.34	B1+ ▼

Student G

Lexical Profile - Writing 📄

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).



Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. 📄

Statistics	OPEN ALL	
AVERAGE SYLLABLES PER WORD	1.40	B2 ▼
AVERAGE SYLLABLES PER SENTENCE	23.72	B2 ▼
AVERAGE WORDS PER SENTENCE	16.92	B2+ ▼
SYLLABLES PER 100 WORDS	140.19	B2 ▼
WORDS WITH MORE THAN 2 SYLLABLES %	9.93	B2+ ▼

Lexical Sophistication: British National Corpus

BNC: % OF WORDS (TYPES) AT 0-1K LEVEL	62.75	C1+ ▼
BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	2.94	C1 ▼
BNC 50TH PERCENTILE (TYPES)	440.00	C2 ▼
BNC 60TH PERCENTILE (TYPES)	800.00	C1+ ▼
BNC 70TH PERCENTILE (TYPES)	1660.00	C2 ▼
BNC 80TH PERCENTILE (TYPES)	2700.00	C1+ ▼

Lexical Sophistication: Corpus of Contemporary American English

COCA 50TH PERCENTILE (TYPES)	370.00	C1+ ▼
COCA 60TH PERCENTILE (TYPES)	680.00	C1+ ▼
COCA 70TH PERCENTILE (TYPES)	1290.00	C1 ▼
COCA 80TH PERCENTILE (TYPES)	2290.00	B2+ ▼

Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	9.05	C2 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	4.90	C2 ▼

Readability

FLESCH KINCAID READING EASE	71.06	B2 ▼
FLESCH KINCAID READING GRADE	7.55	B2 ▼
GUNNING FOG	10.74	B2 ▼

Lexical Diversity

LEXICAL DIVERSITY (VOCD)	87.19	B2+ ▼
LEXICAL DIVERSITY (MTLD)	81.21	C1 ▼

Propositional Density

NOUN ELEMENTS PER SENTENCE	2.24	B1+ ▼
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Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	59.49	B2+ ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	12.31	C1 ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	6.15	B2+ ▼
EVP: % OF WORDS (TYPES) AT C1 LEVEL	3.08	C2 ▼
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	8.21	C1+ ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	3.62	B2+ ▼

Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	9.05	C2 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	4.90	C2 ▼

Metadiscourse

METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT	15.94	C1 ▼
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Metrics not calculated

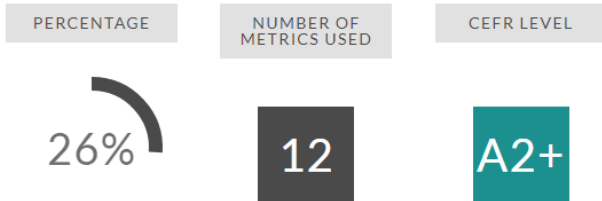
VERBAL ELEMENTS PER SENTENCE	METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT
COCA: % OF WORDS (TYPES) AT 10-20K LEVEL	

Student H

Lexical Profile - Writing 🔗

This is the overall Lexical Profile for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).



Scorecard

These are the metrics used to calculate the Lexical Profile for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. 🔗

Statistics OPEN ALL		
AVERAGE SYLLABLES PER SENTENCE	14.44	A2+ ▼
AVERAGE WORDS PER SENTENCE	11.81	B1 ▼
Lexical Diversity		
LEXICAL DIVERSITY (VOCD)	39.90	A1 ▼
LEXICAL DIVERSITY (MTLD)	34.67	A1 ▼
Propositional Density		
VERBAL ELEMENTS PER SENTENCE	1.12	A1 ▼

Lexical Sophistication: English Vocabulary Profile

EVP: % OF WORDS (TYPES) AT A1 LEVEL	67.57	B1 ▼
EVP: % OF WORDS (TYPES) AT B1 LEVEL	4.05	A2+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	1.35	A2+ ▼
EVP: % OF WORDS (TOKENS) AT B2 LEVEL	0.55	A2+ ▼

Lexical Sophistication: British National Corpus

BNC 50TH PERCENTILE (TYPES)	150.00	A2+ ▼
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Lexical Sophistication (academic)

ACADEMIC WORD LIST: % OF ALL AWL WORDS (TYPES) IN THE TEXT	2.63	B2 ▼
ACADEMIC WORD LIST: % OF ALL AWL WORDS (TOKENS) IN THE TEXT	1.66	B2 ▼

Metrics not calculated

AVERAGE SYLLABLES PER WORD	BNC 70TH PERCENTILE (TYPES)
SYLLABLES PER 100 WORDS	BNC 80TH PERCENTILE (TYPES)
WORDS WITH MORE THAN 2 SYLLABLES %	COCA: % OF WORDS (TYPES) AT 10-20K LEVEL
FLESCH KINCAID READING EASE	COCA 50TH PERCENTILE (TYPES)
FLESCH KINCAID READING GRADE	COCA 60TH PERCENTILE (TYPES)
GUNNING FOG	COCA 70TH PERCENTILE (TYPES)
NOUN ELEMENTS PER SENTENCE	COCA 80TH PERCENTILE (TYPES)
EVP: % OF WORDS (TYPES) AT C1 LEVEL	METADISOURSE: % OF ALL METADISOURSE MARKERS (TYPES) IN THE TEXT
EVP: % OF WORDS (TOKENS) AT B1 LEVEL	METADISOURSE: % OF ALL METADISOURSE MARKERS (TOKENS) IN THE TEXT
BNC: % OF WORDS (TYPES) AT 0-1K LEVEL	
BNC: % OF WORDS (TYPES) AT 10-20K LEVEL	
BNC 60TH PERCENTILE (TYPES)	

Appendix 2: All student texts, originals

Student A, pre-test

No to school from 8 to 4.

I think teenagers need at least the amount of spare time they have at the moment so school from 8 to 4 is not ideal, focusing is gonna be harder and why change anything there are no complications with the current school system in Norway.

If we're gonna have school from 8 to 4, school activities and homework socialising is gonna get hard cause we barely have time. Let's say you have to go to bed at 10 pm, you have school from 8-4 so you won't be home before about 4:15 then you have to think about homework, let's say that takes you about 45 minutes the time is now 5:00, now you have 1 hour spare time to do whatever you want before you have to go to soccer, basketball or whatever it is within that time you have to eat and get ready before you leave. Now you leave for whatever spare time you go to and it lasts about two hours. The time is 8:00 when you get home. Your parents want you home at 8:45, your friends have free time activities at other times so you can't hang out and if they are free you will have to meet which takes about 15-20 minutes now you have around 25 minutes to hang out which just is not enough time.

I don't think people will be able to focus as well as if we have school from 8 to 1:35 cause when we know we will only have to stay for a few hours before we can live i think we can focus better than when staying for 8 hours at school. The motivation will be reduced when we know we have to stay for that long.

The current school system is working perfectly fine there is no reason as to why we should change the system when there is nothing to complain about. If we change things we might make a big mistake, and why try something new when everything is completely fine from before?

Changing school times is unnecessary and will only take away time and concentration from teenagers lifes. changing the school times to 8-4 is not going to help anyone. Changing norwegian school times will only complicate teenagers lifes.

Student A, post-test

England

England is one of the four countries in the United Kingdom. I'm going to talk about reasons as to why I chose this country in particular, as well as why you should go there. The famous sport clubs, food and sightseeings.

Firstly the sport clubs are known worldwide specifically football. The well known premier league which i'm sure you've heard about. Normally you can watch all the matches at the stadium with huge crowds and loads of enthusiasm. Personally my family has always cheered for Arsenal and you can feel the mood being down low everytime they lose. The best teams in my opinion are all from England and is definitely a good reason to go there.

Secondly there are loads of tourist attractions around England, if i were to make a suggestion i'd say London is a good place to start. As the capital city London holds the Big ben, Windsor castle (just outside London), and of course the London bridge.

You also have the Harry potter world and in the winter, you got winter wonderland.

Lastly you have the iconic fish and chips as well as other dishes like bangers and mash, full english breakfast and so on. I can promise you that if you eat out in England for a good while you will miss it as soon as you leave.

England is in my opinion the best country to visit in the United kingdom. Even though I can't promise you that you will fall in love with this country, the foods, the sports, the cities all add up to a great country.

Student B, pre-test

School day 08.00 to 16.00

Many people want longer school days in Norway, They mean we should start 08.00 on school and end 16.00 with 1 hour lunch break. In Norway normal school days start 08.15 to 14.00. In the USA they have school from 08.00 to 16.00.

Normal school days in Norway are much shorter than the people in the USA. In the USA they have very long school days but they have 1 hour lunch, In Norway it is usual to have a 30 minutes lunch break. Some pupils in Norway want longer days but it will not work because many people have training on their sports almost right after school.

I really don't want longer school days because I mean we don't really need it that much, And childrens dont have good use of using their brain too much we just get tired.

And you're almost the whole day in school and it will just be too much for small kids.

I think we will have problems with concentration because when we learn so much on one day, It will be too much to take in just one day for the kids and it will be a problem to sit still and be so quiet for so long.

Last but not least it will be stressful for the kids and the teacher, They won't be able to have enough sleep and then it will not be a great day for the kids and the teachers.

Student B, post-test

England

In this text i am going to write about England.

England is a very popular land to visit, They have many cool things there to see and experience. London is the capital city of England and the most popular place to visit in England. In London city they have so many cool things to experience like those dubbel buses you might see them before.

In England it lives 55.98 million people(2018). The main language they speak there is English or many also speak with a little british accent that i love.

Also in England they have a big klok that kals the big Ben that is one of the most popular things in England. It's placed in London and lots of people go there just to see it.

In England there are lots of places to visit like the golden bridge that's in london i think, Big Ben, London, The queen's castle and lots more places. The queen of england is named Elizabeth the II, She became the queen of England in 1952.

The main meal in England is fish and chips, it's the popular meal to have and it's like pom fries or potato with fish.

The most popular things to watch in England are watching football in the big stadiums in England, Many off people visit England to watch football.

You might think England has internasjonale costumes but no they actually don't have internasjonale costumes many people think they have but they actually don't have costumes. They only have international flags in England.

Should Norway have longer school days?

In many schools around the world the average school day is from 8-9 to 3-4. Sometimes having longer school days results in longer breaks and more different lessons, sometimes even results in being able to get extra-curricular activities. Such as school trips, maybe even some local competitions or sport games. In my opinion and experience, this type of school system is a lot better for the students and teachers, so in this text I will explain why Norway should have longer school days.

It matches a pupil's schedule to an average working parent's schedule:

I remember that growing up I went to a private school where the times were from 8 to 16. My little brother, on the other hand, went to a Norwegian school and I remember that it was a lot harder for my parents with their work. Our family is luckily financially stable so my parents were able to pay for after school activities so that they could be at home at 17 and my brother wasn't alone. But some people don't have stable jobs with stable pay wages so they don't have enough money to pay for childcare. The only way to make money is by going to work, but if you have to be home earlier to collect your child you don't make much money so it's a position that's very complicated to figure out.

It provides additional learning time for other subjects:

Schools with tight budgets and tight schedules tend to eliminate different, (some may say) less important subjects such as arts, music etc. Or they decrease the amount of time for the important lessons such as literature, maths etc. Both of these things I don't agree with because the "less important" shouldn't be eliminated because they are still a part of a child's education. Plus, I agree with most people that the most important and main subjects should be done at least double the time of smaller (less important) subjects. I think is and agree with other people on this because most jobs are based around the main subjects taught in school such as maths and literature. So it is important to have more time with these subjects without eliminating other subjects that some may say are less important. This tends to happen when schools have tight schedules or even budgets. Plus, if the students are lucky sometimes long school days result in more school trips and maybe in some schools even more holidays.

Some jobs require a least amount of hours you're in the workplace/office:

Most jobs will require that you are in the office for a least amount of time. The average in Norway is 8 hours and for some parents that aren't able to get childcare or a nanny then things become complicated. Some parents have to go to work at 6 to be able to do for example 8 hours of work and be able to be home before the kids are home. You may think that people just get used to it however they don't. Everyday you get more and more tired and scientists have even proved that waking up early, not eating and straight away putting so much effort on your brain can result in migraines and fatigue workers. Most normal people would rather wake up at a decent time, have a healthy breakfast and get to work by 8 which means that they would be done by 4. However not everyone has the possibility of doing that.

In conclusion, having longer school days makes life a lot easier for both parents and children.

It makes a children's education a lot more expanded and open-minded and could maybe result in making a parents job a lot less stressful. Research has even proved the points that I made today and I even have experience of my own by comparing me and my brothers who

both went to very different school systems: privat and the norwegian system.

Student C, post-test

The Greatest of Great Britain?

The United Kingdom, the heart of Europe, is one of the biggest countries and territories in the world. The history of the old country England began about 30,000 years ago. England has been ruled by many emperors. The emperors of the United Kingdom have always leaded with power and strength with their big British colonies around the whole world.

The government of England consists of The Queen and The Parliament with two houses (House of Lords and House of Commons). These houses are then divided into other parts (for example the bishops, hereditary members and other popular members). This form of government started in the 10th century. The Queen rules all of Britain, as each country has their own governors. The Queen is very well-respected in England and the rest of the UK. In their national anthem the main lyric is “God Save The Queen”.

The major religion in England is Christianity. However, there are also other big religions in England such as Islam, Hinduism etc. The reason for this amount of different religions is also because of the population. In England there live around 56 million people. Over 16% percent live in London! That’s a lot of people for a city.

Nearly 25% of the population of England is students and pupils. That’s because England has some of the best educational opportunities in the world. The education and job opportunities in England are what attract a lot of people and families to this alluring country. Therefore, many people try to get citizenship in England because they know that they can have a secured future in the country.

There is so much more to be said about this mesmerizing country. However, words or essays cannot describe it enough. This is only a small introduction into the gates of England. Overall, England is a whole new world of discoveries and secrets that lie in the old country's grounds.

Last but not least, here’s someone who makes England the greatest...

Student D, pre-test

Longer school days

Now we have short school days and I don't want that to change because then the class would be more unconcentrated. I like the days as it is right now because it helps me with concentration and I need to be home early because of training and stuff like that. Here are 3 reasons why I don't want it to change.

Firstly as I said earlier, it would be harder to pay attention and we would have talked more than we already do. If we had longer school days and we were supposed to do an important task some had probably talked much and the others who had work would not been able to concentrate.

Secondly people have training and maybe some need to babysit their siblings or other stuff. So if we have school longer then we have now it would maybe have crashed with other stuff. And we wouldn't have time to be with our friends.

Lastly things work really well like it is right now and there is no point in changing it now. At least for me things work really good now and I don't want things to change. Because now I have time for homework, training and to be with friends.

In conclusion I don't want things to change. I like things as they are now and I think that really many people agree with me. Most people need the time home so they can get ready for training and stuff like that.

Student D, post-test

England

In this tekst i'm going to write about England. England is a really popular place among tourists from all over the world. I really want to go there because it is a lot of interesting places you can go and watch, like Big Ben, the castle in England and London zoo.

Firstly I have always wanted to go to the capital in England which is London. After what I have heard from my friend and family it sounds really interesting and beautiful. But it is a lot for people in England, there are almost 56 million people there. So it is almost 11 times as many people in england than it is in norway.

Secondly it has lots of interesting places to visit, like Big ben. Big Ben is a big clock tower placed in Westminster London. It was built in 1843. It represents the symbol of the grandness of British achievement. It is 96 meters tall.

Thirdly i'm going to talk about Brexit. Brexit means that Britain wants to leave the EU. The reason for this is that they want to have their money for themselves. This started back in the beginning for 2020 but it has lasted till now. We in Norway are not a part of the EU either but we are a part of a deal.

In conclusion I really want to go visit London because it seems interesting and funny. But when you think about all the rules and laws it is so much to think about.

Student E, pre-test

Longer school days?

In my opinion I don't think that Norwegian schools should start 08:00 and end 16:00, with one hour lunch in the middle of the day. That is too long for little kids.

Firstly, It's too long for little kids to start at 08:00 and end at 16:00. It is too much work with school. Because they also have homework to do, that most of them use 30 minutes to 2 hours every day to finish.

Secondly, they are going to have no time for friends. When they come home they need to do homework and eat and then they are going to do sports or other activities , if they reach it. Then when they come home they need to go to bed and stand up early the next morning to reach school. This is how those days are going to be: Go to school, come home for dinner, go to sport or other activities, go home and eat supper and then go to bed. It is only in the weekends people are going to have time for friends, if they don't have family plans.

People are going to be more angry and mad, because they get too little sleep. Too little sleep is not good for people that are growing. It's actually researched that children and teenagers that are growing need 8-12 hours sleep every day, for better learning and more happiness.

This is not going to be an option for Norwegian school kids. They are going to get to little sleep and no social life. A normal school day in Norway is from 08:15 to 13:35. This is a good day for Norwegian pupils, because then they have time for friends and are going to reach training.

Scotland

In this essay i'm going to talk about Scotland. What you can do and explore there and what's normal to eat there. Scotland is the second largest part of the United Kingdom. It lives 5,454 million people there. It is a beautiful country with much nature and many things to explore.

Firstly, the capital city of Scotland is Edinburgh, it lives 482 005(2011) thousand people there. It was in Edinburgh(Capital City) that JK Rowling wrote the Harry Potter books. She was at The Elephant House Cafe, or Birthplace of Harry Potter that someone would call it. That is a popular place to go to now and take a coffee there.

Secondly, in Scotland it is a tradition that men wear Kilt. Kilt is a type of a skirt that is red, green or blue with routes on it. You may think they have underwear under the kilt, but they haven't! All men that wear kilts are naked under there, or someone probably has underwear underneath the kilt.

Lastly, it is a beautiful nature there. Many people go to Scotland to see their nature. A very popular place to visit is Scottish Highlands. It is a very romantic place, and many people go there to see the sunset. Another popular place to visit is Loch Lomond. Loch Lomond is a very iconic and romantic place to visit. It is very normal for families, friends and couples to visit these places and have a good time together

In conclusion i think you should visit Scotland to have a great time with your friends and family and explore the beautiful country. And to see how their day is, and maybe get the answer if the men wear underwear underneath the kilt. ;)

Student F, pre-test

Five paragraph text

Why we shouldn't have school from 8.00 to 16.00

Some people say that we should have school from 8.00 to 16.00, but someone doesn't want school from 8.00 to 16.00. For me if we are going to have school from 8.00 to 16.00 we need to not have homework, long recess, outdoor school and activities.

Firstly, if we are going to have school from 8.00 to 16.00 we shouldn't have homework. Homework for some people can take a lot of time, and you don't wanna go 2 extra hours for nothing and then have homework. But if so how much homework do we get, if it's just glossary probably it's ok.

Secondly, the lessons are probably longer lessons and longer lunchtime. But if you have longer lunchtime can you go home and eat or do other things like homework. If the lessons are longer, wouldn't you be bored and don't want to listen to the teacher and don't learn anything? Is it worth going to a longer school with longer lessons but not learning anything instead of short lessons and being concentrated.

Lastly, sport, recess and outdoor school. When you have longer school you can probably have more often recess, outdoor school and school. Every school kid loves to have recess, outdoor school and sport. But if you have the same amount of sport and recess as normal it wouldn't be fun, as i said you wouldn't be very motivated to go to school.

In conclusion, school from 8.00 to 16.00 for isn't a good idea for me. The moor hours with school become more and more demotivated. I would rather have 2 more hours of freetime then go 2 extra hours on school. I think we shouldn't have school from 8.00 to 16.00.

England

England is a great country and once it was the biggest empire in the world. Once England had colonies all around the world, from China to India, South America, Australia, North America, Antarctica, Afrika and the North pole. It is also known for Stonehenge, Big Ben and the river Thames. The industrial revolutions started in England and is one of the most important revolutions for the industry today. The Premier League series is one of the most popular leagues in the world with some of the most famous teams.

Firstly back in the days England was one of the biggest Empires in the world. The empire included parts of China, India, South America, Australia, North America, Antarctica, Afrika and the North Pole. They had more land area than the Roman empire. This made the country one of the richest countries in the world with all the trade routes. All the valuable goods they sold made the country super rich. England was known for its opium and sold it to China as a gift for all the goods.

Secondly the country is well known for its monuments like the Stonehenge. Many people say that the Stonehenge was built by giants. Then you got Big Ben. Big Ben is a well known clock tower in the middle of London. Many people think of it as the bookmark of London. The London eye is probably the world's most known ferriswheel. Its size and visitors makes it very popular, at night time it is full of colored lights. England is also known for its industrial revolution. Many things that were discovered under this revolution we still use today. Like cars, trains, factories and electricity.

Lastly England is also known for its football league called the Premier league. 4.7 billion watch premier every year, twice more than England's population. The most known football teams in this league are Manchester United, Liverpool, Manchester City, Tottenham and Chelsea.

In conclusion, England is a big country with a lot of history and famous monuments. Over 30 million people visit the country every year and over 4 billion watch its football every year. In Norway about 200 000 watch its league. It's industrial revolution is famous for its input even in today's technology and if it didn't happen maybe we wouldn't have mobiles, computers or tv?

8 hours school day (disagree)

I disagree with a longer school day because it would be too much for a kid to handle. All that work and come home to homework. They also would not have time with their family, love and affection is very important for a kid. Researchers found that kids that have good family foundations do better in school because love and affection help them build up their self esteem. For a person to be able to live a secure life, she or he needs a good family foundation. Kids who have different mother tongues would not have time to learn it, and that would be disappointing to their family. Just imagine visiting your home country and not knowing anything what the people are saying there.

They won't have time to do other important activities as well. The kids won't have enough time to hangout with friends outside of the school. They wouldn't have time to do what they want to do such as going out shopping, playing video games and many other things.

There are so many successful people in the world who succeed in life without depending only on school education, they spend so much of their time searching for knowledge and an invention outside of their school time.

We would have problems with concentration if the school day is for long and that would have been useless. Our body needs to relax in order to function properly, and that learning requires concentration. The kids would be stressed, angry and tired after they come home.

Kids who get bullied in school wouldn't be so easy for them. Some kids could possibly get depression from all the stress. It would be very hard for people who have social anxiety. And also for people that are insecure would be too busy focusing if someone is judging them.

They would not have enough time to sleep. A kid needs to sleep around 10 - 11 hours. Studies have shown that kids who get enough sleep have improved attention, behavior, concentration, memory and overall physical health.

When it's winter it would be dark early and kids who walk, cycle etc. would have to be careful for traffic. Especially younger kids who don't know anything about traffic would be very dangerous for them.

And last but not least it would also be very stressful for the teachers because they might get a headache from all the noise from the students. And that will make the teachers lose their temper and yell at us.

Student G, post-test

England

England is a historical country with beautiful landscapes reaching north to south. Here are some famous tourism spots.

First of all, the UK is made up of England, Scotland, Wales and the North of Ireland. England is one of the 27 member states of the EU (European Union) but they're on their way out.

Secondly, London is a cosmopolitan mixture of the mixture of the third and first worlds, of chauffeurs and beggars, of the establishment, the avowedly working class and the avant-garde. Unlike comparable European cities, much of London looks unplanned and grubby, but that is part of its appeal. Visiting London is like being let loose on a giant-sized Monopoly board clogged with traffic. Even though you probably don't know where you are, at least the names will look reassuringly familiar. The city is so enormous, visitors will need to make maximum use of the underground train system. Unfortunately, this dislocates the city's geography and makes it difficult to get your bearings.

Student H, pre-test

why i'm against eight hours schooldays

these are the top three reasons why i'm against eight hour school days

The first reason I'm against eight hour school days is...

We don't have time to do homework and get ready for tests and school. We would just fall asleep in the middle of school,tests,homework, and we would never be able to get a job.

The second reason i'm against eight hour school days is...

We would not have freetime. We could do no sports, so we would get fat after a long time of no sports. We would feel like every day every hour every minute was just school.

The third and final reason I'm against eight hour school days is...

We would pray every day for us to have free from school even just for two days and in the summer everybody would never want to go back to school we would pray to not have school again.

1. we would do no homework and do no work or get a job.
1. We would have no freetime and no fun.
2. we would beg to get free.

Student H, post-test

ENGLAND

About England

-capital

-tourist attractions

-history

THE CAPITAL

Firstly

The capital of England is London. London is the home of the Big Ben. The building of Big Ben started in 1858, and it was finished in 1859. In the second world war it was attacked by many German aircrafts but it's still standing to this day. London also has many other tourist attractions.

TOURIST ATTRACTIONS

Secondly

England has many tourist attractions. An example of this is Stonehenge. Stonehenge is the most popular prehistoric monument in Europe. The Stonehenge is made up of over 250 ancient objects. Visitors need to purchase a timed ticket in advance to be allowed to visit.

History

Thirdly

England also has a great history. The British Isles became inhabited more than 800,000 years ago. England has been in a handful of wars like The Great Northern War, The War of the Austrian Succession and the War of the French Revolution. England was founded 12. July 927 e.Kr. The first people in England were called Anglo-Saxons.

Lastly

The capital of England is London.

Stonehenge is one of England's many tourist attractions.

The first people in England were Anglo-Saxons. That's it, thanks.

Appendix 3: Student A, pre- and post-test error marked+ all errors

PRE-TEST

No to school from 8 to 4.

I think teenagers need at least the amount of spare time they have at the moment so school from 8 to 4 is not ideal, focusing is gonna be harder and why change anything there **A1001PE** are no complications with the current school system in Norway.

If we're gonna have school from 8 to 4, school activities and homework **A1002PE** socialising is gonna get hard cause we barely have time. Let's say you have to go to bed at 10 pm, you have school from 8-4 so you won't be home before about 4:15 then **A1003PE** you have to think about homework, let's **A1004PE** say that takes you about 45 minutes the **A1005PE** time is now 5:00, now **A1006PE** you have 1 hour spare time to do whatever you want before you have to go to soccer, basketball or whatever it is within **A1007PE** that time you have to eat and get ready before you leave. Now you leave for whatever spare time **A1008MW** you go to and it lasts about two hours. The time is 8:00 when you get home. Your parents want you home at 8:45, your friends have free time activities at other times so you can't hang out and if they are free you will have to meet which takes about 15-20 minutes now **A1009PE** you have around 25 minutes to hang out which just is not enough time.

I don't think people will be able to focus as well as if we have school from 8 to 1:35 cause when we know we will only have to stay for a few hours before we can live **A1010SE** i **A1011SE** think we can focus better than when staying for 8 hours at school. The motivation will be reduced when we know we have to stay for that long.

The current school system is working perfectly fine there **A1012PE** is no reason as to why we should change the system when there is nothing to complain about. If we change things we might make a big mistake, and why try something new when everything is completely fine from before **A1013TE**?

Changing school times is unnecessary and will only take away time and concentration from teenagers **A1014PE** lifes **A1015NE**. changing **A1016SE** the school times to 8-4 is not going to help anyone. Changing norwegian **A1017SE** school times will only complicate teenagers **A1018PE** lifes **A1019NE**.

377 tokens

POST-TEST

England

England is one of the four countries in the United Kingdom. I'm going to talk about reasons as to why I chose this country in particular, as well as why you should go there. The famous sport clubs, food and sightseeings **A2001PE A2002NE**.

Firstly **A2003PE** the sport clubs are known worldwide **A2004PE** specifically football **A2005MW**. The well known **A2006SE** premier **A2007SE** league **A2008SE** which i'm **A2009SE** sure you've heard about **A2010PE**. Normally you can watch all the matches at the stadium with huge crowds and loads of enthusiasm. Personally **A2011PE** my family has always cheered for Arsenal and you can feel the mood being down low everytime **A2012SE** they lose **A2013AE**. The best teams in my opinion **A2014WOE** are all from England and is **A2015AgE** definitely a good reason to go there.

Secondly **A2016PE** there are loads of tourist attractions around England, if **A2017PE** i **A2018SE** were to make a suggestion i'd **A2019SE** say London is a good place to start. As the capital city London holds the Big ben **A2020SE**, Windsor castle **A2021SE** (just outside London), and of course the London bridge **A2022SE A2023PE**.

You also have the Harry potter **A2024SE** world **A2025SE** and in the winter, you got winter **A2026SE** wonderland **A2027SE**.

Lastly **A2028PE** you have the iconic fish and chips as well as other dishes like bangers and mash, full english breakfast and so on. I can promise you that if you eat out in England for a good while you will miss it as soon as you leave.

England is **A2029WOE** in my opinion the best country to visit in the United kingdom **A2030SE**. Even though I can't promise you that you will fall in love with this country, the foods, the sports, the cities **A2031PE** all add up to a great country.

266 tokens

ALL ERRORS

Error ID	Error in context	Category	Tax. Cat	Explan.	Word explanation
A1001	...why change <u>anything there is</u>	PE	CTRO.1	Dev.	
A1002	... homework <u>socialising</u>	PE	MP.1	Dev.	
A1003	...4:15 <u>then you</u>	PE	CTRO.1	Dev.	
A1004	...homework, <u>let's say</u>	PE	CTCS.3	Dev.	
A1005	...45 minutes <u>the time is now</u>	PE	CTRO.1	Dev.	
A1006	...5:00, <u>now you</u> have	PE	CTCS.3	Dev.	
A1007	...whatever it is <u>whitin that</u>	PE	CTRO.1	Dev.	
A1008	...whatever spare time_ <u>you</u>	MW	MN.1	Unique	
A1009	...15-20 minutes <u>now you</u> have	PE	CTRO.1	Dev.	
A1010	...before we can <u>live</u>	SE	OMP	Unique	<i>Live for leave</i>
A1011	<u>...i think</u>	SE	C.1	Unique	i for I
A1012	...perfectly fine <u>there is</u>	PE	CTRO.1	Dev.	
A1013	...perfectly fine <u>from before</u>	TE	UI	Interf.	N 'fra før'
A1014	...teenagers <u>lifes</u>	PE	MP.1	Unique	
A1015	...teenagers <u>lifes</u>	NE	P.3	Dev.	<i>Lifes for lives</i>
A1016	..lifes. <u>changing</u> the school	SE	C.1	Unique	
A1017	Changing <u>norwegian school</u>	SE	C.1	Unique	
A1018	...teenagers <u>lifes</u>	PE	MP.1	Unique	
A1019	...teenagers <u>lifes</u>	NE	P.3	Dev.	<i>Lifes for lives</i>
A2001	The famous sport clubs...	PE	F	Unique	
A2002	sightseeings	NE	P.3	Unique	for sightseeing
A2003	Firstly <u>the</u>	PE	OA.1	Dev.	
A2004	...known worldwide <u>specifically</u>	PE	MP.1	Dev.	
A2005	...specifically <u>football</u>	MW	MW.1	Unique	
A2006	...well known	SE	CC	Unique	well-known*
A2007	...premier	SE	C.1	Unique	Premier*
A2008	...league	SE	C.1	Unique	League*
A2009	...which <u>i'm</u>	SE	C.1	Unique	I'm*
A2010	The well known premier...	PE	F	Unique	
A2011	Personally <u>my family</u>	PE	MP.1	Unique	
A2012	everytime	SE	CC	Unique	every time*
A2013	Personally my family has...	AE	U	Dev.	
A2014	...best teams <u>in my opinion</u> are	WOE	IP.4	Dev.	
A2015	...best teams... <u>is....</u>	AgE	PA.3	Dev.	
A2016	Secondly <u>there</u>	PE	OA.1	Unique	
A2017	...around England, <u>if i</u> were	PE	CTCS.3	Unique	
A2018	...if <u>i</u> were to make a	SE	C.1	Unique	
A2019	...i'd say	SE	C.1	Unique	
A2020	<u>Big ben</u>	SE	C.1	Unique	Big Ben*
A2021	Windsor <u>castle</u>	SE	C.1	Unique	Windsor Castle*
A2022	London <u>bridge</u>	SE	C.1	Unique	London Bridge*
A2023	As the capital city holds...	PE	F.1	Unique	
A2024	the Harry <u>potter</u>	SE	C.1	Unique	Harry Potter*
A2025	Harry potter <u>world</u>	SE	C.1	Unique	Potter World*
A2026	You got winter <u>wonderland</u>	SE	C.1	Unique	Winter*
A2027	You got winter <u>wonderland</u>	SE	C.1	Unique	Wonderland*
A2028	Lastly <u>you</u> have	PE	OA.1	Unique	
A2029	England is <u>in my opinion</u> the	WOE	IP.4	Dev.	
A2030	United <u>kingdom</u>	SE	C.1	Unique	United Kingdom*
A2031	...the sports, <u>the</u> cities, all add	PE	CT.1	Unique	

PRE-TEST

School day 08.00 to 16.00

Many people want longer school days in Norway, They B1001SE mean B1002WC we should start 08.00 on B1003TE B1004WOE school and end 16.00 with 1 hour lunch break B1005PE. In Norway normal school days start 08.15 to B1006MW 14.00. In the USA they have school from 08.00 to 16.00.

Normal school days in Norway are much shorter than the people in the USA B1007AE. In the USA they have very long school days but they have 1 hour lunch, In B1008SE Norway it is usual to have a 30 minutes lunch break B1009PE. Some pupils in Norway want longer days but it will not work because many people have training on B1010PrE their sports almost right after school.

I really don't want longer school days because I mean B1011WC we don't really need it that much, And B1012SE childrens B1013NE dont B1014PE have good use of using B1015TE their brain too much we B1016PE just get tired.

And you're almost the whole day in school B1017AE and it will just be too much for small kids.

I think we will have problems with concentration because when we learn so much on B1018TE one day, It B1019SE will be too much to take in just one day for the kids and it will be a problem to sit still and be so quiet for so long.

Last but not least it B1020PE will be stressful for the kids and the teacher, They B1021SE won't be able to have enough sleep and then it will not be a great day for the kids and the teachers.

243 tokens

POST-TEST

England

In this text i **B2001SE** am going to write about England.

England is a very popular land **B2002TE** to visit, They **B2003SE** have many cool things there to see and experience **B2004PE**. London is the capital city of England and the most popular place to visit in England. In London city they have so many cool things to experience **B2005PE** like those dubbel **B2006SE** buses you might see them before **B2007VE**.

In England it lives **B2008TE** 98 million people(2018). The main language they speak there is English or many **B2009TE** also speak with a little british **B2010SE** accent that i **B2011SE** love.

Also **B2012PE** in England they have a big klok **B2013SE** that kals **B2014SE** the big **B2015SE** Ben that is one of the most popular things in England. It's placed in London and lots of people go there just to see it.

In England there are lots of places to visit like **B2016PE** the golden **B2017SE** bridge **B2018SE** that's in london **B2019SE** i **B2020SE** think, Big Ben, London, **The B2021SE** queen's castle and lots more places **B2022TE**. The queen of england **B2023SE** is named Elizabeth the II, **She B2024SE** became the queen of England in 1952 **B2025PE**.

The main meal in England is fish and chips, it's the popular meal to have and it's like pom fries **B2026SE** or potato with fish.

The most popular things to watch in England are watching football in the big stadiums in England, Manye **B2027SE** **B2028SE** off people **B2029TE** visit England to watch football **B2030PE** **B2031AE**.

You might think England has internasjonl **B2032SE** costumes but no they actually don't have internasjonl **B2033SE** costumes many people think they have but they actually don't have costumes **B2034PE** **B2035AE**. They only have international flags in England.

255 tokens

ALL ERRORS

Error ID	Error in context	Category	Tax.cat	Explan.	Word explanation
B1001	...in norway, <u>They</u>	SE	C.2	Unique	
B1002	They <u>mean</u> we should	WC	TFF	Interf.	<i>mean for think</i>

B1003	...start 08.00 <u>on school</u>	TE	P.2	Interf.	N 'på skolen'
B1004	start 08.00 <u>on school</u>	WOE	WO.4	Interf.	N 'starte 8 på skolen'
B1005	They mean we should...	PE	CTCS.3	Unique	
B1006	...start 8.15 to 14.00	MW	MW.1	Unique	
B1007	...shorter than the people in...	AE	O	Unique	
B1008	...1 hour lunch, <u>In Norway</u>	SE	C.2	Unique	
B1009	In Norway it is usual...	PE	CTCS.3	Unique	
B1010	...training <u>on</u> their sports	PrE	SP.2	Unique	
B1011	...I <u>mean</u> we don't	WC	TFF	Interf.	<i>mean for think</i>
B1012	...that much, <u>And</u> childrens	SE	C.2	Unique	
B1013	childrens	NE	P.3	Dev.	children*
B1014	...we dont really	PE	MP.1	Unique	don't*
B1015	... <u>have good use of</u>	TE	UI	Interf.	N 'ha god nytte av'
B1016	...too much <u>we just get tired</u>	PE	CTRO.1	Unique	
B1017	<u>And you're almost the whole day</u>	AE	R	Unique	
B1018	... <u>on one day</u>	TE	P.3	Interf.	N 'på en dag'
B1019	...one day, <u>It</u> will be too	SE	C.2	Unique	
B1020	Last but not least <u>it will</u>	PE	MP.1	Unique	
B1021	...kids and the teacher, <u>They</u>	SE	C.2	Unique	
B2001	In this text <u>i</u> am	SE	C.1	Unique	
B2002	...very popular <u>land</u>	TE	TFF	Interf.	N 'land'
B2003	...to visit, <u>They</u> have	SE	C.2	Unique	
B2004	<u>They have many cool things ...</u>	PE	CTCS.3	Unique	
B2005	...to experience <u>like</u> those	PE	MP.1	Unique	
B2006	<u>dubbel</u> buses	SE	O	Unique	double*
B2007	...you might see them before	VE	T.3	Dev.	might have seen*
B2008	In England <u>it lives</u>	TE	IT	Interf.	N 'bor det'
B2009	...or many also speak...	TE	UI	Interf.	N 'eller mange/noen'
B2010	<u>british</u> accent	SE	C.1	Unique	
B2011	...that <u>i</u> love	SE	C.2	Unique	
B2012	Also <u>in</u> England	PE	MP.1	Unique	
B2013	a big <u>clock</u>	SE	O	Unique	clock*
B2014	that kals	SE	OT	Interf.	N 'kalles'
B2015	<u>big</u> Ben	SE	C.1	Unique	
B2016	...to visit <u>like</u> the	PE	MP.1	Unique	
B2017	the <u>golden</u> bridge	SE	C.1	Unique	
B2018	the golden <u>bridge</u>	SE	C.1	Unique	
B2019	<u>in</u> London	SE	C.1	Unique	
B2020	<u>i</u> think	SE	C.1	Unique	
B2021	, <u>The</u> queen's castle	SE	C.2	Unique	
B2022	<u>lots more places</u>	TE	UI	Interf.	N 'mange flere steder'
B2023	The queen of <u>england</u>	SE	C.1	Unique	
B2024	Elizabeth the II, <u>She</u>	SE	C.2	Unique	
B2025	...She became the queen...	PE	CTCS.3	Unique	
B2026	pom fries	SE	O	Unique	F 'pommes frites'
B2027	<u>Manye</u> off people	SE	U	Unique	
B2028	... <u>Manye</u> off people	SE	C.2	Unique	
B2029	<u>Manye</u> off people	TE	UI	Interf.	N 'mange av menneskene
B2030	... <u>Manye</u> off people visit...	PE	CTCS.3	Unique	
B2031	The most popular...football	AE	D	Unique	
B2032	<u>Internasjonal</u> costumes	SE	OT	Interf.	N 'internasjonal'
B2033	don't have <u>internasjonal</u>	SE	OT	Interf.	N 'internasjonal'
B2034	...costumes <u>many</u> people think	PE	CTRO.1	Unique	
B2035	You might...don't have	WC	R	Dev.	

Appendix 5: Student C, pre- and post-test error marked + all errors
PRE-TEST

Should Norway have longer school days?

In many schools around the world the average school day is from 8-9 to 3-4. Sometimes having longer school days results in longer breaks and more different C1001WC lessons, sometimes even results in being able to get extra-curricular activities C1002PE C1003WC. Such as school trips, maybe even some local competitions or sport games. In my opinion and experience, this type of school system is a lot better for the students and teachers, so in this text I will explain why Norway should have longer school days.

It matches a pupil's schedule to an average working parent's schedule:

I remember that growing up I went to a private school where the times were from 8 to 16. My little brother, on the other hand, went to a Norwegian school and I remember that it was a lot harder for my parents with their work. Our family is luckily C1004WO financially stable so my parents were able to pay for after school activities so that they could be at home at 17 and my brother wasn't alone. But some people don't have stable jobs with stable pay wages so they don't have enough money to pay for childcare. The only way to make money is by going to work, but if you have to be home earlier to collect your child you don't make much money so it's a position that's very complicated to figure out.

It provides additional learning time for other subjects:

Schools with tight budgets and tight schedules tend to eliminate different, (some may say) less important subjects such as arts, music etc. Or they decrease C1005WC the amount of time for the important lessons such as literature, maths etc. Both of these things I don't agree with because the "less important" shouldn't be eliminated because they are still a part of a child's education. Plus, I agree with most people that the most important and main subjects should be done at least double the time of smaller (less important) subjects C1006AE. I think is and C1007AE agree with other people on this because most jobs are based around C1008PrE the main subjects taught in school such as C1009PE maths and literature. So it is important to have more time with these subjects without eliminating other subjects that some may say are less important. This tends to happen when schools have tight schedules or even budgets. Plus, if the students are lucky sometimes C1010PE long school days result in more school trips and maybe in some schools even more holidays.

Some jobs require a least amount C1011 of hours you're in the workplace/office:

Most jobs will require that you are in the office for a least C1012WC amount of time. The average in Norway is 8 hours and for some parents that aren't able to get childcare or a nanny then C1013WC things become complicated. Some parents have to go to work at 6 to be able to do for example 8 hours of work and be able to be home before the kids are home C1014WC. You may think that people just get used to it however C1015PE C1016PE they don't. Everyday C1017SE you get more and more tired and scientists have even proved that waking up early, not eating and straight away putting so much effort on your brain can result

in migraines and fatigue workers. Most normal people would rather wake up at a decent time, have a healthy breakfast and get to work by 8 which means that they would be done by 4. However not **C1018PE** everyone has the possibility **C1019WC** of doing that.

In conclusion, having longer school days makes life a lot easier for both parents and children. It makes a children's education **C1020AE** a lot more expanded and open-minded and could maybe result in making a parents **C1021PE** job a lot less stressful. Research has even proved the points that I made today and I even have experience of my own by comparing me and my brothers who both went to very different school systems **C1022AE**: privat **C1023SE** and the norwegian **C1024SE** system.

658 tokens

POST-TEST

The Greatest of Great Britain?

The United Kingdom, the heart of Europe, is one of the biggest countries and territories in the world. The history of the old country England began about 30,000 years ago. England has been ruled by many emperors. The emperors of the United Kingdom have always leaded **C2001VE** with power and strength with their big British colonies around the whole world.

The government of England consists of The **C2002AE** Queen and The **C2003AE** Parliament with two houses (House of Lords and House of Commons). These houses are then divided into other parts (for example the bishops, hereditary members and other popular members). This form of government started in the 10th century. The Queen rules all of Britain, as each country has their own governors **C2004AgE**. The Queen is very well-respected in England and the rest of the UK. In their national anthem the main lyric **C2005WC** is "God Save The Queen".

The major religion in England is Christianity. However, there are also other big religions in England such as Islam, Hinduism etc. The reason for this amount **C2006WC** of different religions is also because of the population. In England there live around 56 million people.

Over 16% percent live in London! That's a lot of people for a city.

Nearly 25% of the population of England is students and pupils **C2007AgE**. That's because England has some of the best educational opportunities in the world. The education and job opportunities in England are what attract a lot of people and families to this alluring country.

Therefore, many people try to get citizenship in England because they know that they can have a secured future in the country.

There is so much more to be said about this mesmerizing country. However, words or essays cannot describe it enough. This is only a small introduction into the gates of England. Overall, England is a whole new world of discoveries and secrets that lie in the old country's grounds.

Last but not least, here's someone who makes England the greatest...

329 tokens

ALL ERRORS

Student C	Pre-test		<i>*spelling and punctuation errors excl.</i>		Post-test		<i>*spelling and punctuation errors excl.</i>	
Genre	5 paragraph text				5 paragraph text			
Words	658				329			
	E1	E2	E1	E2	E1	E2	E1	E2
Errors (total)	24	22	14	13	7	7	7	7
Spelling	3	3	----	----			----	----
Orthography								
Capitalization	1	1						
Punctuation	7	6	----	----			----	----
Missing punctuation	6	5						
Cohesive ties	1	1						
Ordinal adverbs								
Fragment								
Nouns								
Uncountable								
Plural								
Determiner								
L1 Transfer								
Unidiomatic								
It/there								
Preposition								
Agreement					2	2	2	2
Subject-Verbal					1	1		
Pronoun-Antecedent					1	1		
Verbs					1	1	1	1
Tense					1	1	1	1
Prepositions	1	1	1	1				
Word Choice	8	7	8	7	2	2	2	2

Word Order	1	1	1	1				
Missing word								
Ambiguous	4	4	4	4	2	2	2	2

Error ID	Error in context	Category	Tax.cat	Explan.	Word explanation
C1001	more <u>different</u> lessons	WC	AC	Unique	diverse*
C1002	...lessons, <u>sometimes even</u>	PE	CTCS	Dev.	
C1003	<u>Sometimes...results in</u>	WC	R	Unique	
C1004	our family is <u>luckily</u>	WOE	IP.4	Unique	
C1005	<u>decrease</u> the amount of time	WC	AC	Unique	reduce*
C1006	<u>be done double</u> the time of	AE	R	Dev.	
C1007	I think <u>is</u> and agree with other	AE	U	Unique	
C1008	most jobs are based <u>around</u>	PrE	IP	Unique	based on*
C1009	...school <u>such as</u> maths and	PE	MP.1	Unique	
C1010	if ... are lucky <u>sometimes long</u>	PE	MP.1	Unique	
C1011	a <u>least</u> amount of time	WC	AC	Unique	minimum*
C1012	for a <u>least</u> amount of time	WC	AC	Unique	minimum*
C1013	for some parents... <u>then</u> things	WC	S.2	Unique	
C1014	be able to... <u>home</u>	WC	R	Unique	
C1015	get used to it <u>however</u> they	PE	MP.1	Unique	
C1016	get used to it <u>however</u> they	PE	MP.1	Unique	
C1017	<u>Everyday</u>	SE	CC	Unique	
C1018	<u>However not</u> everyone has	PE	MP.1	Unique	
C1019	everyone has the <u>possibility</u>	WC	AC	Unique	opportunity*
C1020	a <u>children's</u> education	AE	U	Unique	
C1021	a <u>parents</u> job a lot less	PE	MP.1	Unique	parent's*
C1022	<u>I even have</u> experience of my...	AE	U	Unique	
C1023	<u>privat</u>	SE	O	Unique	private*
C1024	<u>norwegian</u>	SE	C.1	Unique	Norwegian*
C2001	have always <u>leaded</u> with	VE	T.3	Dev.	have led*
C2002	of <u>The Queen</u>	AE	O	Unique	
C2003	and <u>The Parliament</u>	AE	O	Unique	
C2004	<u>each country</u> has <u>their own</u>	AgE	PA.3	Unique	
C2005	<u>main lyric</u>	WC	U	Unique	
C2006	<u>amount</u> of different religions	WC	AC	Unique	variety*
C2007	... <u>is</u> students and pupils	AgE	SV.3	Unique	

PRE-TEST

Longer school days

Now we have short school days and I don't want that to change because then the class would be more unconcentrated. I like the days as it is right now **D1001TE** because it helps me with concentration and I need to be home early because of training and stuff like that. Here are 3 reasons why I don't want it to change.

Firstly **D1002PE** as I said earlier, it would be harder to pay attention and we would have talked more than we already do. If we had longer school days and we were supposed to do an important task some had probably talked much and the others who had work would not been able to concentrate **D1003VE**.

Secondly **D1004PE** people have training and maybe some need to babysit their siblings or other stuff. So if we have school longer then **D1005SE** we have now it would maybe have crashed with other stuff **D1006TE**. And we wouldn't have time to be with our friends.

Lastly **D1007PE** things work really well like it is **D1008TE** right now and there is no point in changing it now. At least for me things work really good **D1009WC** now and I don't want things to change. Because now I have time for homework, training and to be with friends.

In conclusion **D1010PE** I don't want things to change. I like things as they are now and I think that really many people agree with me. Most people need the time home **D1011PrE** so they can get ready for training and stuff like that.

248 tokens

POST-TEST

England

In this tekst **D2001SE** i'm **D2002SE** going to write about England. England is a really popular place among tourists from all over the world. I really want to go there because it is **D2003TE** a lot of interesting places you can go and watch, like Big Ben, the castle in England and London zoo.

Firstly **D2004PE** I have always wanted to go to the capital in England which **D2005PE** is London. After **D2006WC** what I have heard from my friend and family it sounds really interesting and beautiful. But it is a lot for people in England, there are almost 56 million people there **D2007PE**. So it is **D2008TE** almost 11 times as many people in england **D2009SE** than **D2010WC** it is **D2011TE** in norway **D2012SE**.

Secondly **D2013PE** it has lots of interesting places to visit, like Big ben **D2014SE**. Big Ben is a big clock tower placed in Westminster London. It was built in 1843. It represents the symbol of the grandness of British achievement. It is 96 meters tall.

Thirdly **D2015PE** i'm **D2016SE** going to talk about Brexit. Brexit means that Britain wants to leave the EU. The reason for this is that they want to have their money for themselves. This started back in the beginning for **D2017PrE** 2020 but it has lasted till now. We in Norway **D2018TE** are not a part of the EU either but we are a part of a deal.

In conclusion **D2019PE** I really want to go **D2020WC** visit London because it seems interesting and funny. But when you think about all the rules and laws it is so much to think about **D2021AE**.

252 tokens

ALL ERRORS

Error ID	Error in context	Category	Tax.cat	Explain.	Word explanation
D1001	<i>the days as <u>it is</u> right now</i>	TE	IT	Interf.	N 'som det er nå'
D1002	<i>Firstly <u>as</u> I said earlier</i>	PE	OA.1	Unique	
D1003	<i>Would <u>not been</u> able to</i>	VE	T.3	Unique	not have been*
D1004	<i>Secondly <u>people</u> have</i>	PE	OA.1	Unique	
D1005	<i>School longer <u>then</u> we have</i>	SE	OMP.3	Unique	than*
D1006	<i><u>crashed with other stuff</u></i>	TE	UI	Interf.	N 'krasje med'
D1007	<i>Lastly <u>things</u> work</i>	PE	OA.1	Unique	
D1008	<i>like <u>it is</u> right now</i>	TE	IT	Interf.	N 'som det er nå'
D1009	<i>things work really <u>good</u> now</i>	WC	AA	Interf.	well*
D1010	<i>In conclusion <u>I don't</u> want</i>	PE	OA.1	Unique	
D1011	<i>need the time <u>home</u> so they</i>	PrE	MP.1	Interf.	N 'tiden hjemme'
D2001	<i>In this <u>tekst</u></i>	SE	OT	Interf.	N 'tekst'
D2002	<i><u>i'm</u> going to write</i>	SE	C.1	Unique	
D2003	<i><u>it is</u> a lot of interesting places</i>	TE	IT	Interf.	N 'det er mange'
D2004	<i>Firstly <u>I</u> have always</i>	PE	MP.1	Unique	
D2005	<i>capital in England <u>which is</u></i>	PE	MP.1	Unique	
D2006	<i><u>After</u> what I have heard</i>	WC	AC	Unique	
D2007	<i>in England, <u>there are</u> almost</i>	PE	CTCS.3	Dev.	
D2008	<i>So <u>it is</u> almost... people in</i>	TE	IT	Interf.	N 'det er'
D2009	<i><u>england</u></i>	SE	C.1	Unique	
D2010	<i>as many people in...<u>than</u> it</i>	WC	UI	Interf.	N 'enn det er'
D2011	<i><u>than it is</u> in</i>	TE	IT	Interf.	N 'enn det er'
D2012	<i>in <u>norway</u></i>	SE	C.1	Unique	
D2013	<i>Secondly <u>it has</u></i>	PE	OA.1	Unique	
D2014	<i>Big <u>ben</u></i>	SE	C.1	Unique	
D2015	<i>Thirdly <u>i'm</u> going</i>	PE	OA.1	Unique	
D2016	<i><u>i'm</u> going to talk about</i>	SE	C.1	Unique	
D2017	<i><u>beginning for</u> 2020</i>	PrE	IP	Unique	of*
D2018	<i><u>We in</u> Norway</i>	TE	UI	Interf.	N 'vi i Norge'
D2019	<i>In conclusion <u>I really</u> want</i>	PE	MP.1	Unique	
D2020	<i>to <u>go</u> visit London</i>	WC	S	Unique	
D2021	<i><u>But when</u> you think about...</i>	AE	U	Unique	

PRE-TEST

Longer school days?

In my opinion **E1001PE** I don't think that Norwegian schools should start 08:00 and end 16:00, with one hour lunch in the middle of the day. That is too long for little kids.

Firstly, It's **E1002SE** too long for little kids to start at 08:00 and end at 16:00. It **E1003WC** is too much work with school. Because they also have homework to do, that most of them use 30 minutes to 2 hours every day to finish.

Secondly, they are going to have no time for friends. When they come home they need to do homework and eat and then they are going to do sports or other activities, if they reach it **E1004TE**. Then when they come home they need to go to bed and stand up **E1005TE** early the next morning to reach **E1006** school. This is how those days are going to be: Go to school, come home for dinner, go to sport **E1007WC** or other activities, go home and eat supper and then go to bed. It is only in the weekends **E1008MW** people are going to have time for friends, if they don't have family plans.

People are going to be more angry and mad, because they get too little sleep⁸. Too little sleep is not good for people that are growing. It's actually researched that children and teenagers that are growing need 8-12 hours **E1009TE** sleep every day, for better learning and more happiness.

This is not going to be an option for Norwegian school kids. They are going to get to **E1010SE** little sleep and no social life. A normal school day in Norway is from 08:15 to 13:35. This is a good day for Norwegian pupils, because then they have time for friends and are going to reach training **E1011TE**.

289 tokens

POST-TEST

Scotland

In this essay i'm **E2001SE** going to talk about Scotland. What you can do and explore there and what's normal to eat there **E2002PE**. Scotland is the second largest part of the United Kingdom. It lives **E2003TE** 5,454 million people there. It is a beautiful country with much nature and many things to explore.

Firstly, the capital city of Scotland is Edinburgh, it lives **E2004TE** 482 005(2011) thousand people there **E2005PE**. It was in Edinburgh(Capital City) that JK Rowling wrote the Harry Potter books. She was at The **E2006SE** Elephant House Cafe, or Birthplace **E2007SE** of Harry Potter that someone would call it **E2008TE**. That is a popular place to go to now and take a coffee there.

Secondly, in Scotland it is a tradition that men wear Kilt **E2009SE** **E2010NE**. Kilt **E2011NE** is a type of a skirt **2012NE** that is red, green or blue with routes **E2013TE** on it. You may think they have underwear under the kilt, but they haven't! All men that wear kilts are naked under there, or someone probably has underwear underneath the kilt **E2014TE**.

Lastly, it is a beautiful nature there **E2015TE**. Many people go to Scotland to see their nature **E2016Age**.

A very popular place to visit is Scottish Highlands **E2017NE**. It is a very romantic place, and many people go there to see the sunset. Another popular place to visit is Loch Lomond. Loch Lomond is a very iconic and romantic place to visit. It is very normal for families, friends and couples to visit these places and have a good time together **E2018PE**

In conclusion **E2019PE** i **E2020SE** think you should visit Scotland to have a great time with your friends and family and explore the beautiful country. And to see how their day is, and maybe get the answer if the men wear underwear underneath the kilt. **E2021PE** ;)

291 tokens

ALL ERRORS

Error ID	Error in context	Category	Tax.cat	Explain	Word explanation
E1001	<i>In my opinion <u>I</u> don't think</i>	PE	MP.1	Unique	
E1002	<i>Firstly, <u>It's</u> too long for</i>	SE	C.2	Unique	
E1003	<i><u>It</u> is too much work with</i>	WC	D	Interf.	
E1004	<i>if they <u>reach</u> it</i>	TE	FF	Interf.	N 'rekker det'
E1005	<i><u>stand up</u> early</i>	TE	UI	Interf.	N 'stå opp'
E1006	<i>to <u>reach</u> school</i>	TE	FF	Interf.	N 'rekke skolen'
E1007	<i>go to <u>sport</u> or other activities</i>	WC	R	Unique	
E1008	<i>only in the weekends <u>people</u></i>	MW	MW.1	Interf.	
E1009	<i>need 8-12 hours <u>sleep</u> every</i>	TE	P.1	Unique	N 'timer(s) søvn'
E1010	<i>to get to little <u>sleep</u></i>	SE	O	Unique	too*
E1011	<i>to <u>reach</u> training</i>	TE	FF	Interf.	N 'rekke trening'
E2001	<i><u>i'm</u> going to talk about</i>	SE	C.1	Unique	
E2002	<i><u>What you can do</u> and <u>explore</u>..</i>	PE	F	Dev.	
E2003	<i><u>It</u> lives 5,454 million people</i>	TE	IT	Interf.	N 'det bor'
E2004	<i><u>it</u> lives</i>	TE	IT	Interf.	N 'det bor'
E2005	<i>is Edinburgh, <u>it</u> lives</i>	PE	CTCS.3	Dev.	
E2006	<i>was at <u>The Elephant House</u></i>	SE	C.2	Unique	
E2007	<i>or <u>Birthplace</u> of Harry Potter</i>	SE	C.2	Unique	
E2008	<i>that someone would call <u>it</u></i>	TE	UI	Interf.	N 'som noen vil..'
E2009	<i>that men wear <u>Kilt</u></i>	SE	C.2	Unique	kilts*
E2010	<i>that men wear <u>Kilt</u></i>	NE	P.3	Unique	kilts*
E2011	<i>men wear <u>Kilt</u>. <u>Kilt</u> is a type of</i>	NE	D.1	Unique	a/the kilt*
E2012	<i>a type of <u>a skirt</u></i>	NE	D.2	Unique	
E2013	<i>green or blue with <u>routes</u></i>	TE	FF	Interf.	N 'med ruter'
E2014	<i>or someone probably has</i>	TE	UI	Interf.	N 'eller noen har'
E2015	<i><u>it</u> is a beautiful nature there</i>	TE	IT	Interf.	N 'det er'
E2016	<i>go to Scotland to see <u>their</u></i>	AgE	PA.3	Unique	
E2017	<i>to visit is <u>Scottish Highlands</u></i>	NE	D.1	Unique	
E2018	<i>have a good time <u>together</u></i>	PE	MP.1	Unique	
E2019	<i>In conclusion <u>i</u> think</i>	PE	MP.1	Unique	
E2020	<i><u>i</u> think you should visit</i>	SE	C.1	Unique	
E2021	<i>And to see how <u>their day</u> is..</i>	PE	F	Dev.	

Appendix 8: Student F, pre- and post-test error marked + all errors

PRE-TEST

Five paragraph text

Why we shouldn't have school from 8.00 to 16.00 **F1001PE**

Some people say that we should have school from 8.00 to 16.00, but someone **F1002TE** doesn't want school from 8.00 to 16.00. For me **F1003PE** if we are going to have school from 8.00 to 16.00 we need to not have homework, long recess, outdoor school and activities **F1004WO**.

Firstly, if we are going to have school from 8.00 to 16.00 we shouldn't have homework. Homework for some people can take a lot of time **F1005WO**, and you don't wanna go 2 extra hours **F1006TE** for nothing and then have homework. But if so **F1007PE** how much homework do we get, **F1008PE** if it's just glossary probably it's ok **F1009SE F1010WO**.

Secondly, the lessons are probably longer lessons and longer lunchtime **F1011AE**. But if you have longer lunchtime can you go home **F1012TE** and eat or do other things like homework. If the lessons are longer, wouldn't you be bored and don't **F1013WC** want to listen to the teacher and don't **F2014WC** learn anything? Is it worth going to a longer school with longer lessons but not learning anything instead of short lessons and being concentrated **F1015AE**.

Lastly, sport, recess and outdoor school **F1016PE**. When you have longer school **F1017AE** you can probably have more often recess, outdoor school and school **F1018WC F1019WO**. Every school kid loves to have recess, outdoor school and sport. But if you have the same amount of sport and recess as normal it wouldn't be fun, as i **F1020SE** said you wouldn't be very motivated to go to school **F1021PE**.

In conclusion, school from 8.00 to 16.00 for **F1022WC** isn't a good idea for me. The moor **F1023SE** hours with school become more and more demotivated **F1024AE**. I would rather have 2 more hours of freetime **F1025SE** then **F1026SE** go 2 extra hours **F1027TE** on school **F1028TE**. I think we shouldn't have school from 8.00 to 16.00.

294 tokens

POST-TEST

England

England is a great country and once it was the biggest empire in the world. Once England had colonies all around the world, from China to India, South America, Australia, North America, Antarctica, Afrika F2001SE and the North pole F2002SE. It is also known for Stonehenge, Big Ben and the river Thames. The industrial revolutions started in England and is one of the most important revolutions for the industry today F2003AgE. The Premier League series is one of the most popular leagues in the world with some of the most famous teams.

Firstly F2004PE back in the days England was one of the biggest Empires F2005SE in the world. The empire included parts of China, India, South America, Australia, North America, Antarctica, Afrika 42006SE and the North Pole. They had more land area than the Roman empire F2007SE. This made the country one of the richest countries in the world with all the trade routes. All the valuable goods they sold made the country super rich. England was known for its opium and sold it to China as a gift for all the goods.

Secondly F2008PE the country is well known F2009SE for its monuments like F2010PE the Stonehenge. Many people say that the Stonehenge was built by giants. Then you got Big Ben. Big Ben is a well known F2011SE clock tower in the middle of London. Many people think of it as the bookmark F2012WC of London. The London eye F2013SE is probably the world's most known ferriswheel F2014SE F2015SE. Its size and visitors makes F2016AgE it very popular, at night time it is full of colored lights F2017PE. England is also known for its industrial revolution. Many things that were discovered under F2018PrE this revolution we still use today. Like cars, trains, factories and electricity F2019PE.

Lastly F2020PE England is also known for its football league called F2021PE the Premier league F2022SE. 4.7 billion watch premier F2023WC every year, twice more than England's population. The most known football teams in this league are Manchester United, Liverpool, Manchester City, Tottenham and Chelsea.

In conclusion, England is a big country with a lot of history and famous monuments. Over 30 million people visit the country every year and over 4 billion watch its football every year. In Norway about 200 000 watch its league. It's F2024PE industrial revolution is famous for its input even in today's technology and if it didn't happen maybe we wouldn't have mobiles, computers or tv?

387 tokens

ALL ERRORS

Error ID	Error in context	Category	Subcat.	Explain	Word explanation
F1001	<i>school from 8.00 to 16.00_</i>	PE	MP.1	Unique	
F1002	<i>but <u>someone</u> doesn't want</i>	TE	UI	Interf.	N 'men noen'

F1003	<i>For me if we are going to</i>	PE	MP.1	Unique	
F1004	<i>to not have homework, long...</i>	WOE	WO.4	Dev.	
F1005	<i>Homework for some people...</i>	WOE	WO.4	Dev.	
F1006	<i>go 2 extra hours for nothing</i>	TE	UI	Interf.	N 'gå to timer ekstra'
F1007	<i>But if so how much</i>	PE	MP.1	Unique	
F1008	<i>homework do we get if it's</i>	PE	CTCS.3	Dev.	
F1009	<i>probably it's ok</i>	SE	C.1	Unique	OK*
F1010	<i>Glossary probably it's okay</i>	WOE	WO.4	Dev.	
F1011	<i>the lessons are probably...</i>	AE	R	Unique	
F1012	<i>can you go home and eat</i>	TE	WO.4	Interf.	N 'kan du gå hjem'
F1013	<i>be bored and and don't...</i>	WC	AC	Unique	not*
F1014	<i>be bored and and don't...</i>	WC	AC	Unique	not*
F1015	<i>Is it worth going to a longer..</i>	AE	U	Unique	
F1016	<i>sport, ... and outdoor school</i>	PE	F.1	Dev.	
F1017	<i>When you have longer...</i>	AE	R	Unique	
F1018	<i>...outdoor school and school</i>	WC	WW	Unique	
F1019	<i>have more often recess</i>	WOE	WO.4	Unique	
F1020	<i>As i said</i>	SE	C.1	Unique	
F1021	<i>wouldn't be fun, as i said</i>	PE	CTCS.3	Dev.	
F1022	<i>16.00 for isn't a good idea</i>	WC	S.2	Unique	
F1023	<i>The moor hours with school</i>	SE	O	Unique	
F1024	<i>The moor hours with school..</i>	AE	R	Unique	
F1025	<i>freetime</i>	SE	CC	Unique	free time*
F1026	<i>Rather...then</i>	SE	OMP	Unique	than*
F1027	<i>go to extra hours</i>	TE	UI	Interf.	N 'gå to timer ekstra'
F1028	<i>on school</i>	TE	P	Interf.	N 'på skolen'
F2001	<i>Afrika</i>	SE	OT	Interf.	N 'Afrika'
F2002	<i>the North pole</i>	SE	C.1	Unique	the North Pole
F2003	<i>The industrial revolutions...is</i>	AgE	SV.3	Unique	
F2004	<i>Firstly back in the days</i>	PE	OA.1	Unique	
F2005	<i>one of the biggest Empires</i>	SE	C.2	Unique	empires*
F2006	<i>Afrika</i>	SE	OT	Interf.	N 'Afrika'
F2007	<i>than the Roman empire</i>	SE	C.1	Unique	Empire*
F2008	<i>Secondly the country is</i>	PE	OA.1	Unique	
F2009	<i>the country is well known for</i>	SE	CC	Unique	well-known*
F2010	<i>for its monuments like the</i>	PE	MP.1	Unique	
F2011	<i>Big Ben is a well known</i>	SE	CC	Unique	well-known*
F2012	<i>the bookmark of London</i>	WC	WW	Unique	trademark*
F2013	<i>The London eye</i>	SE	C.1	Unique	London Eye*
F2014	<i>ferriswheel</i>	SE	CC	Unique	Ferris wheel*
F2015	<i>ferriswheel</i>	SE	C.1	Unique	Ferris wheel*
F2016	<i>Its size and visitors makes it</i>	AgE	SV	Unique	
F2017	<i>very popular, at night time</i>	PE	CTCS.3	Dev.	
F2018	<i>discovered under this rev.</i>	TE	P	Interf.	during*
F2019	<i>Like cars, trains, factories...</i>	PE	F	Unique	
F2020	<i>Lastly England is also known</i>	PE	OA.1	Unique	
F2021	<i>its football league called the</i>	PE	MP.1	Unique	
F2022	<i>the Premier league</i>	SE	C.1	Unique	Premier League*
F2023	<i>4.7 billion watch premier</i>	WC	I	Unique	Premier League*
F2024	<i>It's industrial revolution</i>	PE	SP.2	Unique	

8 hours school day (disagree)

I disagree with a longer school day because it would be too much for a kid to handle. All that work and come home to homework **G1001PE**. They also would not have time with their family, love and affection is very important for a kid **G1002PE**. Researchers found that kids that have good family foundations do better in school because love and affection help them build up **G1003TE** their self esteem **G1004SE**. For a person to be able to live a secure life, she or he needs a good family foundation. Kids who have different mother tongues would not have time to learn it **G1005AgE**, and that would be disappointing to their family. Just imagine visiting your home country and not knowing anything what the people are saying there **G1006TE**.

They won't have time to do other important activities as well **G1007WC**. The kids won't have enough time to hangout **G1008SE** with friends outside of the school **G1009TE**. They wouldn't have time to do what they want to do such as **G1010PE** going out shopping, playing video games and many other things.

There are so many successful people in the world who succeed in life without depending only on school education, they spend so much of their time searching for knowledge and an invention outside of their school time **G1011PE**.

We would have problems with concentration if the school day is **G1012VE** for long **G1013TE** and that would have been useless. Our body needs to relax in order to function properly, and that **G1014WC** learning requires concentration. The kids would be stressed, angry and tired after they come home **G1015VE**.

Kids who get bullied in school wouldn't be so easy for them **G1016AE**. Some kids could possibly get depression from all the stress. It would be very hard for people who have social anxiety. And also for people that are insecure would be too busy focusing if someone is judging them **G1017AE**.

They would not have enough time to sleep. A kid needs to sleep around 10 - 11 hours **G1018TE**. Studies have shown that kids who get enough sleep have improved attention, behavior, concentration, memory and overall physical health.

When it's winter it would be dark early and kids who walk, cycle etc. would have to be careful for traffic **G1019AE** **G1020PrE**. Especially younger kids who don't know anything about traffic would be very dangerous for them **G1021AE**.

And last but not least **G1022PE** it would also be very stressful for the teachers because they might get a headache from all the noise from the students. And that will make the teachers lose their temper and yell at us.

418 tokens

POST-TEST

England

England is a historical country with beautiful landscapes reaching north to south **G2001MW**. Here are some famous tourism spots.

First of all, the UK is made up of England, Scotland, Wales and the North of Ireland. England is one of the 27 member states of the EU (European Union) but they're on their way out.

Secondly, London is a cosmopolitan mixture of the mixture of the third and first worlds, of chauffeurs and beggars, of the establishment, the avowedly working class and the avant-garde. Unlike comparable European cities, much of London looks unplanned and grubby, but that is part of its appeal. Visiting London is like being let loose on a giant-sized Monopoly board clogged with traffic. Even though you probably don't know where you are, at least the names will look reassuringly familiar. The city is so enormous, visitors will need to make maximum use of the underground train system. Unfortunately, this dislocates the city's geography and makes it difficult to get your bearings.

54 WORDS (+110)

ALL ERRORS

Student G	Pre-test				Post-test			
Genre	5 paragraph text				5 paragraph text			
Words	418				54(valid)			
	E1		E2		E1		E2	
Errors (total)	22	22	15	15	1	1	1	1
Spelling	2	2	----	----			----	----
Orthography								
Capitalization								
Punctuation	5	5	----	----			----	----
Missing punctuation	2	2						
Cohesive ties	2	2						
Ordinal adverbs								
Fragment	1	1						
Nouns								
Uncountable								
Plural								
Determiner								
L1 Transfer	5	5	5	5				
Unidiomatic	2	2	2	2				

It/there									
Preposition	3	3	3	3					
Agreement	1	1	1	1					
Subject-Verbal									
Pronoun-Antecedent	1	1	1	1					
Verbs	2	2	2	2					
Tense	2	2	2	2					
Prepositions	1	1	1	1					
Word Choice	2	2	2	2					
Word Order									
Missing word						1	1	1	1
Ambiguous	4	4	4	4					

Error ID	Error in context	Category	Subcat.	Explain	Word explanation
G1001	<i>All that work and come...</i>	PE	F.1	Dev.	
G1002	<i>their family, love and...</i>	PE	CTCS.3	Dev.	
G1003	<i>build up their self esteem</i>	TE	P.2	Interf.	N 'bygge opp'
G1004	<i>self esteem</i>	SE	CC	Unique	self-esteem*
G1005	<i>mother tongues... it</i>	AgE	PA	Unique	
G1006	<i>knowing anything what the...</i>	TE	UI	Interf.	N 'vite noe hva folk sier der'
G1007	<i>won't have ... as well</i>	WC	UI	Unique	either*
G1008	<i>to hangout</i>	SE	CC	Unique	hang out*
G1009	<i>outside of the school</i>	TE	D.2	Interf.	N 'utenfor skolen'
G1010	<i>what they want to do such as</i>	PE	MP.1	Unique	
G1011	<i>education, they spend so...</i>	PE	CTCS.3	Dev.	
G1012	<i>we would have... is... would</i>	VE	T.3	Unique	
G1013	<i>if the school day is for long</i>	TE	FF	Interf.	N 'for lang'
G1014	<i>and that learning requires</i>	WC	S.2	Unique	
G1015	<i>kids would be... come home</i>	VE	T.3	Unique	
G1016	<i>Kids who get bullied in...</i>	AE	R	Unique	
G1017	<i>And also for people that...</i>	AE	R	Unique	
G1018	<i>sleep around 10-11 hours</i>	TE	P.3	Interf.	N 'å sove rundt...'
G1019	<i>When it's winter it would...</i>	AE	R	Unique	
G1020	<i>be careful for traffic</i>	PrE	WP	Unique	
G1021	<i>Especially younger kids...</i>	AE	R	Unique	
G1022	<i>last but not least it would</i>	PE	MP.1	Unique	
G2001	<i>reaching north to south</i>	MW	1	Unique	

Appendix 10: Student H, pre- and post-test error marked + all errors
PRE-TEST

why H1001SE i'm H1002SE against eight hours schooldays H1003SE

these H1004SE are the top three reasons why i'm H1005SE
against eight hour school days H1006PE

The first reason I'm against eight hour school days is...

We don't have time to do homework and get ready for tests and
school. We would just fall asleep in the middle of school, tests,
homework H1007PE,
and we would never be able to get a job.

The second reason i'm H1008SE against eight hour school days
is...

We would not have freetime H1009SE. We could do no sports, so
we would get fat after a long time of no sports. We would feel like
every day H1010PE every hour H1011PE every minute H1012PE
was just school.

The third and final reason I'm against eight hour school days is...

We would pray every day for us to have free from school
H1013TE even H1014PE just for two days and in the summer
everybody would never want to go back to school we would pray
to not have school again H1015PE.

1. we would do no homework and do no work or get a job
H1016AE.
2. We would have no freetime H1017SE and no fun.
3. we would beg to get free H1018TE.

182 tokens

POST-TEST

ENGLAND

About England

- capital
- tourist attractions
- history

THE CAPITAL

Firstly **H2001PE**

The capital of England is london **H2002SE**. London is the home of the **H2003NE** big **H2004SE** ben **H2005SE**. The building of big **H2006SE** ben **H2007SE** started in 1858, and it was finished in 1859. In the second **H2008SE** world **H2009SE** war **H2010SE** it was attacked by many german **H2011SE** aircrafts **H2012NE** but its **H2013PE** still standing to this day. London also has many other tourist attractions.

TOURIST ATTRACTIONS

Secondly **H2014PE**

England has many tourist attractions. An example of this is stonehenge **H2015SE**. Stonehenge is the most popular prehistoric monument in Europe. The **H2016NE** stonehenge **H2017SE** is made up of over 250 ancient objekts **H2018SE**. visitors **H2019SE** need to purchase a timed ticket in advance to be allowed to visit **H2020PE**

History

Thirdly **H2021PE**

England also has a great history. The british **H2022SE** isles **H2023SE** became inhabit **H2024VE** more than 800,000 years ago. england **H2025SE** has been in a handful of wars like **H2026PE** The **H2027SE** Great Northern War, The **H2028SE** War of the Austrian Succession and the War of the French Revolution. England was founded 12. juli **H2029SE** **H2030SE** 927 e.Kr **H2031TE**. the **H2032SE** first people in england **2033SE** was **S034AgE** called Anglo-Saxons **H2035PE**

Lastly **H2036PE**

The capital of England is london **H2037SE**. Stonehenge is one of England's many **H2038SE** tourist attractions. The first people in England were Anglo-Saxons. Thats **H2039SE** is it **H2040PE** thanks **H20341PE**

194 tokens

ALL ERRORS

Error ID	Error in context	Category	Subcat.	Explan.	Word explanation
H1001	<i>why i'm against eight</i>	SE	C.1	Unique	
H1002	<i>why i'm against eight</i>	SE	C.1	Unique	
H1003	<i>eight hours <u> schooldays</u></i>	SE	CC	Unique	school days*
H1004	<i>these are the top three</i>	SE	C.1	Unique	
H1005	<i>why i'm against</i>	SE	C.1	Unique	
H1006	<i>eight hour school days</i>	PE	MP.1	Unique	
H1007	<i>school, tests, homework</i>	PE	CT.1	Unique	
H1008	<i>second reason i'm</i>	SE	C.1	Unique	
H1009	<i>We would not have <u> freetime</u></i>	SE	CC	Unique	free time*
H1010	<i>Every day <u> every hour every...</u></i>	PE	MP.1	Unique	
H1011	<i>Every day every hour <u> every</u></i>	PE	MP.1	Unique	
H1012	<i>every hour <u> every minute</u></i>	PE	MP.1	Unique	
H1013	<i>to have <u> free from school</u></i>	TE	FF	Interf.	N 'fri fra skolen'
H1014	<i><u> free from school even just</u></i>	PE	MP.1	Unique	
H1015	<i>back to school <u> we would pray</u></i>	PE	CTRO.1	Dev.	
H1016	<i><u> we would do no homework...</u></i>	AE	U	Unique	
H1017	<i>We would have no <u> freetime</u></i>	SE	CC	Unique	free time*
H1018	<i>we would beg to <u> get free</u></i>	TE	FF	Interf.	N 'å bli fri'
H2001	<i><u> Firstly</u></i>	PE	OA.1	Unique	
H2002	<i>capital of England is <u> london</u></i>	SE	C.1	Unique	London*
H2003	<i>home of <u> the big ben</u></i>	NE	D.2	Unique	
H2004	<i>home of <u> the big ben</u></i>	SE	C.1	Unique	Big Ben*
H2005	<i>home of <u> the big ben</u></i>	SE	C.1	Unique	Big Ben*
H2006	<i><u> building of big ben</u></i>	SE	C.1	Unique	Big Ben*
H2007	<i><u> building of big ben</u></i>	SE	C.1	Unique	Big Ben*
H2008	<i>In the <u> second world war</u></i>	SE	C.1	Unique	Second World War*
H2009	<i>In the <u> second world war</u></i>	SE	C.1	Unique	Second World War*
H2010	<i>In the <u> second world war</u></i>	SE	C.1	Unique	Second World War*
H2011	<i><u> attacked by many german</u></i>	SE	C.1	Unique	German*
H2012	<i><u> many german aircrafts</u></i>	NE	P.3	Unique	aircraft*
H2013	<i><u> but its still standing</u></i>	PE	MP.1	Unique	it's*
H2014	<i><u> Secondly</u></i>	PE	OA.1	Unique	
H2015	<i><u> example of this is stonehenge</u></i>	SE	C.1	Unique	Stonehenge*
H2016	<i><u> The stonehenge</u></i>	NE	D.2	Unique	
H2017	<i><u> The stonehenge</u></i>	SE	C.1	Unique	Stonehenge*
H2018	<i><u> Over 250 ancient objekts</u></i>	SE	O	Unique	objects*
H2019	<i><u> ...objekts. visitors need</u></i>	SE	C.1	Unique	
H2020	<i><u> be allowed to visit</u></i>	PE	MP.1	Unique	
H2021	<i><u> Thirdly</u></i>	PE	OA.1	Unique	
H2022	<i><u> The british isles</u></i>	SE	C.1	Unique	British Isles*
H2023	<i><u> The british isles</u></i>	SE	C.1	Unique	British Isles*
H2024	<i><u> became inhabit</u></i>	VE	T.3	Dev.	became inhabited*
H2025	<i><u> ...ago. england has been</u></i>	SE	C.1	Unique	England*
H2026	<i><u> in a handful of wars like the</u></i>	PE	MP.1	Unique	
H2027	<i><u> like The Great Northern War</u></i>	SE	C.2	Unique	the Great*
H2028	<i><u> ..., The War of the Austrian</u></i>	SE	C.2	Unique	the War*
H2029	<i><u> was founded 12. juli</u></i>	SE	OT	Interf.	12 July*
H2030	<i><u> was founded 12. juli</u></i>	SE	C.1	Unique	12 July*
H2031	<i><u> 12. juli 927 e.Kr</u></i>	TE	DL	Interf.	AD 927 *
H2032	<i><u> ...e.Kr. the first people in</u></i>	SE	C.1	Unique	

H2033	<i>the first people in <u>england</u></i>	SE	C.1	Unique	England*
H2034	<i>first people in england <u>was</u></i>	AgE	SV.3	Unique	
H2035	<i>was called Anglo-Saxons <u></u></i>	PE	MP.1	Unique	
H2036	<i>Lastly <u></u></i>	PE	OA.1	Unique	
H2037	<i>Capital of England is <u>london</u></i>	SE	C.1	Unique	London*
H2038	<i>one of England's <u>manny</u></i>	SE	O	Unique	many*
H2039	<i><u>Thats</u> is it thanks</i>	SE	U	Unique	That*
H2040	<i>Thats is it <u>thanks</u></i>	PE	MP.1	Unique	
H2041	<i>Thats is it thanks <u></u></i>	PE	MP.1	Unique	

Appendix 11: Interview guide

1. Introduction

What motivated you to do a reading project with your class?

2. Background knowledge

What English topics and language features had the class been learning about before the first writing?

What language topics and features was the class working on in between the two writings?

3. The ER Project – context, activities, and observations

Tell me about the process of picking out books for the project.

Did the students need dictionaries or significant help from you to understand what they were reading?

Were the students allowed to bring their books home and read on their own time?

How did you experience the students' engagement with the reading? Were they motivated, did they seem to enjoy it, or did they complain?

Did any of the students express motivation to continue reading English in the future?

How did you arrange the ER logging activity?

4. The ER Project – Errors Emphasized

Several of the students capitalize words following a comma. Is that something you have addressed in class or with individual students?

The students made very few subject-verbal disagreement errors in all collected texts. I was positively surprised by this as concord are one of the English features Norwegian learners tend to struggle with. Why do you think that is?

5. The Writing – Context

How much time were the students given to write the five-paragraph texts received in the study?

What was the target length?

Did the students have access to dictionaries?

6. The participants

What did the students participating in the study read during the ER project?

7. Other

I was a little disappointed upon receiving the student post-texts as the texts were quite different from the first texts in theme and form of communications. I was of the conviction that the second texts, like the first ones, would be argumentative and more concerned with

personal opinions. It is possible that we have misunderstood each other. Also, it seems that the students have had access to online sources when writing the texts. Was this a consequence of your sick-leave and the multiple substitute teachers responsible for the writing process?

Appendix 12: Interview transcription

1. Introduction

What motivated you to do a reading project with your class?

I was thinking of implementing reading because I wanted my students to learn to like reading, as well as become better readers. Personally, I love to read, and I want to pass this on to my students. Then, when we talked about your ideas for your MA and you were interested in implementing extensive reading in the classroom, I agreed to do the project in my class.

I believe and hope that the students can improve their English through reading English. I genuinely believe that reading leads to better reading fluency and writing skills. I think reading leads to overall subject improvement. Of course, the greater effect will probably only become visible after regular reading over several years. I believe that 100%.

How did you introduce the project to the students and what was your role when the students were engaged in reading?

I introduced the project by talking about the many advantages of reading and why it could be helpful for the students. Throughout the entire period I have emphasized my own joy of reading and how important it is to me, by means of inspiring the students to read as well. When the students were engaging in reading individually and I was not helping or conversating with the students, I would join them in reading my own book.

2. Background Knowledge

What English topics and language features had the class been learning about before the first writing?

We were preparing for writing five-paragraph texts. We thus worked with structural- and ordinal adverbs, like *firstly*, *secondly*, *lastly*, *in conclusion*, etc. We also focused on the structure of paragraphs, what should be included in the different paragraphs, and topic sentences for the paragraphs. Several students used binding words in their texts because using binding words was one of the evaluation criteria. When working with this, I tried to draw lines to the Norwegian subject and how the students were working with the same things there.

What language topics and features was the class working on in between the two writings?

In terms of topics, the first writing was carried out while we were working with the chapter “School Days”. Here, the student learned about school uniforms and school days (which was the topic of the first writing task). The next topic was “Amazing Animals”, followed by “Journeys”. The second writing was carried out as part of the students’ instruction on “The English-Speaking World”, which is why the second texts are about different places in the UK.

When it comes to linguistic features, the students have been working continually with subject-verb concord. We have also focused on idiomatic expressions in class. Pronunciation has also been central, particularly dealing with the differences between /v/ and /w/. In the period after new year’s leading up to the second writing task, the students received instruction on nouns and worked with singular- and plural form, as well regular and irregular verb forms. During

this period, I was not in charge of the teaching myself, as I was on a sick leave. The class was then led by substitute teachers, although I was in charge of planning lessons and deciding on homework for the students. I thus do not have a complete overview over what was going on in the English lessons during this period.

3. *The ER Project – Context, Activities, and Observations*

Tell me about the process of picking out books for the project.

We went to the library. They have a section of English books there, from which the students picked out books. We spent one English lesson picking out and registering books, as some students found it challenging and needed my help to pick out something that was fitted for them. If I noticed someone about to make a wrong book choice, I intervened and helped them find something better. It worked out pretty well, and the reason for prioritizing a whole lesson for book choice was to avoid students choosing books that were not fitted for them. It seemed as if most students ended up with books that were appropriate for their language levels. A few switched books along the way, however. Several students even finished their first books and had to borrow new ones during the ER period.

Did the students need dictionaries or significant help from you to understand what they were reading?

No, that was not an issue as the students ended up picking books fit to their levels. Of course, some students asked me about terms from time to time, but that was only natural. This happens to adult readers as well: We often come across words and expressions that we do not understand without it being an issue in terms of contextual understanding. This did not strike me as an issue for the students. When I was asked about words or expressions, the questions were usually called for.

Were the students allowed to bring their books home and read on their own time?

Yes, they were allowed to. I would say about 30-40 % of the students in the class did at some point bring their books home to read. It was not often that they did, however. The reading mostly took place at school.

How did you experience the students' engagement with the reading? Were they motivated, did they seem to enjoy it, or did they complain?

There was some complaining among the students who dislikes reading. I know, however, that the students who were sitting still and reading enjoyed it, despite not uttering it aloud for the entire class (such things are generally not socially acceptable in 8th-grade). The reading led to a nice classroom atmosphere, and it was a calm and nice way to start and finish English classes. Additionally, some students were so engaged in the reading that they did not want to stop after the 15 minutes. I think it was a combination of enjoying the book and simply enjoying the relaxing reading activity. When the students were reading, I would go around the classroom asking them about their books and the activity. Some students felt that the reading was a cozy activity to engage in at school.

The reading was also a nice back-up activity for other classes. I usually plan extra activities for the students who finish their work early, but during the ER period I could tell them to keep reading their books so that they would get additional reading time. Many students also

preferred this alternative when they were finished with their work in other subjects and appreciated not having to start working on something new.

Unfortunately, I feel like the students who needed to read the most and could possibly benefit most from reading, were also the students who complained the most. I think this has to do with maturity and not understanding that they dislike it because they are struggling with the language. Consequently, they do not get as much reading done as they should have. I am of the conviction that doing such projects in upper secondary school would be a whole other experience, as the students may have realized the benefits of reading rather than opposing it.

The students who complained the most were the ones who already speak multiple languages, who have to learn English on top of all the other languages they use on a regular basis. Some of them probably felt that it was too much to handle.

Did any of the students express motivation to continue reading English in the future?

No, not directly. Some students have asked about the reading after new year's, though. But I do not know whether it related to wanting to read or just maintaining routines. However, regardless of the results of this project, I want to continue reading with my students when I am fully back at work again, because I strongly believe in the benefits of it.

How did you arrange the ER logging activity?

We have been working with in-depth learning in the class, which is why I decided to include this in the ER project as well. The students created a document when we started the reading project. Here, they wrote down the title and author of the book. After every reading session the students noted the current date and wrote a summary of what they had read that day. The students did this after every reading session. If they finished or replaced a book with another, they made a new document for summaries. The ER project thus did not only last for the 15 minutes the students were reading as additional time was added for the logging activity. The students' logs were not evaluated or graded they were a tool to working with the new subject curriculum and in-depth learning. Also, the students need to get used to doing things properly regardless of evaluation. The logging system worked very well, and all students read their books and logged their progress along the way.

4. The ER Project – Errors Emphasized

Several of the students capitalize words following a comma. Is that something you have addressed in class or with individual students?

Yes, we have talked a lot about that. It has been a constant issue that has been addressed on several occasions: Capitalization after full stops, not following commas. I have also emphasized that in English, names of places are written with initial capitalization. We have also repeated what proper nouns are (cities, countries...). I think some of the students were confused by this, which is why they have a hard time with correctly capitalizing words. Although most rules are similar in English and Norwegian, I think that some students are too young to see connections between the languages.

As mentioned, we have focused on capitalization of places and names. We have not emphasized the capitalization of tourist attractions and monuments, and I think several of the students have missed these rules. If I had been at work full time, I would have prioritized this

prior to the second writing, because I am familiar with the issue. The English classes have been led by different substitute teachers this year, some of which weren't even English teachers, which is probably the reason these issues have not been adequately addressed in class. I think that is very unfortunate.

The students made very few subject-verbal disagreement errors in all collected texts. I was positively surprised by this as concord are one of the English features Norwegian learners tend to struggle with. Why do you think that is?

Well, of course I hope it is a result of working with it over the last six months. However, the students are using Chromebooks for their writing and almost everyone has downloaded Grammarly. They are not allowed to use this program when they are writing texts, but it is quite challenging to adequately control the activity of 30 students during writing assignments. Nonetheless, the students were not supposed to use Grammarly, and we have spent considerable time and effort on the issue of subject-verb concord throughout the entire semester. Hopefully, this is a contributing factor to the low numbers of agreement errors.

5. The Writing – Context

How much time were the students given to write the five-paragraph texts received in the study?

They had 4-5 hours writing time.

What was the target length?

The task was to write five paragraphs making up about 1 page.

Did the students have access to dictionaries?

Yes, they have access to online dictionaries when writing texts.

6. The Participants

What did the students participating in the study read during the ER project?

All students except students E, F, and H read Fantasy novels. Student E read a Romance novel. Student F read a Mystery/Crime novel, and Student H read a Science-Fiction Comic Book for the project.

7. Other

I was a little disappointed upon receiving the student post-texts as the texts were quite different from the first texts in theme and form of communication. I was of the conviction that the second texts, like the first ones, would be argumentative and more concerned with personal opinions. It is possible that we have misunderstood each other. Also, it seems that the students have had access to online sources when writing the texts. Was this a consequence of your sick-leave and the multiple substitute teachers responsible for the writing process?

This is probably a result of different things. Firstly, the text turned out less similar to the first texts than I had hoped. If I had been present during the writing, I would have emphasized the

individual and argumentative voice to a higher degree than what seems to have been the case with the responsible substitute(s). I also would have made sure the students did not use the internet. I tried to be explicit about my opinions and expectations for the writing with the teachers who were involved in the process, but some miscommunications must have occurred along the way and been further communicated to the students. They were not supposed to use online sources. However, they were allowed to use their own notes about the country they wrote about. I would have done several things different had I been present for the writing.