

## **Second Language Acquisition and Verb Second**

Norwegian Pupils Learning English Word Order

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## 1. Introduction

Languages are intricate systems consisting of a finite number of rules, but with an infinite number of possible ways to put together sentences and apply those rules. Even with just a limited knowledge of a language, one can both create and interpret sentences we have never been exposed to before (Slabakova, 2016, p. 9). As well as each language having a multitude of both similar and different rules, it is widely accepted within the field of acquisition theory that there exists an interplay between first languages (L1) and second language (L2) acquisition. However, to what extent the influence plays is not agreed upon (Bohnacker, 2006, p. 444).

While Norwegian and English share many of the same traits and rules, there are major differences. One of these differences can be found in relation to the rules dictating word order in the two languages. This thesis will focus on the rules concerning the word order, specifically the verb placement in declarative sentences containing different variables. In Norwegian, there is a general rule stating that verbs should always be the second constituent of a declarative sentence. This rule will be referred to as the verb second (V2) rule. Though English also has declarative sentences where the verb ends up in the second position, it is considered an SVO-language without a V2 requirement. Some relevant examples which trigger the V2 rule in Norwegian will be discussed and investigated in this thesis. These sentences include declarative sentences containing an initial adverb (1), declarative sentences starting with a prepositional group (2), subject-initial declarative sentences with a frequency adverb in the medial position (3), and lastly, declarative sentences with an initial embedded clause (4). In these sentences, a) shows the grammatical sentence in English with the verb in the third position, b) shows an ungrammatical translation to Norwegian, where the verb should have moved to the second position due to a V2 requirement, and c) shows the correct Norwegian V2 structure where the verb has moved into the second position.

- (1) a) Later, **we will** walk to school.  
 b) \*Senere, **vi vil** gå til skolen.  
 c) (Senere **vil vi** gå til skolen)

- (2) a) In a few hours, **I will** walk to school.  
 b) \*Om noen få timer, **jeg vil** gå til skolen.  
 c) (Om noen få timer **vil jeg** gå til skolen)
- (3) a) **I often walk** to school.  
 b) \***Jeg ofte går** til skolen.  
 c) (**Jeg går ofte** til skolen)
- (4) a) When the time is right, I will start walking to school again.  
 b) \*Når tiden er inne, **jeg vil** begynne å gå til skolen igjen.  
 c) (Når tiden er inne, **vil jeg** begynne å gå til skolen igjen.)

In the examples above, the word order in English is V3 while the V2 rule causes the verbs to assume the second position in Norwegian. This is what is referred to in the thesis as a V2 requirement.

In this thesis, I aim to explore possible difficulties Norwegian pupils might have concerning word order while producing English as their second language. The thesis also aims to investigate whether they might draw on their existing knowledge of Norwegian grammar when producing English. This will be referred to as *transfer*.

This thesis will seek to answer the following research questions:

**RQ1:** Do Norwegian pupils transfer the verb-second syntactic structure from their L1 into their L2 English?

**RQ2:** To what extent do Norwegian pupils make fewer word order mistakes as the number of years in formal instruction increases?

I also pose two hypotheses related to the research questions:

**H1:** Pupils with Norwegian as their L1 are more likely to make word order mistakes in subject-initial declarative sentences containing a frequency adverb in the medial position.



**H2:** Pupils with Norwegian as their L1 struggle less with word order in sentences with a single initial adverb than with sentences beginning with an adverbial clause or a prepositional group.

Various research shows evidence that second language learners draw on existing knowledge when producing the L2 they are learning (Wang, 2014). This interplay is also referred to as cross-linguistic influence, seeing as the impact of learned language patterns not only influences the learners' target language (TL), but also the other languages they know (Lightbown & Spada, 2013, p. 59). In this thesis, I will test a fifth and a tenth grade on their ability to recognize grammatical and ungrammatical word order in sentences with different variables at play. Furthermore, I will test their ability to correctly translate sentences where the V2 rule is at play in Norwegian but not in English. I will also look for evidence of transfer occurring in the gathered data, and in which contexts it can be observed.

The research will be conducted by surveys in two different age groups: fifth and tenth graders. The test will consist of a two-part survey: one short translation task, as well as a grammaticality judgement test. The grammaticality judgement test aims to give insight into the intuitions pupils have regarding the acceptability of various sentence structures, while the translation task will directly test their ability to formulate grammatically correct sentences.

The tests will consist of both relevant sentence structures as well as filler sentences. This is done to break up monotony in the test and as a precaution not to give away exactly what is being tested. All sentences will come in pairs, including the filler-sentences, and will be pseudo-randomized so that sentence pairs do not directly follow each other. To clarify, a sentence pair consists of two almost identical sentences where one is grammatical while the other is not. Illustrated in example (5):

- (5) a. *Previously, the sofa had been red*  
 b. *\*Previously, had been the sofa red*

Both sentences cover the same subject matter, but they have different word order. The first has the subject in the second position, while the last has the finite verb in the second position.

The grammaticality judgement test is done through “Nettskjema” and consists of 48 sentences where the test subjects rate the acceptability on a Likert scale of one to four. A fifth option, “Don’t know”, is also included, as a measure to prevent inaccurate data caused by random ratings where the test subjects are uncertain.

Concerning the translation tasks, the pupils were presented with sentences in Norwegian and asked to translate them into English. These sentences were designed to elicit V2 mistakes if pupils do not alter the word order, and contain various variables in structure, which will be discussed later in the thesis. Since I am testing whether or not transfer could be a factor, the test only contains Norwegian to English translation.

The thesis is comprised of chapters and sub-chapters, hereby referred to as sections. The chapters in order of appearance are: 1. Introduction, 2. Theoretical Framework, 3. Methodology, 4. Results, 5. Discussion, and 6. Conclusion. Following these chapters are references and appendices.

## 2. Theoretical Background

This chapter will present relevant theoretical background pertaining to the research in my thesis. In the first section, the field of second language acquisition (SLA or L2 Acquisition) is discussed and some relevant theories have been presented. Section 2.2 focuses on *transfer*, which is one of the key terms in regard to the thesis. Following in 2.3. is a section on verbs in English and Norwegian. Lastly, I will present some previous studies in section 2.4.

### 2.1. Second Language Acquisition

Second language acquisition is the field of study which covers all the processes and facets of learning, or acquiring, a second language. There are many theories as to how, when and what is learned or acquired at which period of time during L2 acquisition. Slabakova describes language as “a structured and accessible product of the human mind” (Slabakova, 2016, p. 10), and that through studying SLA one has the “means to study the nature of the mind that procures it”(Slabakova, 2016, p. 10). In other words, theory on language acquisition is not only valuable for teachers and linguists, but also cognitive scientists and people interested in how the human mind works.

In this section, some of the central theories and themes relating to this thesis will be presented: What role does cognitive development play? How is learning an L2 different from learning an L1? Lastly, how can the knowledge of an L1 help or hinder learners from reaching native-like proficiency in an L2?

#### 2.1.1. First and Second Language Acquisition

There is little doubt that there is a difference between acquiring a first language versus a second language. However, to what extent the processes differ is a widely discussed topic within the linguistic field as well as for language teachers. In order to best facilitate a good teaching process, classroom activities and curriculum, an understanding of how languages are learned is arguably very important (Ipek, 2009).

There are a few theories dedicated to language learning, some specific to the acquisition of a first language, while other theories are specific to acquisition of a second or third language, etc. A central theory relevant to language acquisition is the theory of Universal Grammar (UG). The theory proposes that humans as a species have access to an innate grammatical knowledge, and that it enables children to develop complete competency in the languages they are exposed to, independently of variables such as intelligence, memory, personality and so on (Meisel, 2011, p. 13). Furthermore, UG proposes that linguistic features such as word order are *core rules*, in which can be “arrived at through the application of general, abstract principles of language structure” (Ipek, 2009, p. 157). Furthermore, there are some rules referred to as *the peripheral rules*, which are not universal and have to be learned in order to be obtained (Ellis, 1994, p. 319). So, in the context of L2 acquisition, one of the relevant questions could be whether L2 learners have access to UG. If they do, one could argue that the focus of L2 instruction should reflect this by dedicating the most time on peripheral rules, as they are not innate like the core rules. Should the L2 learners not have access to UG, the situation is different and an approach to learning an L2 must take this into consideration, meaning that the approach has to acknowledge that learning an L2 is different than acquiring an L1, and instruction must be designed accordingly.

Another theory which aims to explain how acquisition takes place is the theory of *Developmental Sequences* (Ellis, 1984 as cited in Ipek, 2009). This theory proposes how learning a language takes place over the course of three stages, which are argued to be more or less similar in both L1 and L2 acquisition. For instance, the first stage, which is called *the silent period*, proposes that in both L1 and L2 acquisition there is a period in which the learners listen and process the target language. Krashen (1982) argues that this stage builds the learners’ language competency and prepares them for the next stage where language production first takes place: *formulaic speech*. This is the second stage of the developmental sequence, and consists of memorized chunks of speech, patterns, greetings and so on (Ellis, 1994 as cited in Ipek, 2009, p. 156; Krashen, 1982). In the last stage the learners apply *structural and semantic simplifications*. The argument for why the learners simplify the structures and semantics is their limited access to necessary knowledge of linguistic forms (Ipek, 2009). According to Ipek (2009),

one can conclude that with the exception of the oft skipped silent period in L2 instruction, these developmental stages are similar in both L1 and L2 acquisition.

Furthermore, another theory relevant to the question of what differentiates L1 and L2 acquisition is the *critical period hypothesis* which will be covered in the next sub-section.

### 2.1.2. The Critical Period Hypothesis

Relevant to the question concerning the role of cognitive development is the Critical Period Hypothesis (CPH). The CPH was first proposed by Wilder Penfield and Lamar Roberts (1959), and later expanded on by Eric Lenneberg (1967). The CPH proposes that there is a period in the cognitive development of children where languages are learned more easily, and that one can reach native-like language proficiency should the acquisition process start within this window. This CPH covers both L1 and L2 acquisition, and suggests that once this period is over, the ability to learn language is inhibited (Birdsong, 2009, p. 1). The end of this period is often referred to as *the cut-off point*. Researchers and theorists are somewhat divided on when this period ends and at what age a learner should be considered a child versus an adult (Slabakova, 2016, p. 142). Krashen (1973) proposes 5 years as the cut-off point, Lenneberg (1967) has proposed 12 years, while Johnson & Newport refer to 15 years (1989).

Though the relationship of the age of onset<sup>1</sup> and later L2 proficiency is well documented with empirical findings within the field of SLA, the theory of a single critical period is less solidified. As a counter to a single *critical period* in which humans are biologically at the peak, there is a theory of many periods, referred to as *sensitive periods*. According to Long, Granena & Montero (Long et al., 2018, pp. 51-52), these periods in a learners development are all affected differently in how acquisition is achieved in various linguistic domains, and that various facets of language are more easily learned during these *sensitive periods*. Though there are many variances and varieties of the *cognitive maturity theories*, they all share the hypothesis that the ability to attain native-like proficiency in a language borders on the impossible if the age of

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<sup>1</sup> The age of onset is a term also referred to as the “Age of first sustained exposure to a new language” (Long, Granena & Montero, 2018, p. 51).

onset is later than X, Y or Z – meaning that a specific age is not agreed upon in all variances, though the fact that there is a cut-off point is (Long et al., 2018, p. 52).

### 2.1.3. Cross-Linguistic Influence

Cross-linguistic influence (CLI) is a phenomenon often referred to in SLA research and theory. The phenomenon describes how one as an L2 learner might be influenced by the native L1 when producing written text, speech, as well as one's perception and comprehension of the L2. However, CLI is not only prevalent between an L1 and an L2 but can also play a role when acquiring an LX. For instance, if an individual with Norwegian as an L1 and English as an L2 were to learn French as an L3, the L3 acquisition could be influenced by the L2 as well.

As different languages have vast differences in their language architecture<sup>2</sup>, some languages more closely resemble English, and therefore learners with different L1s will have a varying degree of cross-linguistic difficulty in acquiring English as an L2 (Elvin & Escudero, 2019, p. 1). Seeing as both Norwegian and English stem from the same language-family, the Germanic branch of the Indo-European family, they share significant similarities in aspect of grammar, vocabulary and so forth. This might give Norwegian learners an advantage compared to learners with a native language more remote from English.

## 2.2. Transfer

Transfer is a term closely related to cross-linguistic influence. It relates to the processes in which learners fall back on their knowledge of their native-language, or even a second language, when their knowledge of the target language (TL) is inadequate – in other words, transfer occurs when learners use their L1, or LX, processing strategies in the TL (Nitschke et al., 2010, p. 95; Ritchie & Bhatia, 2009, p. 581).

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<sup>2</sup> Language architecture refers to how a language is structured (Slabakova 2016, p. 10).

An example of this could be the syntactic transfer of a learner's native language (NL) word order when constructing a sentence in the TL. A Norwegian native speaker might want to say: "I want you to come" but end up with "I want that you come", being influenced by a possible Norwegian structure (*Jeg vil at du kommer*). In this case, one can argue that there is an occurrence of *negative transfer* (see section 2.2.1. for reference), in which an assumption based on the knowledge of Norwegian word order results in a grammatically incorrect English sentence.

Transfer can occur not only in the context of SLA, but also in second language *use*. According to Siegel, some consider these contexts separate. In the case of L2 use, it is argued that it relates to how speakers construct sentences on the basis of what they already know – both their existing knowledge of the L2, as well as additional knowledge – in communication. In the context of SLA, the focus of transfer is more that of the "gradual attainment of linguistic competence in L2 (Ritchie & Bhatia, 2009, p. 580; Siegel, 2009, p. 580). In this thesis, both contexts are relevant, seeing as the test both facilitates a context in which the participants have to use the L2 knowledge they have attained, as well as make use of it in the translation task.

### 2.2.1. Positive and Negative Transfer

Transfer can be both beneficial and detrimental when practicing a new language – meaning that it can be *positive* which leads to the formation of a grammatically correct construction, or *negative* resulting in a grammatically incorrect construction.

An exemplification of where both negative and positive transfer might occur in the domain of word order could be found in relation to *wh*- and *yes/no*-questions. In modern English, which is an SVO language, there are still instances of what Rizzi (1996) refers to as "residual V2" – meaning that the V2 construction remains, though English has not been a V2 language since Old and Middle English (Westergaard, 2009, p. 1024). In both *wh*-questions and *yes/no*-questions, subject-auxiliary inversion is triggered – affecting the auxiliaries *have*, *be*, the modals, and the copula *be*. As Westergaard points out, this inversion is a syntactic requirement, and in

sentences containing no auxiliaries, a “dummy *do*” (Westergaard, 2009, p. 1024) must be used as exemplified in (6) and (7).

- (6) a) What did John play?  
 b) \*What played John?  
 c) (Hva spilte John?)
- (7) a) Where does Peter study English?  
 b) \*Where studies Peter English?  
 c) (Hvor studerer Peter engelsk?)

In (6) and (7), one can observe examples where the language architecture between Norwegian and English differ relating to questions. In Norwegian, any lexical verb can assume the position in front of the subject, while V2 in English is restricted to specific verb types (Westergaard, 2009, p. 1025). One could argue that this could lead to negative transfer. For instance, if a native Norwegian speaker were to use his or her L1 processing strategies, it might lead to an ungrammatical English sentence. An illustration could be how (6) might be rendered through negative transfer as: \*”what played John?”.

However, there are also instances where positive transfer might naturally occur. A few examples of this can be seen in (8)-(10).

- (8) Where is Peter?  
 (Hvor er Peter?)
- (9) What will Petra do?  
 (Hva vil Petra gjøre?)
- (10) Is John the tallest man in Norway?  
 (Er John den høyeste mannen i Norge?)



In all of these examples, positive transfer might occur, seeing as they are constructed in similar fashion in both Norwegian and English. The surface structure is the same in both languages. See (9), where the modal verb is needed in both languages. However, in example (8) where an auxiliary is needed in English that is not the case in Norwegian. In this case, there are structural differences in how the sentences are constructed in their respective languages.

### 2.3. Verbs in Norwegian and English

As briefly touched upon in the introduction, Norwegian is an SVO language, but with what is referred to as a verb second requirement, as is common in the Germanic language family. The V2 phenomenon dictates that the finite verb of the clause must be in the second position of declarative sentences (Harbert, 2007, pp. 398-399). However, as English is an SVO language without a V2 requirement, it differs from other Germanic languages in that the verb does not move as far to the left as seen in V2 languages. As illustrated in examples (11) and (12), relevant instances where the V2 requirement is at play in Norwegian but non-existent in English is in sentences containing frequency adverbs (often, seldom, rarely etc.), as well as in non-subject initial declaratives:

(11) James often left early.

\*James ofte reiste tidlig

(James reiste ofte tidlig).

(12) Yesterday, James left early.

\*I går, James reiste tidlig

(I går, reiste James tidlig).

In the first example (10), the V2 requirement is triggered in the Norwegian sentence. However, since English does not have a strict V2 requirement but is governed by an SVO word order, elements such as frequency adverbials come between the subject and lexical verbs. On the other hand, modals and auxiliary verbs are an exception and can appear in the second position in these instances (13), as well as in declaratives containing the word *not*, indicating negation (14):

(13) James has often left early.  
(James har ofte dratt tidlig)

(14) James has not left early.  
(James har ikke dratt tidlig).

To further illustrate the difference in word order between lexical verbs in English and Norwegian, one can look at the Norwegian sentence:

(15) James reiser ikke ofte tidlig.  
\*James leaves not often early  
(James does not often leave early).

In example (15), one can see the restrictions of lexical verbs in English word order. Not only is the lexical verb *leave* not able to appear in the second position, but a dummy *do* is required in order to make the sentence grammatically correct (Harbert, 2007, pp. 398-399).

## 2.4. Previous Research

This section will present some previous research regarding verb second and transfer. Some parts of the studies are more relevant to this thesis than others and will therefore be in focus.

### 2.4.1. Westergaard (2003)

In her article from 2003 Westergaard investigates how Norwegian children acquire the SVO word order of English, and if learners need to unlearn V2 to acquire target-like proficiency in English as their L2.

In the study, Westergaard tested approximately 100 pupils from 1<sup>st</sup> to 7<sup>th</sup> grade at an elementary school in Tromsø, by use of various tests suited to the ages of the pupils being tested. At the lower grades, an oral assessment test as well as an instructed test where the pupils were to “assist a hand puppet who had to say something in English” (Westergaard, 2003, p. 79). The pupils in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade were given a written test with the same tasks. Additionally, some of the 4<sup>th</sup> graders were given the written task a year later, for directly comparable data to be used in the study.

The results of this study show what Westergaard refers to as a “massive transfer of V2 word order into the children’s English” (Westergaard, 2003, p. 95). The results not only show evidence of transfer in the younger learners, but also in later stages of instruction. A specific feature which is heavily transferred, is the Norwegian word order XVS (Westergaard, 2003). See (16) for an example of the Norwegian XVS word order.

- (16) I går spilte Peter piano hele dagen.  
 \*Yesterday played Peter piano all day.  
 (Yesterday Peter played the piano all day).  
 (Westergaard, 2003, p. 78)

In the example, the pre-field is what is referred to as X. In this case, this is the adverbial *yesterday*. As there is a V2 requirement in Norwegian but not in English, there is a mismatch in the instances concerning an XVS word order. This could lead to negative transfer where the pupils construct ungrammatical sentences, unless they reformulate the order to an XSVO order, which is the correct English word order.

In addition to investigating the possible transfer of word order, Westergaard looks at other features which may play a role, namely *markedness* and *topicalization*. For reasons of scope in this thesis, it will not be included in this section.

#### 2.4.2. Jensen & Westergaard (2021)

In this article, Jensen and Westergaard (2021) conduct further research investigating difficulties Norwegian L2 learners of English face related to different variables within the linguistic modules of syntax and morphology. The researchers carried out two studies in which they put the *Bottleneck Hypothesis* (Slabakova, 2013) to the test. In short, the Bottleneck Hypothesis argues that morphological features are harder for L2 learners to acquire than constructions in other linguistic modules, such as syntax and semantics (Slabakova, 2013). The research questions for both studies were:

**RQ1:** Is it harder to identify ungrammatical syntax than ungrammatical morphology for Norwegian L2 learners of English?

**RQ2:** Does the ability to identify ungrammatical syntax and morphology improve as proficiency improves?

(Jensen & Westergaard, 2021, pp. 104-105)

The first study consisted of three parts: an acceptability judgement test<sup>3</sup>, a proficiency test and a questionnaire about language background. The acceptability judgement test used a Likert-

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<sup>3</sup> Some researchers prefer the term *acceptability judgement test* as opposed to *grammaticality judgement test*, due to the different meanings of grammaticality vs. acceptability in linguistics (Bross, 2019).

scale from 1-4 with the option of *I don't know*. There were 36 sentences in total, and the sentences consisted of non-subject-initial declarative sentences containing lexical verbs (17), non-subject-initial declarative sentences containing auxiliaries (18), as well as subject-verb agreement in both plural (19) and singular (20). They all came in sentence pairs as shown in (17)-(20), where a) shows an ungrammatical sentence and b) shows its grammatical counterpart.

- (17) a) \*Yesterday **went the teacher** to the shop.  
 b) Yesterday **the teacher went** to the shop.
- (18) a) \*Every day **should the students** bring their books to school.  
 b) Every day **the students should** bring their books to school.
- (19) a) \***The teachers gives** their students a lot of homework.  
 b) **The teachers give** their students a lot of homework.
- (20) a) \***The brown dog play** with the yellow football.  
 b) **The brown dog plays** with the yellow football.

(Jensen & Westergaard, 2021, p. 106)

The first study showed evidence of a significant difference in the performance depending on proficiency level – meaning that a higher score on the proficiency test correlates with better judgements on the acceptability judgement test. Furthermore, a post-hoc-test showed that there were significant differences between scores relating to agreement and the scores relating to word order. This constituted evidence that agreement proved to be a lot harder than word order for the participants to correctly assess.

In the second study, they used the same research design, but with other variables in the acceptability judgement test. They used four variables: two representing syntax and two representing morphology. The two variables used to test for syntax were: non-subject-initial declarative sentences (see (17)) and subject-initial declaratives with an adverbial in the medial

position (21). The morphological variables were: tense (past) (22), and subject-verb agreement (see (19) and (20)).

(21) \*The girl **played always** football with her brother.

The girl **always played** football with her brother.

(22) \*The baker **bake** a cake **two hours ago**.

The baker **baked** a cake **two hours ago**.

(Jensen & Westergaard, 2021, p. 110)

In the second study, the findings are counterevidence to the Bottleneck Hypothesis. The data gathered from the second round of testing showed that the participants struggled the most with correctly judging agreement and subject-initial declaratives with adverbials in the medial position. Since the Bottleneck Hypothesis states that morphological features are harder for learners of English as an L2, the fact that the participants performed better on tense than a syntactical feature challenges the Bottleneck Hypothesis (Jensen & Westergaard, 2021).

To sum up, Jensen and Westergaard (2021) conclude that their findings partially support their research question regarding that morphology is harder than syntax. They also point to the most common mistake concerning agreement, which is an overrepresentation of acceptability for the *s*-morpheme, meaning that this is what the participants most frequently misjudged.

Furthermore, they concluded that the study showed evidence that morphology is not a problem in instances where linguistic features share similarities in both the L1 and L2.

Therefore, the question of whether morphology is the hardest linguistic module could be more complex than what is previously proposed by the BH (Jensen & Westergaard, 2021, p. 116).

### 2.4.3. Bohnacker (2006)

In this article, Bohnacker (2006) aims to test if Swedes transfer properties from their L1 when learning German as their L2 or L3. The study focuses on verb placement, specifically verb second, in Swedish learners of German. Both languages have a V2 requirement, but Swedish is an SVO language, while German has a SOV word order. Other studies have argued that there is no transfer of the V2 rule from Swedish into German (Håkansson, 2001; Håkansson et. al., 2002 as cited in Bohnacker, 2006). However, Bohnacker (2006) points to a possible confounding factor which was not taken into consideration in these studies: the subjects' prior knowledge of English. In order to account for this, the research for this study observed three participants with no other language proficiency than their L1 Swedish in their early stages of learning German as their L2, and three participants with English as their L2 and in the early stages of learning German as their L3. All six participants attended a 3-hour a week German course taught by a native German speaker with a background in language teaching. The classes mostly focused on speaking, listening, and reading, with a limited focus on written production (Bohnacker, 2006).

Bohnacker (2006) collected data at various stages throughout the language course. The first being a recorded monologue by the participants in month four of the course. The next data came as a supplement to the monologues a few days later, when two of the participants interacted with a visiting monolingual German speaker. The third data point took place nine months into the language course, where all six of the participants produced 30 minutes of oral monologues reflecting on a topic. The data was then categorized and analyzed.

Bohnacker (2006) analyzed the data both quantitatively (pertaining to V2) and qualitatively by looking at the V2 and V3 utterances. In her conclusion, she suggested the data showed evidence that learners do not necessarily start out with an SVX word order, and that if there exists a canonical word order, what it means is that it is a word order of high frequency, albeit not exclusive (Bohnacker, 2006, p. 478). Furthermore, she proposes that the findings support what she refers to as "robust evidence for transfer":

I have interpreted these results as robust evidence for L1-syntax transfer of the V2 property from Swedish to German, including modest evidence for L1-transfer of a small

group of constructions that are exceptions to the V2 requirement, and as evidence for partial L2-syntax transfer from English to L3 interlanguage German. (Bohnacker, 2006, p. 478)

In closing, she suggests that some of the notions pertaining to language learning cannot be empirically upheld, and that theories based on these notions should be abandoned. The notions in question are:

1. Irrespective of L1, it is hard or impossible to fully acquire V2.
2. Learners start out with (and stick to) the canonical word order SVO.
3. There is a universal developmental path in L2 German verb placement.

(Bohnacker, 2006, p. 480)



### 3. Methodology

#### 3.1. Method

In this thesis, the data was collected through a two-part test. A grammaticality judgement test (GJT), and a translation task where the participants translated five sentences from Norwegian to English. The GJT was the first part of the test and is a quantitative approach specifically designed to elicit numerical data which can be used for statistical analysis, as well a means to look for trends and patterns. The participants were asked to assess 48 sentences on how well-formed they judged them to be, grading them on a Likert scale from one to four where one is ungrammatical and four is grammatical. The instructional text provided the pupils with an explanation with examples of how to use the scale. This was done in Norwegian, as to make sure that it was not unclear and to make it as easy as possible for the pupils to understand how to complete the tasks as intended (see Appendix 1). All the test sentences came in pairs, meaning that each correct sentence had an incorrect counterpart. One example of a sentence pair from the test is shown in (23):

- (23) a) Peter seldom came late for class.  
 b) \*Peter came seldom late for class

In this example, sentence (a) is grammatically correct, while (b) is ungrammatical. Though all the test sentences came in pairs, the order was pseudo-randomized. This was done through a randomization tool and by manually making sure that sentence pairs did not follow each other. The purpose of this was to accommodate for organic and intuitive answers, and to limit the influence the pairs had on each other.

Out of the 48 test sentences, 24 were filler sentences. The fillers were present to avoid the participants recognizing a pattern in which grammatical features were being tested. The fillers also came in pairs, and the ungrammaticality of the sentences ranged from various morphological errors, i.e., subject-verb agreement and incorrect suffix of adjectives, to erroneous compounding, i.e., cutting up the word *football* so that it becomes *foot ball*. This is also done so that there is no clear pattern as to what is being investigated. The main sentences, which were designed to gather the specific data wanted for this study, were divided into four

variables, with two sentences per variable: adverb-initial declarative sentences, declarative sentences with an initial adverbial clause, declarative sentences with an initial prepositional phrase, and subject-initial declarative sentences with a frequency adverbial in the medial position; see (24)-(27).

(24) *Adverb-initial declarative sentences*

- a) \*Yesterday **went the teacher** to the shop.
- b) Yesterday **the teacher went** to the shop.

(25) *Declarative sentences with an initial adverbial clause*

- a) \*When the sun came out, **played the girls** football in the park.
- b) When the sun came out, **the girls played** football in the park.

(26) *Declarative sentences with an initial prepositional phrase*

- a) \*In the evening, **reads James** a book.
- b) In the evening, **James reads** a book.

(27) *Subject-initial declarative sentences with a frequency adverbial in the medial position*

- a) \*Peter **visits often** his grandparents.
- b) Peter **often visits** his grandparents.

In order to gather data efficiently, the test was created in an online survey tool: *nettskjema*.

### 3.1.1 Grammaticality Judgement Test

As a methodological approach, GJTs are seen as a way to gain insight into the learner's language competence. In a study on the reliability of GJT as a method for SLA research, Gass concluded that the method was "indeed, reflective of patterns of second-language use" (Gass, 1994, p. 320). The method has been around in the second language research field since the 70s and has since been used as a tool to gather data on specific linguistic features (Tabatabaei &

Dehghani, 2011, p. 173). Leow (1996) has studied grammaticality judgement tests and concluded in the validity based on findings he made in a comparison study of written and oral production assignments and grammaticality judgement tests conducted on college students who studied Spanish as their L2 at an undergraduate Spanish language study. In his research, Leow found evidence showing a strong correlation between the scores from the GJT and the production assignments. He concluded that this was indicative of GJTs reliability concerning how they reflect the subjects' L2 competence levels (Leow, 1996, p. 134).

However, there are also some concerns regarding the validity and reliability of GJTs and the research based on these tests. Some researchers argue that GJTs can lead to false conclusions, via type I errors, also referred to as *false positives*, and type II errors, commonly referred to as *false negatives* (Sprouse & Almeida, 2011, p. 6). This is the basis of some criticism of the method, as it could lead to erroneous acceptance or rejection of hypotheses.

### 3.1.2 Translation Test

The second part of the survey consisted of five sentences where the participants were asked to translate them from Norwegian into English. The translation test is a way of gathering data through *instrumentation* which is also referred to as way of *eliciting performance/production data* (Larsen-Freeman & Long, 1991, p. 27). In other words, the test was used to supplement the data from the GJT with production data focusing on the items desirable for this study, which is word order, specifically possible V2 transfer, in English as an L2. Though one could question the naturalness of an elicitation test, researchers have argued that there are both negatives and positives in terms of using these kinds of tests. Some researchers would argue that spontaneous language production would be better in terms of the naturalness that can be argued to be lost in elicited production, as well as the inorganic setting the test-situation could create. (Larsen-Freeman & Long, 1991). More related to translation tests specifically, some criticism points to evidence showing that some participants make errors in free compositions they normally would not make, due to crosslinguistic influence from the L1 which is unique to the situation which translation tests create (Burmeister & Ufert, 1980). However, this is not

true for all subjects, and some of the errors which were found in relation to translation tests could also be found in their spontaneous productions (Larsen-Freeman & Long, 1991). On the other hand, in a study by Pienemann reported on by Johnston (1985, p. 80), Johnston reports findings supporting evidence that there is no clear difference between data collected through natural spontaneous speech versus in a linguistic interview (Johnston 1985, p. 80, in Larsen-Freeman & Long, 1991, p. 32). Furthermore, there is a question of what Larsen-Freeman & Long (1991) refer to as *circumlocution*<sup>4</sup> in non-elicited L2 production – meaning that the pupils might not reveal their full language repertoire, but avoid features where they are unsure, and opt in for the aspects they are most confident (Larsen-Freeman & Long, 1991). Seeing as researchers are often interested in the aspects and features in which the subjects might struggle, a more instrumental approach might grant a lot more material to study. For instance, if an English L2 learner is unsure of how to correctly put together a sentence with a frequency adverb in the medial position, see (28a), they might avoid it entirely, rephrasing the sentence in a way that they are confident in, see (28b).

- (28) a) James often plays football after school.  
 b) James plays football after school all the time.

In example (28), the first sentence (a) might be what the subject wishes to write. However, if they are unsure whether the adverb comes before or after the verb, they could end up rephrasing the sentence, avoid the difficulties through circumlocution<sup>4</sup> or a similar device (Larsen-Freeman & Long, 1991, p. 26). In this case, if the researcher is interested in learning something about transfer of a V2 structure from Norwegian into English, the paraphrasing prevents the subject from supplying valuable evidence for the researcher to analyze. However, this is not exclusive to organic and spontaneous production and can also be found in elicited tasks, as will be presented in the findings in this thesis.

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<sup>4</sup> “Circumlocution is the use of more words than necessary to express what could be said precisely and directly” (Buckingham & Sneed, 2018, p. 799).



## 4. Results

In this chapter I will present the data gathered through the surveys I conducted in the 5<sup>th</sup> and 10<sup>th</sup> grade classes. For data will be presented in different ways in order to make it as convenient as possible for the reader to get an overview of the various data. This is done by presenting it through tables and different charts and graphs suitable for the specific data presented.

Furthermore, the chapter is divided into sections and sub-sections based on the grades and what part of the test is presented in it.

The results both consist of numerical values and text-based answers. To further work with the numbers, they were exported into Microsoft Excel. Seeing as all the sentences in the GJT all came in pairs, a *difference score* (Jensen & Westergaard, 2021) could be calculated by the formula:

$$d = Y - X$$

(Jensen & Westergaard, 2021; Salkind, 2011, p. 2)

In this formula, *d* represents the difference score, while *Y* represents the grammatical sentence and *X* represents the ungrammatical counterpart. This creates a 7-point scale from -3 to 3. This score is calculated based on the average scores of each sentence in a pair in each grade.

Therefore, the difference score can be viewed as a representation of how the pupils in each group did in relation to each sentence pair. To further clarify, should a sentence pair end up with a negative score, that means that the majority of the participants misjudged them, and vice versa – meaning that a positive value appears when the grammatical sentence is judged as being better than the ungrammatical one. Should the pupil rate both sentences in a pair at the same value in the Likert scale, the difference score would be 0. The following diagram illustrates how a difference score is calculated:

Table 1: Example Calculation of Difference Score

|                                   | Sentence Y  | Sentence X  | Difference score |
|-----------------------------------|-------------|-------------|------------------|
| <b>Average score<br/>grade 5</b>  | <b>2.58</b> | <b>2.39</b> | <b>0.19</b>      |
| <b>Average score<br/>grade 10</b> | <b>2.8</b>  | <b>2.24</b> | <b>0.56</b>      |

In this example, the difference score in the given sentence pair is 0.19 in the data from the 5<sup>th</sup> grade, while it is 0.56 in the data from the 10<sup>th</sup> grade. This means that the 10<sup>th</sup> graders more accurately judged the grammaticality in this given scenario. To further clarify, the next table shows the judgement data in which the above example is based on. *Figure 1* shows the judgements from the 5<sup>th</sup> grade, while *figure 2* shows the judgements on the same sentence pair from the 10<sup>th</sup> grade. Furthermore, the topmost sentence is the grammatical one, with the ungrammatical one underneath. The asterisk indicates that the task is obligatory and can be ignored in this context.

Figure 1: Grade 5 Judgement

|                                     | 1  | 2  | 3  | 4 | Vet ikke |
|-------------------------------------|----|----|----|---|----------|
| Peter seldom came late for class. * | 9  | 10 | 13 | 9 | 3        |
| Peter came seldom late for class. * | 11 | 11 | 13 | 7 | 2        |

Figure 2: Grade 10 Judgement

|                                     | 1  | 2  | 3  | 4  | Vet ikke |
|-------------------------------------|----|----|----|----|----------|
| Peter seldom came late for class. * | 9  | 10 | 13 | 18 | 3        |
| Peter came seldom late for class. * | 22 | 6  | 10 | 12 | 3        |

## 4.1 Results from Grade 5

### 4.1.1. Grammaticality Judgement Test Grade 5

As previously mentioned in section 3.1., the main test sentences contained four variables, with two, three and four sentences per variable<sup>5</sup>. In *table 2* and *figure 3*, all the relevant test sentences are put into a category depending on the variable, and a difference score is attached to each sentence. The table shows the various difference scores, and *figure 3* is a bar chart visually representing the data shown in the table. In the following section, I present the data in various ways, with a focus on interesting outliers or occurrences which can be found in the data.

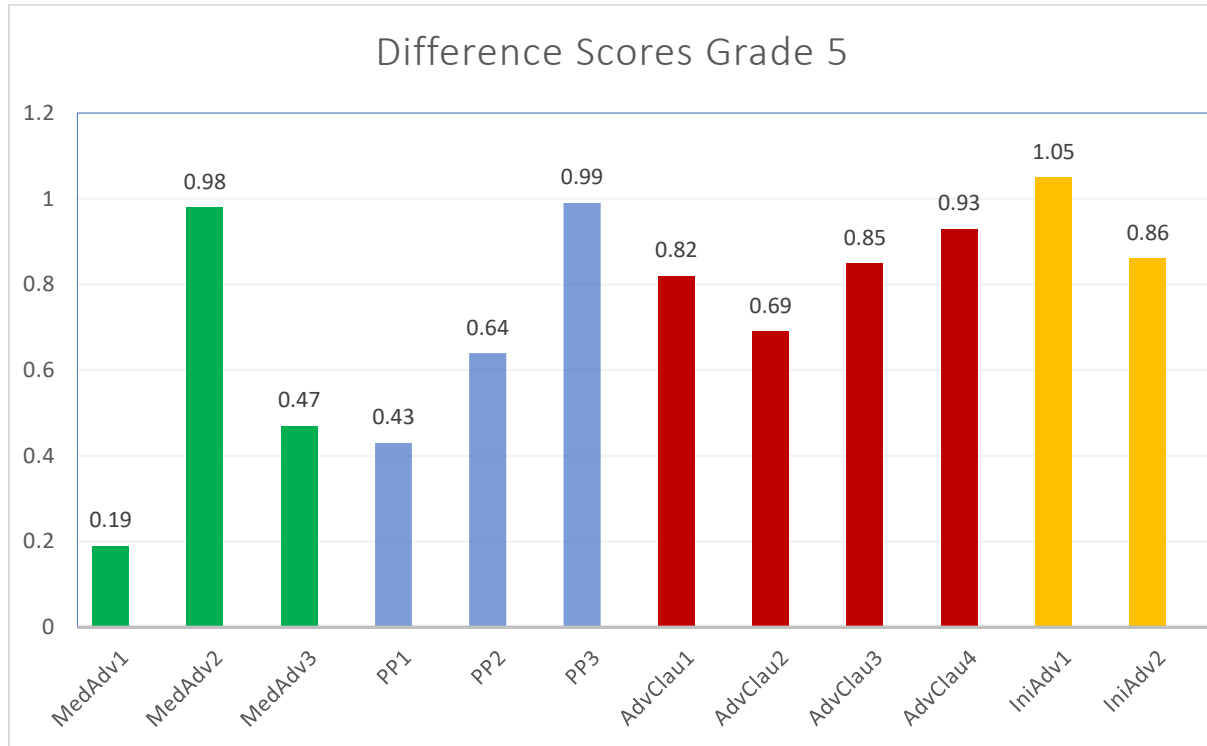
*Table 2: Difference Scores Grade 5*

| Variable | Difference |   |
|----------|------------|---|
|          | Score      | sentence  |
| MedAdv1  | 0.19       | Peter seldom came late for class.                                       |
| MedAdv2  | 0.98       | The kids always enjoyed ice cream.                                      |
| MedAdv3  | 0.47       | The pupils often played football.                                       |
| PP1      | 0.43       | In one hour, we will go to the beach.                                   |
| PP2      | 0.64       | In December the kids will celebrate Christmas.                          |
| PP3      | 0.99       | In the evening, James reads a book.                                     |
| AdvClau1 | 0.82       | When the sun came out, the girls played football in the park.           |
| AdvClau2 | 0.69       | When the band plays their last set, they will play their favorite song. |
| AdvClau3 | 0.85       | While they were on the school trip, the students drank lots of coffee.  |
| AdvClau4 | 0.93       | Although it was Monday, Petra ate a candy bar.                          |
| IniAdv1  | 1.05       | Hopefully the student passed her exam.                                  |
| IniAdv2  | 0.86       | Yesterday the teacher went to the shop.                                 |

<sup>5</sup> A sentence was misclassified in the test design process – hence the unequal number of sentences per variable. See *table 2* for an overview of the test sentences and their classifications.



Figure 3: Difference Scores Grade 5 Bar Chart



Looking at the table and chart, it becomes apparent that the sentence that the participants struggled the most with in the GJT was by far the first *Subject-initial declarative sentence with a frequency adverbial in the medial position*, see (29). With a difference score of 0.19, the number of participants who judged the sentence pair correctly barely surpassed the number of participants who did not. At the other end of the scale with the highest difference score of 1.05, is the first of the two *adverb-initial declarative sentences*, see (30).

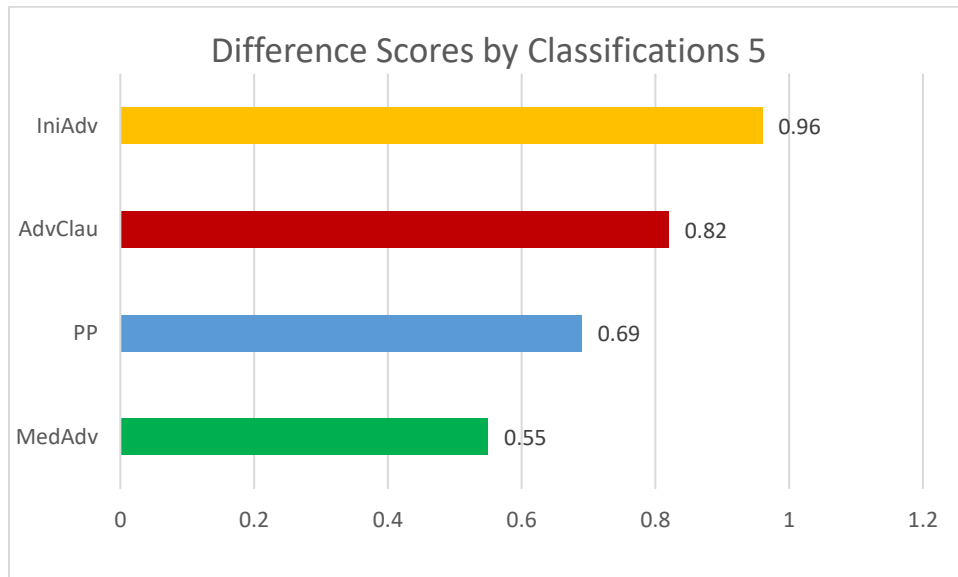
- (29) a) Peter seldom came late for class.  
 b) \*Peter came seldom late for class.
- (30) a) Hopefully the student passed her exam.  
 b) \*Hopefully passed the student her exam.

On the sentence pair seen in (29), only 9 of the 43 participants judged (29a) as *good*, while 13 selected *somewhat good*, 10 selected *somewhat bad*, 8 selected *bad* and 3 participants opted for “I don’t know”. On the ungrammatical counterpart, (29b), 7 of the 43 participants judged it as good, 13 as somewhat good, 10 as somewhat bad, 11 as bad and 2 opted for the “I don’t know” option.

On the sentence with the highest difference score, see (30a), 24 participants judged the correct version of the pair as good, 3 as somewhat good, 7 as somewhat bad, 5 as bad and 4 picked the “I don’t know” option. On the ungrammatical counterpart, 13 judged it as bad, 13 as somewhat bad, 8 as good and 5 as somewhat good. 4 participants chose the “I don’t know” option.

When looking at the bar chart, there is a clear trend in which variables the participants struggled the most with in the test. In *figure 4*, one can see the average difference score of each variable within the grammaticality judgement test:

*Figure 4: Difference Scores by Classifications Grade 5*



In the above chart, the average difference score of each variable-group is sorted from highest to lowest. This means that the participants most often correctly judged the variables on top and struggled the most with the variables in the lower end of the bar chart.

#### 4.1.2. Translation Test Grade 5

The second part of the survey consisted of a translation test with five sentences in which the participants were asked to translate them from their L1 Norwegian into English which is their L2; see (31)-(35).

- (31) a) Martin **besøker ofte** sin bestemor.  
 b) Martin **often visits** his grandmother.
- (32) a) Om en time, **kommer Pappa** hjem.  
 b) In one hour, **Dad comes** home.
- (33) a) Når James kommer hjem, **skal vi** reise til stranden.  
 b) When James comes home, **we will** go to the beach.
- (34) a) Hvis det er tid etter skolen, **skal jeg** spille FIFA.  
 b) If there is time after school, **I will** play FIFA.
- (35) a) Heldigvis **kom jeg** til bursdagsfesten i tide.  
 b) Luckily, **I came** to the birthday party on time.

The quality of the translations varied a lot, and some of these were not included, as they were too poorly constructed, or missing too much information to be of any real value to the study. An example of a few excluded translation can be seen in (36)-(38).

- (36) a) Martin besøker ofte sin bestemor. [Sentence to be translated]  
 b) Martin...?.....?.....his grandmother. [Translation by participant]
- (37) a) Hvis det er tid etter skolen, skal jeg spille FIFA. [Sentence to be translated]  
 b) I Play FIFA SCOLE. [Translation by participant]
- (38) a) Heldigvis kom jeg til bursdagsfesten i tide. [Sentence to be translated]  
 b) Come I to the Birfhday in time. [Translation by participant]

However, not all instances are as clear-cut as the above examples. Some of the translations are in a gray area, but seeing as they give an indication of what is of importance in this study, namely the word order and verb placement, they are included. See (39)-(40) for examples of a few sentences which were included, even though they are severely lacking in other aspects of the target language.

- (39) a) Heldigvis kom jeg til bursdagsfesten i tide. [Sentence to be translated]  
 b) Lokaly kam aye to tha birthei party in time [Translation by participant]  
 c) Luckely I come to the birsthay in correct time [Translation by participant]
- (40) a) Om en time, kommer pappa hjem. [Sentence to be translated]  
 b) om one hour, coming dad home. [Translation by participant]  
 c) In a hour, Kommes Daddy home. [Translation by participant]

Even though some sentences which are being included are just as ungrammatical and poorly constructed as some of the excluded sentences, what sets them apart is whether it is possible to see what the participant tried to do when translating, or if some of the important aspects of the sentence has been left out, as the initial adverbial in example (38b), which makes the sentence irrelevant, seeing as the word order changes away from what is being tested. Furthermore, even though (38b) is far from target-like, it is clear what the subject has tried to

do, and what is being tested for can be observed. In (37b), this cannot be observed, as it deviates too much in form from the Norwegian sentence.

In the next part of the results from grade 5, some of the data which can be gathered from the translations will be presented.

In the first task of the translation task: sentence (31), the included translations could be categorized by three different factors: 1) correctly formatted sentences with the frequency adverbial in the second position and the verb in the third as in (41a), 2) the sentence had a Norwegian structure with the verb in the second position followed by the frequency adverb as in (41b), and 3) the frequency adverb was moved to the end of the sentence, avoiding the form with the frequency adverb in the medial position, see (41c).

- (41) a) Martin **often visits** his grandmother.  
 b) \*Martin **visits often** his grandmother.  
 c) Martin **visits** his grandmother **often**.

Out of the 34 translated sentences which were included, 17 translations followed a grammatical word order with the frequency adverb preceding the verb, see (42). 15 of the 34 translations followed a Norwegian structure in which the verb precedes the frequency adverb and is in the second position, see (43), lastly there were two instances in which the participants avoided verb movement, and instead changed the position of the adverb – meaning that the sentence was rephrased by way of moving the frequency adverb to the end of the sentence, rather than keeping it in the medial position as in (44).

- (42) Martin **often visits** his grandma. [Participant translation found in the test]  
 (43) Martin **visits often** his grandmother. [Participant translation found in the test]  
 (44) Martin **visits** his grandmother **often**. [Participant translation found in the test]

For the remaining four sentences, the statistics can be viewed in the next table. The categories are divided into three parts: *\*V2* which references an ungrammatical use of the verb second rule; *non-v2* which represents a grammatical word order without the verb in the second position; and *other* which is comprised of the remaining sentences which cannot be classified accordingly. One of the participants did not attempt any of the translations and has been excluded from the data, hence the total number of answers is 42 on each of the sentences.

*Table 3: Translation Statistics Grade 5*

| Sentence   | *V2 | Non-V2 | Other | Number of answers |
|--|-----|--------|-------|-------------------|
| <b>Om en time, kommer pappa hjem.</b>                      | 13  | 14     | 15    | 42                |
| <b>Når James kommer hjem, skal vi reise til stranden.</b>  | 12  | 18     | 12    | 42                |
| <b>Hvis det er tid etter skolen, skal jeg spille FIFA.</b> | 10  | 22     | 10    | 42                |
| <b>Heldigvis kom jeg til bursdagsfesten i tide.</b>        | 7   | 21     | 14    | 42                |

In the above table, one can see that there is a lot of variety in the translations. In these 4 sentences there were 168 translations, and out of these translations 42 had an erroneous V2 construction, 75 had the verb in the correct position, and 51 could not be classified as either. In other words, an average of 10.5 of the participants wrongly applied the V2 rule when translating each sentence. In the four last translation tasks, the occurrence of what could be considered paraphrasing was so insignificant that the variable was not included in the data.

## 4.2 Results from Grade 10

### 4.2.1. Grammaticality Judgement Test Grade 10

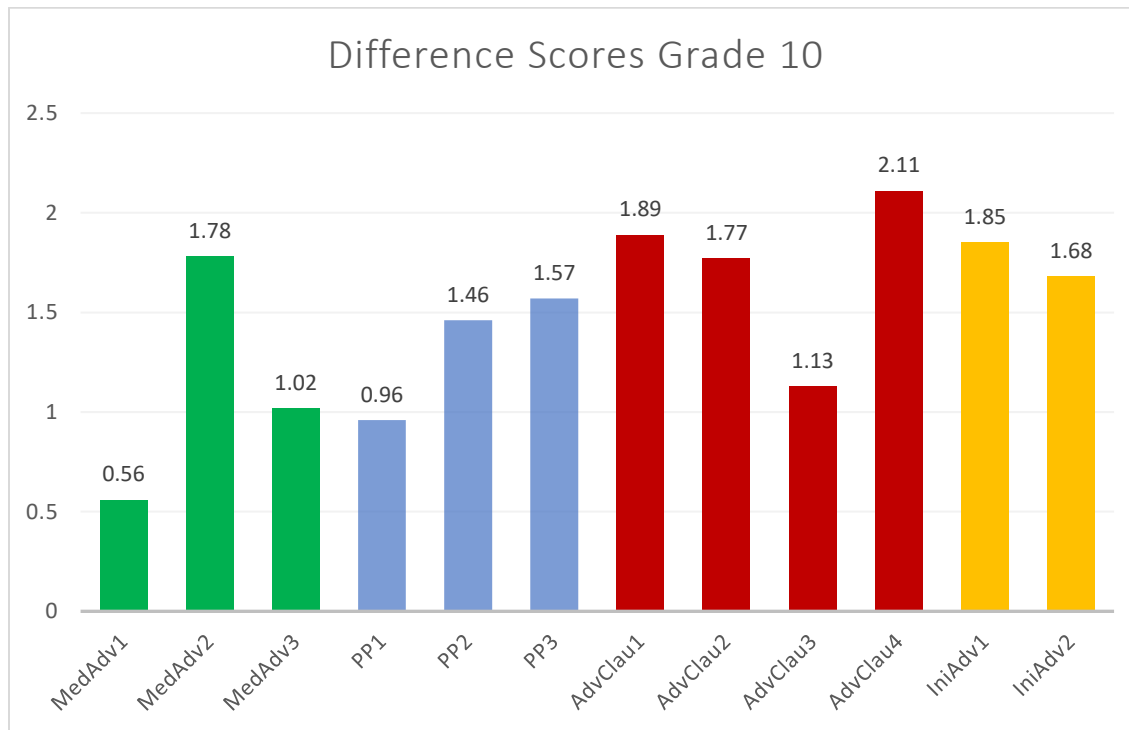
As previously seen in section 4.1.1., the sentences could be classified in four different groups depending on the variable it contains. The following table presents an overview of the difference scores for all the sentences based on the data gathered from the test conducted in

grade 10. In *figure 5*, one can see a bar chart with a visual representation of the scores seen in the table below.

*Table 4: Difference Scores Grade 10*

| Variable | Difference |   |
|----------|------------|---|
|          | Score      | sentence  |
| MedAdv1  | 0.56       | Peter seldom came late for class.                                       |
| MedAdv2  | 1.78       | The kids always enjoyed ice cream.                                      |
| MedAdv3  | 1.02       | The pupils often played football.                                       |
| PP1      | 0.96       | In one hour, we will go to the beach.                                   |
| PP2      | 1.46       | In December the kids will celebrate Christmas.                          |
| PP3      | 1.57       | In the evening, James reads a book.                                     |
| AdvClau1 | 1.89       | When the sun came out, the girls played football in the park.           |
| AdvClau2 | 1.77       | When the band plays their last set, they will play their favorite song. |
| AdvClau3 | 1.13       | While they were on the school trip, the students drank lots of coffee.  |
| AdvClau4 | 2.11       | Although it was Monday, Petra ate a candy bar.                          |
| IniAdv2  | 1.85       | Hopefully the student passed her exam.                                  |
| IniAdv3  | 1.68       | Yesterday the teacher went to the shop.                                 |

Figure 5: Difference Scores Grade 10 Bar Chart



For the 10<sup>th</sup> grade, the difference scores show that the sentence most often misjudged was the same as in grade 5: the first of the *subject-initial declarative sentences with a frequency adverb in the medial position*. With a difference score of 0.56, it is significantly lower than the other sentences. Out of the 12 test sentences, only two have a difference score below one. However, seeing as none of the sentences score below zero, there are no instances in which the ungrammatical sentence has been judged as better than the grammatical one. Below in *figure 6* and *figure 7* one can see the specific statistics for the grammatical and ungrammatical sentence pair, both in number of judgements and in percentages:

Figure 6: Grammatical Version of the Sentence

|                                     | 1    | 2      | 3      | 4    | Vet ikke |
|-------------------------------------|------|--------|--------|------|----------|
| Peter seldom came late for class. * | 9    | 10     | 13     | 18   | 3        |
| Peter seldom came late for class. * | 17 % | 18,9 % | 24,5 % | 34 % | 5,7 %    |



Figure 7: Ungrammatical Version of the Sentence

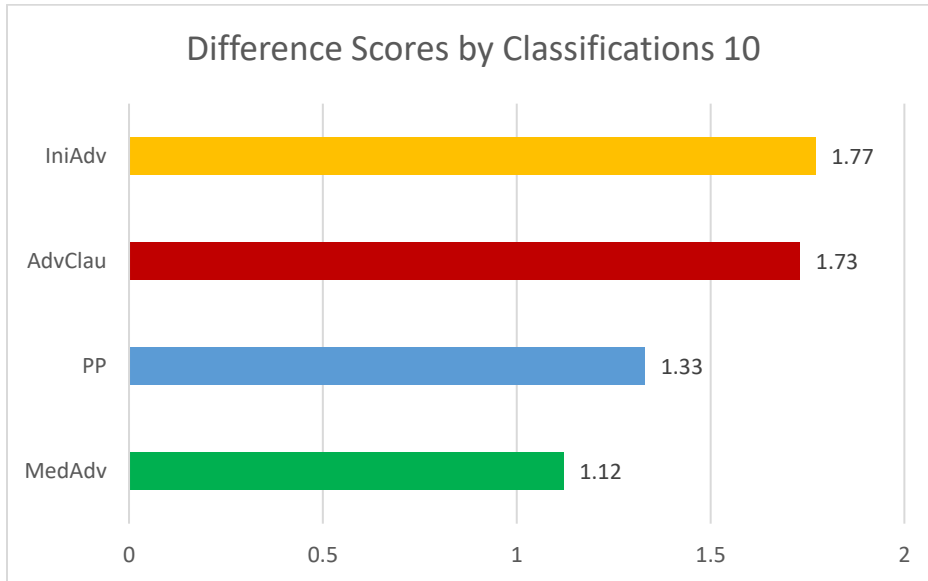
|                                     | 1      | 2      | 3      | 4      | Vet ikke |
|-------------------------------------|--------|--------|--------|--------|----------|
| Peter came seldom late for class. * | 22     | 6      | 10     | 12     | 3        |
| Peter came seldom late for class. * | 41,5 % | 11,3 % | 18,9 % | 22,6 % | 5,7 %    |

Furthermore, the sentence that was most accurately judged, with a difference score of 2.11, was the fourth *declarative sentence with an initial adverbial clause*, see (45). This deviates from the results from grade 5, where the sentence with the highest difference score belonged to the classification of *adverb-initial declarative sentences*, see section 4.1.1. An interesting observation, which will be further discussed in section 5, is the significant difference between the highest observed difference score in grade 10 contra that which can be seen in grade 5. At a difference score of 2.11 out of 3 possible in the 10<sup>th</sup> grade, it stands significantly higher than the highest in grade 5, which was only 1.05.

- (45) a) Although it was Monday, Petra ate a candy bar.  
 b) \*Although it was Monday, ate Petra a candy bar.

As previously mentioned, each of the 12 test sentences could be classified into four different categories based on the variables it contained. The next bar chart illustrates the judgments made by the 10<sup>th</sup> grade based on the classification of the sentence. The bar chart displays the average difference score of these groups, from highest to lowest – in other words, the chart can be interpreted as a representation of which variables the participants found the most challenging to correctly assess.

Figure 8: Difference Scores by Classifications Grade 10



The chart shows that the 10<sup>th</sup> grade misjudged the *subject-initial declarative sentences with a frequency adverb in the medial position* significantly more often than the top two variable-groups. Additionally, the order in which the groups appear in the chart is the same for both grades. However, whereas the lowest average difference score is 1.12 for grade 10, the highest average difference score for grade 5 is even lower at 0.96.

#### 4.2.2. Translation Test Grade 10

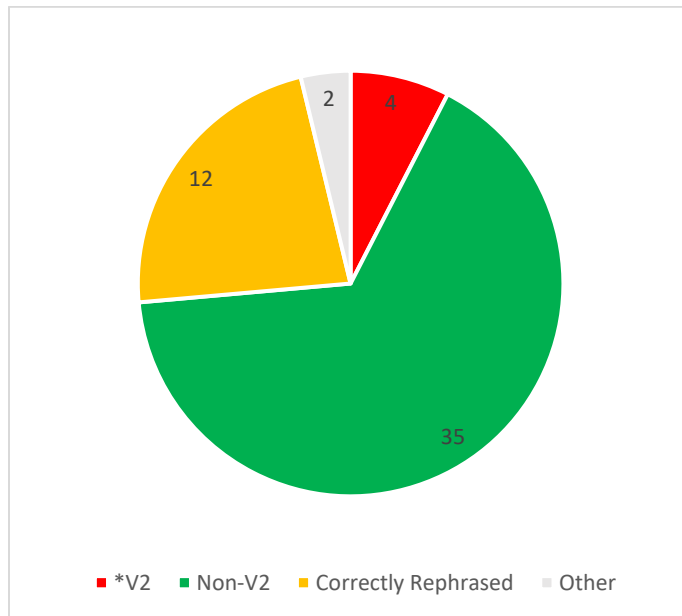
The translation test was also conducted in grade 10, see (31)-(35) in section 4.1.2. for the sentences used.

As in the results from grade 5, there was also a clear pattern of paraphrasing in the first test sentence in grade 10, see (31) in section 4.1.3. for the sentence in question. This is illustrated in the table and accompanying pie chart:

Table 5: Grade 10 Translations - Sentence 1

| Sentence                         | *V2 | Non-V2 | Correctly Rephrased | Other | Number of answers |
|----------------------------------|-----|--------|---------------------|-------|-------------------|
| Martin besøker ofte sin bestemor | 4   | 35     | 12                  | 2     | 53                |

Figure 9: Pie Chart of Data from Translations – Sentence 1



As seen in the chart, only four of the participants constructed sentences with a V2 word order, see (46a). Two of the translations were categorized as *other*. The remaining participants either correctly rephrased the sentence as in (46b) or they followed the correct English word order while maintaining the frequency adverbial in the medial position, see (46c).

(46) *Examples from participant translations*

- a) \*Martin visit ofthen his grandmother.
- b) Martin visits his grandmother often.
- c) Martin often visits his grandma.

In a similar fashion, the last four sentences will be presented in a table and accompanying bar chart in *table 6* and *figure 10*. However, a new variable will be introduced: *incorrectly rephrased*. The reason is that some of the translations of the last four sentences have been rephrased in a way which makes them ungrammatical, see (47)-(48) where a) is the sentence to be translated and b) is an example where a participant has altered the form of the sentence, leading to either a non-target like construction or a sentence with a different meaning than the original sentence which was to be translated. It could also be argued that these instances could be classified as *other*. However, it could also be an interesting metric to include, to further get an understanding of what devices are used in the translation test.

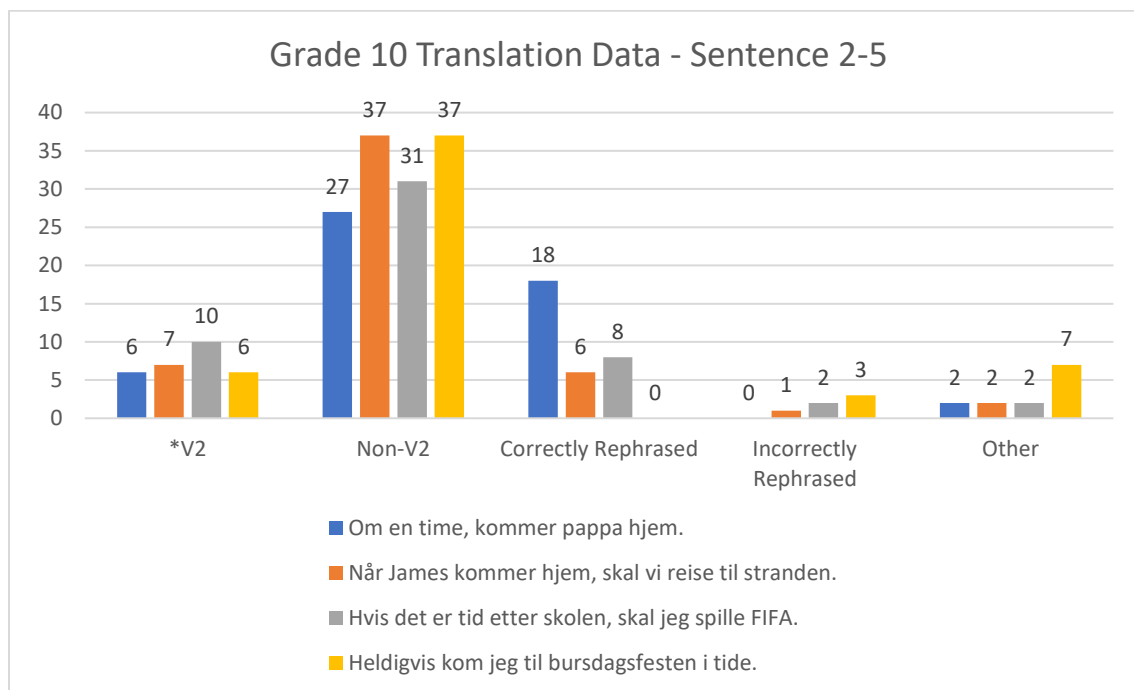
- (47) a) Når James kommer hjem, skal vi reise til stranden. [Sentence to be translated]  
 b) Should we go to the beach when james get home. [Change of meaning]
- (48) a) Heldigvis kom jeg til bursdagsfesten i tide. [Sentence to be translated]  
 b) Hopfully I will come to the birtheyparty in time. [Change of meaning]

The following table and figure show data from the four last translation tasks in the test in the form of a table and a bar chart.

Table 6: Table of Grade 10 Translations – Sentences 2-5

| Sentence  | *V2 | Non-V2 | Correctly Rephrased | Incorrectly Rephrased | Other | Number of answers |
|---|-----|--------|---------------------|-----------------------|-------|-------------------|
| Om en time, kommer pappa hjem.                      | 6   | 27     | 18                  | 0                     | 2     | 53                |
| Når James kommer hjem, skal vi reise til stranden.  | 7   | 37     | 6                   | 1                     | 2     | 53                |
| Hvis det er tid etter skolen, skal jeg spille FIFA. | 10  | 31     | 8                   | 2                     | 2     | 53                |
| Heldigvis kom jeg til bursdagsfesten i tide.        | 6   | 37     | 0                   | 3                     | 7     | 53                |

Figure 10: Bar Chart of Data from Translations – Sentences 2-5



In the data illustrated by the table and figure above, the *non-V2* category is significantly the most represented. This category is comprised of all the translations that kept the sentence structure, but moved the verb into the correct position according to English grammar. The second highest

represented category was the *correctly rephrased* translations. This category contained the translations where the participants did not keep the same sentence structure, but rather paraphrased or moved adverbials to other acceptable positions. As the third most represented, one can find the \*V2 category. This category is comprised of all the translations that incorrectly kept the verb in the second position, following the Norwegian word order where there is a V2 requirement. The fourth relevant metric is that of the translations classified as *incorrectly rephrased*. This category contains all the translations where the meaning of the sentence was lost in translation due to a change in form, e.g. paraphrasing, or the rephrasing led to an ungrammatical translation, see (47)-(48) earlier.

## 5. Discussion

In this section the results from section 4 will be discussed with focus on the research questions (RQ1) and (RQ2) and hypotheses (H1)-(H2) introduced in chapter 1. For convenience, the research questions, as well as H1 and H2 will also be presented here:

**RQ1:** Do Norwegian pupils transfer the verb-second syntactic structure from their L1 into their L2 English?

**RQ2:** To what extent do Norwegian pupils make fewer word order mistakes as the number of years in formal instruction increases?

**H1:** Pupils with Norwegian as their L1 are more likely to make word order mistakes in subject-initial declarative sentences containing a frequency adverb in the medial position.

**H2:** Pupils with Norwegian as their L1 struggle less with word order in sentences with a single initial adverb than with sentences beginning with an adverbial clause or a prepositional group.

### 5.1. Discussing the Data from Grade 5

The data which was gathered from grade 5 was interesting in different ways. The variability within the group was very evident in a few cases, and some of the translations showed a significant gap in proficiency. In this section some of these gaps will be investigated, as well as observations relating to patterns, evidence for or against predictions made in the hypotheses, and what the data can support in regard to the research questions.

#### 5.1.1. The Grammaticality Judgement Test

In the grammaticality judgement test, the sentence pair with by far the lowest difference score was one containing a frequency adverbial in the medial position. With a score of 0.19, it was

closer to 0 than to the sentence with the second lowest difference score, which was 0.43. For reference, see *table 7* on the next page. This finding could be viewed as a good indicator of which variable the participants found the most challenging. Looking at the other two subject-initial sentences with a frequency adverbial in the medial position, and the average difference score of all the variables, it is evident that this was the most difficult variable for the participants to correctly assess in the GJT. This finding supports the predictions made in the first hypothesis. It also corresponds with the findings made by Jensen and Westergaard (2021) in a study where they concluded that in light of the Bottleneck Hypothesis where functional morphology is proposed to be harder than word order, evidence found in their data showed that subject-initial declarative sentences with frequency adverbs in the medial position proved to be just as difficult for the participants as agreement between the subject and verb (Jensen & Westergaard, 2021, p. 116).

However, one of the sentences with the medial adverb stood out with a significantly higher difference score than the other two. See the table below for reference. Compared to the other sentences with the same variable, this sentence was one of the highest scoring ones, with a difference score of 0.99, only beaten by two others. There is no clear evidence as to why this sentence was easier than the other two containing the same variables. Evidently, it is one of the two sentences in the medial adverb group with the most similarities. See *table 7*.

*Table 7: Subject-Initial Declaratives with a Frequency Adverb in Medial Position*

| Variable | Difference Score | sentence                           |
|----------|------------------|------------------------------------|
| MedAdv1  | 0.19             | Peter seldom came late for class.  |
| MedAdv2  | 0.99             | The kids always enjoyed ice cream. |
| MedAdv3  | 0.47             | The pupils often played football.  |

In the above table, the three sentences in question are presented with an attached difference score. As mentioned in the previous paragraph, the *MedAdv2* sentence shares more similarities with *MedAdv3* than the two sentences with the closest difference score. Unlike *MedAdv1*, they



both have plural subjects, as well as past verb tenses. Therefore, a conclusion as to why the participants found *MedAdv2* less difficult to correctly assess cannot be made in this thesis.

On the other end of the scale, the pupils struggled the least in assessment of the declarative sentences with an initial adverb. In the data where the average difference scores were calculated, these sentences came out with the highest average difference score. Additionally, the single most correctly judged sentence pair is (49), adverb-initial declarative sentences.

- (49) a) Hopefully **the student passed** her exam.  
 b) \*Hopefully **passed the student** her exam.

However, there are fewer sentences in this variable grouping than in the others, making each sentence more impactful on the average score. This could prove invalidating and make assumptions based on the averages displayed in this data problematic. Though, looking at both of the declarative sentences with an initial adverb in the context of all the others, they were respectively the first and fourth highest scoring sentences. No other group of variables had any two sentences with an equal or higher total difference score. This again could be viewed as evidence of these constructions being the least challenging for the 5<sup>th</sup> graders to assess. This, in turn, supports the second hypothesis which predicts that pupils with Norwegian as their L1 struggle less with word order in sentences with a single initial adverb than with sentences beginning with an adverbial clause or a prepositional group.

These findings are interesting viewed in light of some previous research on the subject of sentence structure and V2. According to Westergaard, Lohndal & Lundquist (2021), “unlearning” V2 for English L2 learners with Norwegian L1, happens much faster in subject-initial declarative sentences than in non-subject-initial declarative sentences (p. 3).

Furthermore, Westergaard et al. (2021) write:

a non-V2 language such as English has a much lower proportion of non-subject-initial declaratives, and instead the initial position is typically filled by the subject. (p. 4).

In addition, based on the findings of Yang (2000, p. 242), Westergaard et al. interpret the evidence and formulate the conclusion:

Yang's percentage includes both XSV and SXV structures, thus confirming that XSV is rare in English. This means that Norwegian has V2 word order and a high number of non-subject-initial declaratives, whereas English is SVO and prefers subjects in initial position. (Westergaard et al., 2021, p. 4)

With the findings from the GJT conducted in grade 5, the question of why the pupils found the least represented declarative sentences in the English language the easiest to correctly assess could be an interesting topic for further research.

When it comes to evidence of transfer, some of the data suggests that negative transfer occurs. On the English sentences in the GJT with an incorrect V2 word order, there was an average of 10.7 participants who assessed them as *somewhat good* and an average of 9.5 who assessed them as *good*. However, seeing as 39 of the 48 sentences had a higher rate of acceptance, being ranked as *somewhat good* or *good* by the majority of the participants, making assumptions on whether transfer is the cause, or if they are just more inclined to accept sentences in a test as good than bad, is not possible to answer without further research.

### 5.1.2. The Translation Test

As briefly mentioned in section 4.1.2., the translations had a clear pattern in which one of three outcomes occurred<sup>6</sup>. The first one is that the sentence was translated with the verb being moved to the correct position relative to English not having a V2 requirement. The second is that the participants incorrectly kept the same word order in the translations, resulting in an ungrammatical word order in English. Lastly, the third occurrence frequently seen was the rephrasing of the sentence, thus avoiding any verb movement. As previously presented in section 4.1.2., the rephrasing was most prominent in the second translation task: the non-subject-initial declarative with an initial prepositional phrase: 7 out of 43 translations. See (50).

---

<sup>6</sup> Four if you include the dismissed translations.

- |      |    |  |                                |
|------|----|--|--------------------------------|
| (50) | a) | <b>Om en time</b> , kommer pappa hjem. | [Sentence to be translated]    |
|      | b) | <b>In one hour</b> , daddy comes home. | [Not rephrased by participant] |
|      | c) | Dad comes home <b>in one hour</b> .    | [Rephrased by participant]     |

However, there were a few occurrences of the sentences being rephrased and verb movement avoided in the latter four tasks as well, although it only occurred 6 times in the remaining four translation tasks, meaning that the 5<sup>th</sup> graders paraphrased more in task two than in the remaining tasks combined. Furthermore, comparing the number of occurrences where the pupils rephrased with the translation data from the 10<sup>th</sup> graders, it was significantly rarer. For reference, whereas the 10<sup>th</sup> graders changed the structure of the sentences in 17% of the translations, the 5<sup>th</sup> graders only did so at a rate of 6%. This could point to a correlation between the number of years in formal English L2 instruction and the ability to recognize other acceptable ways of structuring a sentence. However, more research is needed in order to make a definite conclusion.

The remaining two relevant outcomes were the instances where the construction ended up with an erroneous V2 structure and the instances where the translations adhered to the appropriate grammatical rules of English, with an SVO order – meaning that the verb was not moved into the second position, but correctly placed after the subject. Both instances were pretty common, with a total of 57 instances of the former and 97 of the latter. There were also quite a few translations classified as *other* on the basis previously covered in section 4.1.2. The total sentences dismissed was 59, which relatively speaking is quite a significant portion of the translations. Out of the relevant translations, the sentence containing the most translations where the V2 requirement was kept can be seen in section 4.1.2. At the top, with 15 instances of erroneous V2 was the first task, the subject-initial declarative sentence with a frequency adverbial in the medial position. This corresponds with the findings in the GJT, which also showed this as the most problematic variable. Furthermore, the translations with the fewest instances of erroneous V2 was the last task, an adverb-initial declarative sentence. As with the

first sentence, this also corresponds with the findings from the GJT, where the adverb-initial declaratives were the most correctly assessed variables.

As for transfer in the translation test data, one can argue that there is evidence supporting that transfer can be observed. However, one can argue that the translation test in itself sets the pupils up for a word-for-word translation. Though, seeing as there were fewer overall instances of erroneous V2 where Norwegian word order was arguably transferred into English than there were instances where the participants had to actively construct a sentence with a correct word order, it can be argued that they generally do not just translate the sentences word-for-word. One could argue that there are other factors, such as the proficiency levels at which the pupils are, making them pay greater attention to form as well as meaning, and that transfer cannot be determined as the reason why participants with a potentially lower proficiency keep the Norwegian surface structure. According to Schmidt (1990), there is a correlation between proficiency and the ability to notice and process form, as well as an awareness of linguistic gaps. This could help explain why some of the participants transfer the Norwegian surface structure, while others do not.

## 5.2. Discussing the Data from Grade 10

In the data from the 10<sup>th</sup> grade, there were also some interesting findings which will be discussed in the following sections.

### 5.2.1. The Grammaticality Judgement Test

As was the case in the 5<sup>th</sup> grade, the sentence with the lowest difference score was the same subject-initial declarative sentence with a medial adverb, see (51).

- (51) a) Peter seldom came late for class.  
b) \*Peter came seldom later for class.

With data comprised of 53 participants in grade 10 and 44 in grade 5, one can safely say that the sentence (51) was the hardest sentence pair in the test to correctly assess. Looking at the data in *figure 8*, in section 4.2.1., the average difference scores sorted by variables further show that the participants in grade 10 struggled more with subject-initial declarative sentences with a frequency adverb in the medial position than with any other variable group. This again shows further support for Hypothesis 1 (H1), restated in the beginning of chapter 5.

With an average difference score of 1.77, followed closely by the initial adverbial clause-variable with an average score of 1.73, the variable group with the most correct judgements was adverb-initial declarative sentences. However, as previously pointed out, this group had less sentence pairs in the test, and the data is therefore not as accurate as it ideally could have been. Therefore, the support of Hypothesis 2 (H2) is evidently not as strong as that of H1.

As was the trend in the 5<sup>th</sup> grade, the number of sentences which were judged as *somewhat good* and *good* surpassed the number of sentences which were judged as *somewhat bad* and *bad* by a fair amount. The number of sentences which were judged as the former was 33 out of 48. On the other end of the scale, there were only 15 sentences which were judged on the *bad* end of the Likert scale. This in turn suggests that it is harder for pupils to find ungrammatical sentences than grammatical ones, or that there is some other unknown factor making them more inclined to accept sentences presented in a GJS as grammatical, than to dismiss them as ungrammatical. Furthermore, looking at the difference scores from both the test sentences relevant to this study and the fillers, it could be argued that the pupils struggled more with agreement than word order in the test. In the following figure, the average difference score for all word order test sentences is put up against the average difference scores of all the sentence pairs where agreement is the variable different in each sentence in the pair.

Table 8: Difference Scores Relative to Fillers with Agreement Variables

| Sentence  | Agreement Difference Score | Word Order Difference Score |
|---|----------------------------|-----------------------------|
| In one hour, we will go to the beach.                                   |                            | 0.96                        |
| The chairs in my school are really comfortable to sit on.               | 1                          |                             |
| Although it was Monday, Petra ate a candy bar.                          |                            | 2.11                        |
| Three of my friends are from Denmark.                                   | 0.88                       |                             |
| Peter seldom came late for class.                                       |                            | 0.56                        |
| Kim loves to eat spicy food.  | 1.34                       |                             |
| When the sun came out, the girls played football in the park.           |                            | 1.89                        |
| The candy store was out of lollipops.                                   | 0.57                       |                             |
| When the band plays their last set, they will play their favorite song. |                            | 1.77                        |
| In December the kids will celebrate Christmas.                          |                            | 1.46                        |
| While they were on the school trip, the students drank lots of coffee.  |                            | 1.13                        |
| The kids always enjoyed ice cream.                                      |                            | 1.78                        |
| Hopefully the student passed her exam.                                  |                            | 1.85                        |
| Tomorrow is the first of April.   | 1.64                       |                             |
| The pupils often played football.                                       |                            | 1.02                        |
| In the evening, James reads a book.                                     |                            | 1.57                        |
| Yesterday the teacher went to the shop.                                 |                            | 1.68                        |
| <b>Average Difference Score</b>   | <b>1.09</b>                | <b>1.48</b>                 |

Though the number of fillers with agreement as the variable is less than that of the word order test sentences, it can arguably give a pointer as to what the participants found harder to accurately judge between the two. With this in mind, one could argue that the fact that the participants performed relatively well on the test sentences, one can make a case that negative

transfer could have been a factor in the instances where participants accepted sentences with the verb incorrectly placed in the second position.

### 5.2.2. The Translation Test

In the translation part of the test, the 10<sup>th</sup> graders did very well for the most part. Looking at the data in *figure 10*, in section 4.2.2., most participants either correctly made the appropriate dismissal of the V2 rule while constructing the English sentences, while some rephrased the sentence avoiding the issue of transferrance of an ungrammatical Norwegian word order structure altogether.

Looking at specific sentences, the one where the participants most often used the Norwegian word order, erroneously keeping the verb in the second position, was the sentence:

- (52) a) Hvis det er tid etter skolen, skal jeg spille FIFA.  
 b) \*if there is time after school, will I play FIFA.  
 c) (If there is time after school, I will play FIFA)

In this sentence, there were 10 instances of participants keeping the Norwegian word order in their translation. This is not a significantly higher number than the other sentences by a big margin, but it is arguably still somewhat significant. For reference, the other sentences had 6, 6, 7 and 4 instances of erroneous V2 in the translations. Looking at other variables, there are no clear indications as to why this sentence had the most instances of what could arguably be referred to as transfer. The number of rephrasings was neither higher nor lower than that of the other sentences, and it had the same number of *other* classifications as most of the other sentences. Furthermore, the sentence was a declarative with an initial adverbial clause, which was not one of the variables where the participants struggled the most in the GJT, or in the translations in the 5<sup>th</sup> grade. Therefore, the reason as to why this sentence stood out in grade 10 is not something this thesis is able to answer.

Looking at the translations in which the pupils used a Norwegian word order, there are some interesting patterns. In the sentence discussed above, most of the correct translations used the verb *will*. There is an interesting pattern found in some of the translations. Out of the 52 translations – one of the participants wrote “vet ikke” (I don’t know) – the most frequently used modal verb in the translations was *will*. However, four of the participants opted for the modal verb *shall*. What is interesting is that in all of the cases where *shall* was used, the participant kept the Norwegian word order, resulting in a \*V2 structure. In other words, four of the ten sentences which kept the Norwegian word order used the modal verb *shall*. For reference, the other six sentences used variations of the auxiliary *be* and modal verb *will*. The use of the auxiliary *be* came as both *are* and *am*. To explain why all the participants who went with *shall* also kept the Norwegian word order can only be done in speculation. However, it could be a supporting argument for evidence of transfer, since not only is the Norwegian word order used, but also a word more closely resembling the Norwegian word *skal*, which was the verb used in the Norwegian sentence the pupils were asked to translate.

As previously discussed in section 5.1.2. there are arguably other factors to consider, and concluding that transfer is the reason participants keep the Norwegian structure and word order in their translations is questionable. Therefore, the research question regarding transfer cannot be answered in absolute terms in relation to the translations.

### 5.3. Comparing the Two Different Grades

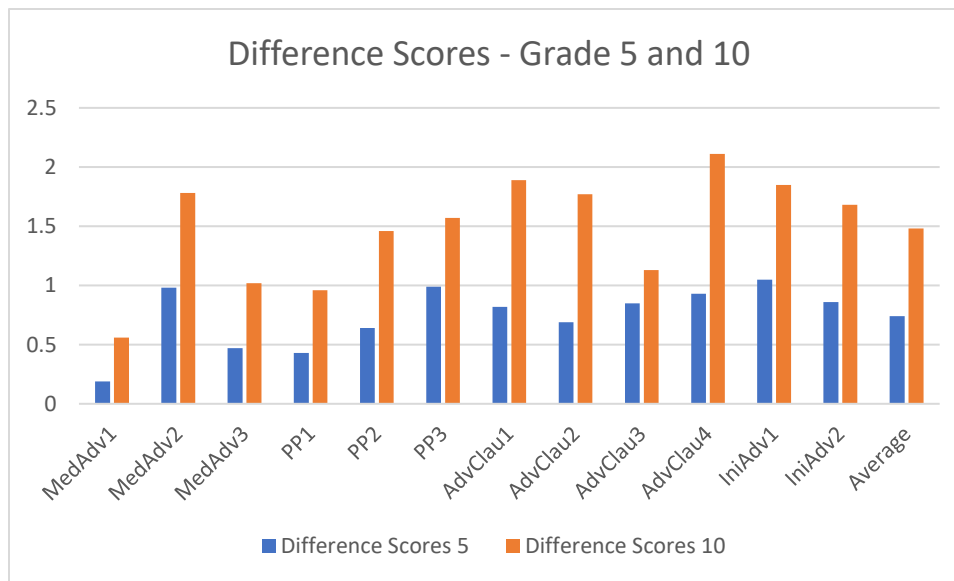
In this section I will discuss the data gathered from the two grades in relation to each other. First, a table and a graph showing both sets of difference scores will be presented.



Table 9: Difference Score Table – Grade 5 and 10

| Variables      | Difference Scores 5 | Difference Scores 10 |
|----------------|---------------------|----------------------|
| MedAdv1        | 0.19                | 0.56                 |
| MedAdv2        | 0.98                | 1.78                 |
| MedAdv3        | 0.47                | 1.02                 |
| PP1            | 0.43                | 0.96                 |
| PP2            | 0.64                | 1.46                 |
| PP3            | 0.99                | 1.57                 |
| AdvClau1       | 0.82                | 1.89                 |
| AdvClau2       | 0.69                | 1.77                 |
| AdvClau3       | 0.85                | 1.13                 |
| AdvClau4       | 0.93                | 2.11                 |
| IniAdv1        | 1.05                | 1.85                 |
| IniAdv2        | 0.86                | 1.68                 |
| <b>Average</b> | <b>0.74</b>         | <b>1.48</b>          |

Figure 11: Difference Score Bar Chart – Grade 5 and 10

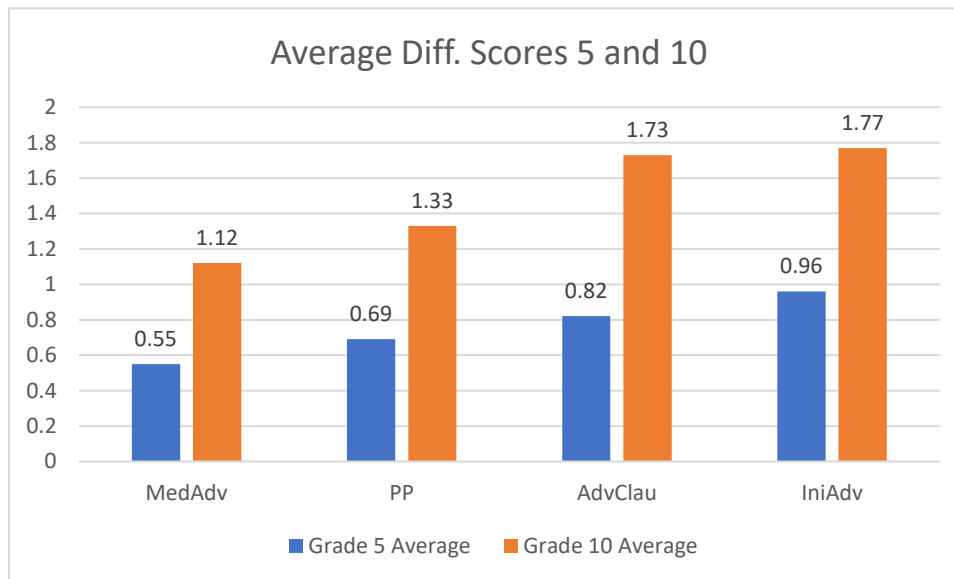


These figures show that there is a very significant difference between the grades in how well they performed in the GJT. The average difference score of the 10<sup>th</sup> graders is double that of the 5<sup>th</sup> graders. Coincidentally, it is in fact exactly twice as high. This strongly supports a clear answer to the second research question (RQ2), and one can arguably say that the evidence of

this thesis shows that there is a strong correlation between the number of word order mistakes learners make, and the years they have been taking part in formal English as an L2 instruction.

To further compare how the grades did on the GJT the next graph illustrates how the two grades did in relation to the various variables in the test.

*Figure 12: Comparison of Difference Scores by Variable Groups*



This bar chart further shows the extent to which the 10<sup>th</sup> grade outperformed the 5<sup>th</sup> grade in the GJT and in turn supports a claim that there is a clear correlation between years in formal English L2 instruction and ability to correctly identify grammatical and ungrammatical word order in English sentences. Furthermore, the graph shows that there is also similarities in how the two groups performed on the different variables in relation to each other. The order of which the graph presents the variables from left to right, is indicative of how hard they are for the pupils to correctly assess. Therefore, one can argue that the data gathered in this thesis can be evidence of which variables are harder and easier for Norwegian L1 pupils learning English as an L2.

Seeing as this test does not test the same pupils over time, it can hardly be regarded as a longitudinal study. However, one could make a case for a “pseudo-longitudinal” study in the sense that some assumptions could be made by using these classes as proxies. In other words, one can look at the data provided by the two groups, seeing as the grades as representatives of their age groups, and make some assumptions about how language acquisition, and language proficiency within various linguistic features evolve in Norwegian L1 pupils learning English L2 over time.

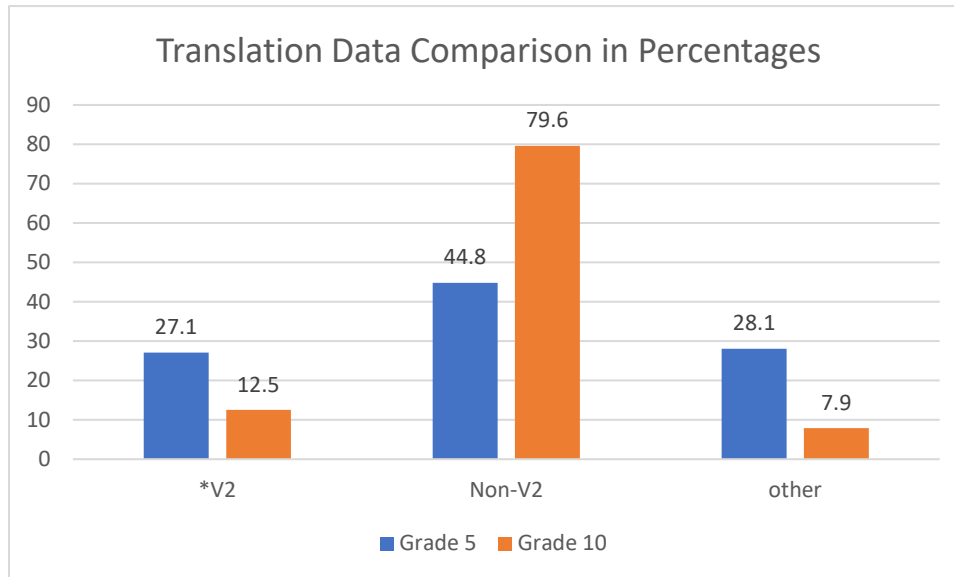
One of the interesting observations which can be made, is the use of paraphrasing in the translation test. As previously discussed in section 5.1.2., the 10<sup>th</sup> graders paraphrased a lot more than the 5<sup>th</sup> graders<sup>7</sup>. This could be indicative of how age and number of years in formal instruction plays a part in the pupils’ ability to process form and construct sentences varying in structure but not in meaning. This assumption is supported by Schmidt (1990) in his proposal that proficiency correlates with noticing and processing form and linguistic awareness.

In the following bar chart is a comparison of the translation data from both grades. The number of participants varied between the grades. This will be accounted for by using percentages instead of the raw numbers.

---

<sup>7</sup> The 5<sup>th</sup> graders changed the structure in 6% of the translations while the 10<sup>th</sup> graders did it in 17% of the translations.

Figure 13: Translation Data Comparison in Percentages



In the graph, the data was categorized into only three categories: *\*V2*, *non-V2* and *other*. The categories related to correct rephrasing were excluded from this graph, as they can also be considered as *non-V2* – meaning that they do not follow an incorrect Norwegian structure with the finite verb in the second position. However, in the cases where the translations were paraphrased into ungrammatical constructions or sentences with a difference in meaning from the original, they were put into the *other* category for this graph. The reason for this is that it is easier to compare the two with only the most relevant categories included.

In the above bar chart, it is evident that the 10<sup>th</sup> graders performed better on the translation test than the 5<sup>th</sup> graders. The number of occurrences of erroneous V2 is more than halved. Furthermore, correctly translated sentences, including those containing paraphrasing, is 34.8 percentage points higher in grade 10 than in grade 5. Lastly, the percentage of dismissed sentences is more than three times higher in the 5<sup>th</sup> grade than in the 10<sup>th</sup> grade. This can be regarded as further evidence of the extent to which language proficiency, specifically regarding word order, correlates with the number of years in formal English L2 instruction for Norwegian L1 pupils.

## 6. Conclusion

In this thesis, Norwegian L1 learners of English L2 have been tested in word order mistakes regarding the V2 rule in a grammaticality judgement test and in five translation tasks. In the introduction, two research questions were posed and two predictions made. These hypotheses and research questions were based on and inspired by previous research, discussion with my supervisors as well as speculation. In essence, the primary focus of this thesis was to see in which sentences the survey participants erroneously accepted a V2 word order in English, if they were able to correctly identify grammatical word order, and lastly to test their ability to translate sentences where V2 transfer could occur if participants did not actively pay attention to form and construct a sentence where the word order matches the English grammatical rules.

In order to investigate the research questions and test the hypotheses, the survey was designed both with sentences constructed specifically for this test, as well as sentences from a previously conducted acceptability judgement test by Jensen, Slabakova, Westergaard & Lundquist (2020). The sentences in the GJT and translation test were first evaluated by my supervisors, then by a native English speaker.

The participants consisted of 44 Norwegian native speakers in grade 5 and 53 Norwegian native speakers in grade 10 and came from six different schools in the Kristiansand region in southern Norway.

In the GJT part of the survey, the findings showed a clear pattern of improvement from grade 5 to grade 10. Though interestingly enough, the data from both grades showed that they struggled on the same variables in the GJT. Not necessarily to the same extent on individual sentences, but seen in the context of all the variables, the averages for each variable group stayed in the same order in both grades – meaning that I was able to make some assumptions as to which variables were harder to correctly assess in the test, and in turn be considered as more difficult instances for Norwegian pupils to acquire. The numerical data from the GJT was presented in difference scores, so as to take both sentences in a pair into consideration. This balanced out the instances where participants accepted both sentences in a pair. This was arguably very necessary in the 5<sup>th</sup> grade, as the data showed that the participants accepted

sentences a lot more often than not, with 39 of the 48 sentences being accepted by the 5<sup>th</sup> graders.

In the second part of the survey, the participants were asked to translate five sentences from Norwegian into English. These were all sentences containing variables which triggered a V2 requirement in Norwegian, but not in English. As with the GJT, the results from this test also very clearly showed the performance gap between the two grades. The 10<sup>th</sup> graders did considerably better, both in correctly paraphrasing sentences as with identifying that the English translations had to be constructed with the finite verb in the third and not second position of the sentence. However, there were instances where one can argue transfer took place in both grades. Though, in which sentence this occurred the most varied between the grades.

Another finding that was made as a result of the translation data, was the participants' use of paraphrasing. Though it was not something the thesis set out to explore, the data showed a tendency in which years in formal instruction could have a correlation with the pupils' ability to recognize meaning in English sentences, as well as their ability to construct sentences with the same meaning but with a variation in structure. This is based on the number of instances where the translations were paraphrased into grammatical sentences with the meaning of the original sentence intact. This was more prominently seen in the data from grade 10, thus one can argue the correlation referred to above.

There were some limitations to the thesis. Firstly, it could have been beneficial to the study if some more parameters were added to the data. I could potentially have included a questionnaire to the survey, for instance to gather some information about the participants' impressions of their own proficiency, their attitude toward English and how much time they spend consuming English media per week, etc. Furthermore, it could have been beneficial to include a proficiency test, to further help get an understanding of the results.

For teachers of English as an L2 in Norway, the thesis might shed some light on what pupils struggle with in regard to word order, specifically verbs in English versus Norwegian, as well as what variables pose the biggest challenge.

In sum, although a definitive answer could not be given to both research questions, there was evidence which can be interpreted as the occurrence of transfer. Furthermore, in the context of longitudinal development, the findings support the hypothesis of a correlation between the extent to which Norwegian L1 pupils make word order mistakes and years in formal English L1 instruction.

For further research, it would be interesting to investigate more into paraphrasing in an L2, and how a learner's ability to paraphrase can tell us something about their interlanguage proficiency. It would also be interesting to research word order compared to other linguistic modules or with other variables than those in this thesis.

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[w](https://web.s.ebscohost.com/ehost/detail/detail?vid=0&sid=4071bae1-a8f9-4a9b-962f-a63d7cb6fd3c%40redis&bdata=JnNpdGU9ZWhvc3QtbnGl2ZQ%3d%3d#AN=185822&db=e000xw)
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# Appendices

## Appendix 1: Grade 5 GJT

Hei! Takk for at du tar deg tid til å gjennomføre denne testen. Dette er helt anonymt, og så lenge du gjør ditt beste, er det godt nok!

Svarene skal brukes i en Masteroppgave jeg skriver på Universitetet i Agder.

Testen består av to oppgaver.

På oppgave 1 skal du bedømme om en engelsk setning er god eller dårlig (grammatisk riktig eller feil).

Opgave 2 er en oversettelsesoppgave. Her skal du oversette setningene som står på norsk, over til engelsk.

Dersom du ikke skjønnte noen av oppgavene eller lurer på noe, rekk opp hånda og spør læreren.

Lykke til :)

### Oppgave 1 - Bedøm setningene

I denne oppgaven skal du bedømme om setningen er "god" eller "dårlig".

Velg på en skala fra 1 til 4, der:

1 er "dårlig"- 2 er "litt dårlig" - 3 er "litt bra" - 4 er "bra".

Eksempel:

a) "She home is" er feil grammatisk, og er da altså en dårlig setning på engelsk. Her ville jeg valgt 1 - "dårlig".

b) "She is home" er en grammatisk riktig setning. Derfor ville jeg her valgt alternativ 4 - "bra"



### Svar fordelt på antall

|  | 1  | 2  | 3  | 4  | Vet ikke |
|--|----|----|----|----|----------|
| James wants to go to Berlin. *                             | 7  | 7  | 9  | 20 | 1        |
| In one hour, we will go to the beach. *                    | 1  | 8  | 14 | 20 | 1        |
| The chairs in my school is really comfortable to sit on. * | 8  | 3  | 15 | 18 | 0        |
| Although it was Monday, ate Petra a candy bar. *           | 19 | 12 | 4  | 6  | 3        |
| Three of my friends is from Denmark. *                     | 8  | 4  | 12 | 20 | 0        |
| Jonas likes to read comic books. *                         | 6  | 5  | 10 | 23 | 0        |
| Peter seldom came late for class. *                        | 9  | 10 | 13 | 9  | 3        |
| Kim loves to eat spicy food. *                             | 1  | 1  | 8  | 33 | 1        |

|   |    |    |    |    |   |
|---|----|----|----|----|---|
| When the sun came out, played the girls football in the park. *           | 16 | 6  | 8  | 14 | 0 |
| The whole school was excited on the summer vacation. *                    | 5  | 11 | 17 | 9  | 2 |
| When the band plays their last set, will they play their favorite song. * | 10 | 11 | 15 | 7  | 1 |
| While they were on the school trip, the students drank lots of coffee. *  | 6  | 10 | 10 | 16 | 2 |
| Julie is the best tennis player in my class. *                            | 2  | 1  | 3  | 38 | 0 |
| The candy store was out of lollipops. *                                   | 5  | 6  | 11 | 21 | 1 |
| Elephants are some of the intelligentest animals. *                       | 9  | 10 | 13 | 11 | 1 |
| In December will the kids celebrate Christmas. *                          | 10 | 7  | 14 | 12 | 1 |
| All the teachers ate cake on the last day of school. *                    | 7  | 6  | 11 | 20 | 0 |
| The pupils played often football. *                                       | 10 | 4  | 17 | 12 | 1 |
| Yesterday the teacher went to the shop. *                                 | 5  | 7  | 10 | 22 | 0 |
| The whole school was excited about the summer vacation. *                 | 2  | 4  | 14 | 22 | 2 |
| Three of my friends are from Denmark. *                                   | 1  | 5  | 10 | 28 | 0 |
| All the teachers eated cake on the last day of school. *                  | 10 | 7  | 12 | 13 | 2 |
| Jonas likes to read comicbooks. *   | 8  | 7  | 6  | 22 | 1 |
| When the sun came out, the girls played football in the park. *           | 4  | 5  | 12 | 23 | 0 |
| The chairs in my school are really comfortable to sit on. *               | 6  | 2  | 6  | 30 | 0 |
| The kids always enjoyed ice cream. *                                      | 4  | 1  | 12 | 24 | 3 |
| The candy store were out of lollipops. *                                  | 6  | 9  | 8  | 21 | 0 |
| James wants to go too Berlin. *   | 9  | 11 | 8  | 15 | 1 |
| Hopefully passed the student her exam. *                                  | 13 | 13 | 8  | 6  | 4 |
| In December the kids will celebrate Christmas. *                          | 4  | 3  | 14 | 22 | 1 |
| The crowd cheers for the football team. *                                 | 6  | 7  | 9  | 19 | 3 |
| Although it was Monday, Petra ate a candy bar. *                          | 6  | 10 | 9  | 16 | 3 |
| Julie is the goodest tennis player in my class. *                         | 22 | 4  | 9  | 9  | 0 |
| Tomorrow is the first of April. *   | 4  | 6  | 10 | 21 | 3 |
| The pupils often played football. *                                       | 3  | 7  | 11 | 20 | 3 |
| When the band plays their last set, they will play their favorite song. * | 3  | 9  | 10 | 21 | 1 |
| In the evening, James reads a book. *                                     | 3  | 7  | 10 | 20 | 4 |
| Peter came seldom late for class. *                                       | 11 | 11 | 13 | 7  | 2 |
| Kim love to eat spicy food. *   | 11 | 5  | 7  | 21 | 0 |
| Yesterday went the teacher to the shop. *                                 | 15 | 10 | 11 | 8  | 0 |

|  |    |    |    |    |   |
|--|----|----|----|----|---|
| The crowd cheers for the foot ball team. *                               | 16 | 7  | 11 | 8  | 2 |
| Hopefully the student passed her exam. *                                 | 5  | 7  | 3  | 25 | 4 |
| While they were on the school trip, drank the students lots of coffee. * | 17 | 8  | 11 | 4  | 4 |
| The kids enjoyed always ice cream. *                                     | 16 | 4  | 11 | 12 | 1 |
| In the evening, reads James a book. *                                    | 13 | 14 | 7  | 9  | 1 |
| Elephants are some of the most intelligent animals. *                    | 2  | 6  | 14 | 21 | 1 |
| Tomorrow are the first of April. *                                       | 14 | 6  | 12 | 10 | 2 |
| In one hour, will we go to the beach. *                                  | 12 | 4  | 9  | 17 | 2 |

### Svar fordelt på prosent

|  | 1      | 2      | 3      | 4      | Vet ikke |
|--|--------|--------|--------|--------|----------|
| James wants to go to Berlin. *                             | 15,9 % | 15,9 % | 20,5 % | 45,5 % | 2,3 %    |
| In one hour, we will go to the beach. *                    | 2,3 %  | 18,2 % | 31,8 % | 45,5 % | 2,3 %    |
| The chairs in my school is really comfortable to sit on. * | 18,2 % | 6,8 %  | 34,1 % | 40,9 % | 0 %      |
| Although it was Monday, ate Petra a candy bar. *           | 43,2 % | 27,3 % | 9,1 %  | 13,6 % | 6,8 %    |
| Three of my friends is from Denmark. *                     | 18,2 % | 9,1 %  | 27,3 % | 45,5 % | 0 %      |
| Jonas likes to read comic books. *                         | 13,6 % | 11,4 % | 22,7 % | 52,3 % | 0 %      |
| Peter seldom came late for class. *                        | 20,5 % | 22,7 % | 29,5 % | 20,5 % | 6,8 %    |
|  |        |        |        |        |          |

|   |        |        |        |        |       |
|---|--------|--------|--------|--------|-------|
| Kim loves to eat spicy food. *  | 2,3 %  | 2,3 %  | 18,2 % | 75 %   | 2,3 % |
| When the sun came out, played the girls football in the park. *           | 36,4 % | 13,6 % | 18,2 % | 31,8 % | 0 %   |
| The whole school was excited on the summer vacation. *                    | 11,4 % | 25 %   | 38,6 % | 20,5 % | 4,5 % |
| When the band plays their last set, will they play their favorite song. * | 22,7 % | 25 %   | 34,1 % | 15,9 % | 2,3 % |
| While they were on the school trip, the students drank lots of coffee. *  | 13,6 % | 22,7 % | 22,7 % | 36,4 % | 4,5 % |
| Julie is the best tennis player in my class. *                            | 4,5 %  | 2,3 %  | 6,8 %  | 86,4 % | 0 %   |
| The candy store was out of lollipops. *                                   | 11,4 % | 13,6 % | 25 %   | 47,7 % | 2,3 % |
| Elephants are some of the intelligentest animals. *                       | 20,5 % | 22,7 % | 29,5 % | 25 %   | 2,3 % |
| In December will the kids celebrate Christmas. *                          | 22,7 % | 15,9 % | 31,8 % | 27,3 % | 2,3 % |
| All the teachers ate cake on the last day of school. *                    | 15,9 % | 13,6 % | 25 %   | 45,5 % | 0 %   |

|   |        |        |        |        |       |
|---|--------|--------|--------|--------|-------|
| The pupils played often football. *                                       | 22,7 % | 9,1 %  | 38,6 % | 27,3 % | 2,3 % |
| Yesterday the teacher went to the shop. *                                 | 11,4 % | 15,9 % | 22,7 % | 50 %   | 0 %   |
| The whole school was excited about the summer vacation. *                 | 4,5 %  | 9,1 %  | 31,8 % | 50 %   | 4,5 % |
| Three of my friends are from Denmark. *                                   | 2,3 %  | 11,4 % | 22,7 % | 63,6 % | 0 %   |
| All the teachers eated cake on the last day of school. *                  | 22,7 % | 15,9 % | 27,3 % | 29,5 % | 4,5 % |
| Jonas likes to read comicbooks. *   | 18,2 % | 15,9 % | 13,6 % | 50 %   | 2,3 % |
| When the sun came out, the girls played football in the park. *           | 9,1 %  | 11,4 % | 27,3 % | 52,3 % | 0 %   |
| The chairs in my school are really comfortable to sit on. *               | 13,6 % | 4,5 %  | 13,6 % | 68,2 % | 0 %   |
| The kids always enjoyed ice cream. *                                      | 9,1 %  | 2,3 %  | 27,3 % | 54,5 % | 6,8 % |
| The candy store were out of lollipops. *                                  | 13,6 % | 20,5 % | 18,2 % | 47,7 % | 0 %   |
| James wants to go too Berlin. *   | 20,5 % | 25 %   | 18,2 % | 34,1 % | 2,3 % |
| Hopefully passed the student her exam. *                                  | 29,5 % | 29,5 % | 18,2 % | 13,6 % | 9,1 % |
| In December the kids will celebrate Christmas. *                          | 9,1 %  | 6,8 %  | 31,8 % | 50 %   | 2,3 % |
| The crowd cheers for the football team. *                                 | 13,6 % | 15,9 % | 20,5 % | 43,2 % | 6,8 % |
| Although it was Monday, Petra ate a candy bar. *                          | 13,6 % | 22,7 % | 20,5 % | 36,4 % | 6,8 % |
| Julie is the goodest tennis player in my class. *                         | 50 %   | 9,1 %  | 20,5 % | 20,5 % | 0 %   |
| Tomorrow is the first of April. *   | 9,1 %  | 13,6 % | 22,7 % | 47,7 % | 6,8 % |
| The pupils often played football. *                                       | 6,8 %  | 15,9 % | 25 %   | 45,5 % | 6,8 % |
| When the band plays their last set, they will play their favorite song. * | 6,8 %  | 20,5 % | 22,7 % | 47,7 % | 2,3 % |
| In the evening, James reads a book. *                                     | 6,8 %  | 15,9 % | 22,7 % | 45,5 % | 9,1 % |
| Peter came seldom late for class. *                                       | 25 %   | 25 %   | 29,5 % | 15,9 % | 4,5 % |
| Kim love to eat spicy food. *   | 25 %   | 11,4 % | 15,9 % | 47,7 % | 0 %   |
| Yesterday went the teacher to the shop. *                                 | 34,1 % | 22,7 % | 25 %   | 18,2 % | 0 %   |
| The crowd cheers for the foot ball team. *                                | 36,4 % | 15,9 % | 25 %   | 18,2 % | 4,5 % |
| Hopefully the student passed her exam. *                                  | 11,4 % | 15,9 % | 6,8 %  | 56,8 % | 9,1 % |
| While they were on the school trip, drank the students lots of coffee. *  | 38,6 % | 18,2 % | 25 %   | 9,1 %  | 9,1 % |
| The kids enjoyed always ice cream. *                                      | 36,4 % | 9,1 %  | 25 %   | 27,3 % | 2,3 % |
| In the evening, reads James a book. *                                     | 29,5 % | 31,8 % | 15,9 % | 20,5 % | 2,3 % |
| Elephants are some of the most intelligent animals. *                     | 4,5 %  | 13,6 % | 31,8 % | 47,7 % | 2,3 % |
| Tomorrow are the first of April. *  | 31,8 % | 13,6 % | 27,3 % | 22,7 % | 4,5 % |
| In one hour, will we go to the beach. *                                   | 27,3 % | 9,1 %  | 20,5 % | 38,6 % | 4,5 % |

## Appendix 2: Grade 10 GJT

Hei! Takk for at du tar deg tid til å gjennomføre denne testen. Dette er helt anonymt, og så lenge du gjør ditt beste, er det godt nok!

Svarene skal brukes i en Masteroppgave jeg skriver på Universitetet i Agder.

Testen består av to oppgaver.

På oppgave 1 skal du bedømme om en engelsk setning er god eller dårlig (grammatisk riktig eller feil).

Oppgave 2 er en oversettelsesoppgave. Her skal du oversette setningene som står på norsk, over til engelsk.

Dersom du ikke skjønnte noen av oppgavene eller lurer på noe, rekk opp hånda og spør læreren.

Lykke til :)

### Oppgave 1 - Bedøm setningene

I denne oppgaven skal du bedømme om setningen er "god" eller "dårlig".

Velg på en skala fra 1 til 4, der:

1 er "dårlig"- 2 er "litt dårlig" - 3 er "litt bra" - 4 er "bra".

Eksempel:

a) "She home is" er feil grammatisk, og er da altså en dårlig setning på engelsk. Her ville jeg valgt 1 - "dårlig".

b) "She is home" er en grammatisk riktig setning. Derfor ville jeg her valgt alternativ 4 - "bra"



### Svar fordelt på antall

|  | 1  | 2  | 3  | 4  | Vet ikke |
|--|----|----|----|----|----------|
| James wants to go to Berlin. *                             | 5  | 2  | 14 | 32 | 0        |
| In one hour, we will go to the beach. *                    | 1  | 16 | 16 | 20 | 0        |
| The chairs in my school is really comfortable to sit on. * | 18 | 10 | 9  | 16 | 0        |
| Although it was Monday, ate Petra a candy bar. *           | 41 | 7  | 3  | 1  | 1        |
| Three of my friends is from Denmark. *                     | 13 | 10 | 8  | 22 | 0        |
| Jonas likes to read comic books. *                         | 3  | 2  | 10 | 38 | 0        |
| Peter seldom came late for class. *                        | 9  | 10 | 13 | 18 | 3        |
| Kim loves to eat spicy food. *                             | 3  | 3  | 5  | 42 | 0        |

|   |    |    |    |    |   |
|---|----|----|----|----|---|
| When the sun came out, played the girls football in the park. *           | 37 | 9  | 3  | 4  | 0 |
| The whole school was excited on the summer vacation. *                    | 30 | 11 | 8  | 4  | 0 |
| When the band plays their last set, will they play their favorite song. * | 34 | 8  | 8  | 2  | 1 |
| While they were on the school trip, the students drank lots of coffee. *  | 7  | 20 | 10 | 16 | 0 |
| Julie is the best tennis player in my class. *                            | 1  | 2  | 10 | 40 | 0 |
| The candy store was out of lollipops. *                                   | 1  | 0  | 11 | 41 | 0 |
| Elephants are some of the intelligentest animals. *                       | 20 | 18 | 5  | 10 | 0 |
| In December will the kids celebrate Christmas. *                          | 27 | 13 | 10 | 3  | 0 |
| All the teachers ate cake on the last day of school. *                    | 2  | 6  | 10 | 35 | 0 |
| The pupils played often football. *                                       | 33 | 12 | 4  | 4  | 0 |
| Yesterday the teacher went to the shop. *                                 | 5  | 9  | 16 | 22 | 1 |
| The whole school was excited about the summer vacation. *                 | 3  | 2  | 12 | 36 | 0 |
| Three of my friends are from Denmark. *                                   | 3  | 3  | 5  | 42 | 0 |
| All the teachers eated cake on the last day of school. *                  | 36 | 7  | 4  | 6  | 0 |
| Jonas likes to read comicbooks. *   | 4  | 6  | 12 | 31 | 0 |
| When the sun came out, the girls played football in the park. *           | 3  | 5  | 13 | 32 | 0 |
| The chairs in my school are really comfortable to sit on. *               | 1  | 9  | 9  | 34 | 0 |
| The kids always enjoyed ice cream. *                                      | 5  | 11 | 13 | 24 | 0 |
| The candy store were out of lollipops. *                                  | 10 | 1  | 11 | 30 | 1 |
| James wants to go too Berlin. *   | 19 | 7  | 9  | 15 | 3 |
| Hopefully passed the student her exam. *                                  | 39 | 10 | 1  | 3  | 0 |
| In December the kids will celebrate Christmas. *                          | 3  | 9  | 11 | 28 | 2 |
| The crowd cheers for the football team. *                                 | 4  | 9  | 13 | 26 | 1 |
| Although it was Monday, Petra ate a candy bar. *                          | 4  | 6  | 6  | 36 | 1 |
| Julie is the goodest tennis player in my class. *                         | 41 | 6  | 1  | 5  | 0 |
| Tomorrow is the first of April. *   | 3  | 6  | 13 | 30 | 1 |
| The pupils often played football. *                                       | 12 | 14 | 8  | 18 | 1 |
| When the band plays their last set, they will play their favorite song. * | 3  | 6  | 12 | 30 | 2 |
| In the evening, James reads a book. *                                     | 5  | 10 | 15 | 22 | 1 |
| Peter came seldom late for class. *                                       | 22 | 6  | 10 | 12 | 3 |
| Kim love to eat spicy food. *   | 17 | 14 | 7  | 12 | 3 |



|  |    |    |    |    |   |
|--|----|----|----|----|---|
| Yesterday went the teacher to the shop. *                                | 39 | 8  | 3  | 2  | 1 |
| The crowd cheers for the foot ball team. *                               | 26 | 10 | 4  | 10 | 3 |
| Hopefully the student passed her exam. *                                 | 7  | 4  | 10 | 31 | 1 |
| While they were on the school trip, drank the students lots of coffee. * | 35 | 9  | 3  | 4  | 2 |
| The kids enjoyed always ice cream. *                                     | 41 | 6  | 1  | 2  | 3 |
| In the evening, reads James a book. *                                    | 38 | 6  | 3  | 4  | 2 |
| Elephants are some of the most intelligent animals. *                    | 3  | 1  | 6  | 42 | 1 |
| Tomorrow are the first of April. *                                       | 28 | 15 | 5  | 4  | 1 |
| In one hour, will we go to the beach. *                                  | 26 | 7  | 6  | 12 | 2 |

### Svar fordelt på prosent

|  | 1      | 2      | 3      | 4      | Vet ikke |
|--|--------|--------|--------|--------|----------|
| James wants to go to Berlin. *                             | 9,4 %  | 3,8 %  | 26,4 % | 60,4 % | 0 %      |
| In one hour, we will go to the beach. *                    | 1,9 %  | 30,2 % | 30,2 % | 37,7 % | 0 %      |
| The chairs in my school is really comfortable to sit on. * | 34 %   | 18,9 % | 17 %   | 30,2 % | 0 %      |
| Although it was Monday, ate Petra a candy bar. *           | 77,4 % | 13,2 % | 5,7 %  | 1,9 %  | 1,9 %    |
| Three of my friends is from Denmark. *                     | 24,5 % | 18,9 % | 15,1 % | 41,5 % | 0 %      |
| Jonas likes to read comic books. *                         | 5,7 %  | 3,8 %  | 18,9 % | 71,7 % | 0 %      |
| Peter seldom came late for class. *                        | 17 %   | 18,9 % | 24,5 % | 34 %   | 5,7 %    |
|  |        |        |        |        |          |

|   |        |        |        |        |       |
|---|--------|--------|--------|--------|-------|
| Kim loves to eat spicy food. *  | 5,7 %  | 5,7 %  | 9,4 %  | 79,2 % | 0 %   |
| When the sun came out, played the girls football in the park. *           | 69,8 % | 17 %   | 5,7 %  | 7,5 %  | 0 %   |
| The whole school was excited on the summer vacation. *                    | 56,6 % | 20,8 % | 15,1 % | 7,5 %  | 0 %   |
| When the band plays their last set, will they play their favorite song. * | 64,2 % | 15,1 % | 15,1 % | 3,8 %  | 1,9 % |
| While they were on the school trip, the students drank lots of coffee. *  | 13,2 % | 37,7 % | 18,9 % | 30,2 % | 0 %   |
| Julie is the best tennis player in my class. *                            | 1,9 %  | 3,8 %  | 18,9 % | 75,5 % | 0 %   |
| The candy store was out of lollipops. *                                   | 1,9 %  | 0 %    | 20,8 % | 77,4 % | 0 %   |
| Elephants are some of the intelligentest animals. *                       | 37,7 % | 34 %   | 9,4 %  | 18,9 % | 0 %   |
| In December will the kids celebrate Christmas. *                          | 50,9 % | 24,5 % | 18,9 % | 5,7 %  | 0 %   |
| All the teachers ate cake on the last day of school. *                    | 3,8 %  | 11,3 % | 18,9 % | 66 %   | 0 %   |
| The pupils played often football. *                                       | 62,3 % | 22,6 % | 7,5 %  | 7,5 %  | 0 %   |

|   |        |        |        |        |       |
|---|--------|--------|--------|--------|-------|
| Yesterday the teacher went to the shop. *                                 | 9,4 %  | 17 %   | 30,2 % | 41,5 % | 1,9 % |
| The whole school was excited about the summer vacation. *                 | 5,7 %  | 3,8 %  | 22,6 % | 67,9 % | 0 %   |
| Three of my friends are from Denmark. *                                   | 5,7 %  | 5,7 %  | 9,4 %  | 79,2 % | 0 %   |
| All the teachers eated cake on the last day of school. *                  | 67,9 % | 13,2 % | 7,5 %  | 11,3 % | 0 %   |
| Jonas likes to read comicbooks. *   | 7,5 %  | 11,3 % | 22,6 % | 58,5 % | 0 %   |
| When the sun came out, the girls played football in the park. *           | 5,7 %  | 9,4 %  | 24,5 % | 60,4 % | 0 %   |
| The chairs in my school are really comfortable to sit on. *               | 1,9 %  | 17 %   | 17 %   | 64,2 % | 0 %   |
| The kids always enjoyed ice cream. *                                      | 9,4 %  | 20,8 % | 24,5 % | 45,3 % | 0 %   |
| The candy store were out of lollipops. *                                  | 18,9 % | 1,9 %  | 20,8 % | 56,6 % | 1,9 % |
| James wants to go too Berlin. *   | 35,8 % | 13,2 % | 17 %   | 28,3 % | 5,7 % |
| Hopefully passed the student her exam. *                                  | 73,6 % | 18,9 % | 1,9 %  | 5,7 %  | 0 %   |
| In December the kids will celebrate Christmas. *                          | 5,7 %  | 17 %   | 20,8 % | 52,8 % | 3,8 % |
| The crowd cheers for the football team. *                                 | 7,5 %  | 17 %   | 24,5 % | 49,1 % | 1,9 % |
| Although it was Monday, Petra ate a candy bar. *                          | 7,5 %  | 11,3 % | 11,3 % | 67,9 % | 1,9 % |
| Julie is the goodest tennis player in my class. *                         | 77,4 % | 11,3 % | 1,9 %  | 9,4 %  | 0 %   |
| Tomorrow is the first of April. *   | 5,7 %  | 11,3 % | 24,5 % | 56,6 % | 1,9 % |
| The pupils often played football. *                                       | 22,6 % | 26,4 % | 15,1 % | 34 %   | 1,9 % |
| When the band plays their last set, they will play their favorite song. * | 5,7 %  | 11,3 % | 22,6 % | 56,6 % | 3,8 % |
| In the evening, James reads a book. *                                     | 9,4 %  | 18,9 % | 28,3 % | 41,5 % | 1,9 % |
| Peter came seldom late for class. *                                       | 41,5 % | 11,3 % | 18,9 % | 22,6 % | 5,7 % |
| Kim love to eat spicy food. *   | 32,1 % | 26,4 % | 13,2 % | 22,6 % | 5,7 % |
| Yesterday went the teacher to the shop. *                                 | 73,6 % | 15,1 % | 5,7 %  | 3,8 %  | 1,9 % |
| The crowd cheers for the foot ball team. *                                | 49,1 % | 18,9 % | 7,5 %  | 18,9 % | 5,7 % |
| Hopefully the student passed her exam. *                                  | 13,2 % | 7,5 %  | 18,9 % | 58,5 % | 1,9 % |
| While they were on the school trip, drank the students lots of coffee. *  | 66 %   | 17 %   | 5,7 %  | 7,5 %  | 3,8 % |
| The kids enjoyed always ice cream. *                                      | 77,4 % | 11,3 % | 1,9 %  | 3,8 %  | 5,7 % |
| In the evening, reads James a book. *                                     | 71,7 % | 11,3 % | 5,7 %  | 7,5 %  | 3,8 % |
| Elephants are some of the most intelligent animals. *                     | 5,7 %  | 1,9 %  | 11,3 % | 79,2 % | 1,9 % |
| Tomorrow are the first of April. *  | 52,8 % | 28,3 % | 9,4 %  | 7,5 %  | 1,9 % |
| In one hour, will we go to the beach. *                                   | 49,1 % | 13,2 % | 11,3 % | 22,6 % | 3,8 % |

## Oppgave 2 - Oversett Setningene

Skriv setningene om fra norsk til engelsk.  
Gjør så godt du kan!

### Martin besøker ofte sin bestemor. \*

- Martin often visit's his grandma.
- Martin comes often to his grandmother
- Martin often visits his grandmother.
- Martin visits often his grandma.
- Martin wisit often her grandmader.
- Martin often visits his grandma
- Martin visits his grandma much.
- Martin visits his grandmother often
- martin visits his grandmother often.
- Martin often visits his grandma
- Martin bissit often his grandmother
- Martin often visits his grandma
- Martin ofen visets his grandmother
- Martin visits often his grandmother.
- Martin often visits his grandma.
- Martin often visits her grandma.
- Martin are often to his bestemother.
- Martin oten visit his grandma.
- Martin often visits her grandma.
- Martin visit aften his granmother.
- Martin visit hes grandma
- Martin visit oftr his gramader.
- martin often vists his grandma
- Martin
- martin visiting often his grandmother
- Martin...?.....?....his grandmother
- Martin besøc often his grandmother
- Martin visis gramother
- martin wisit always mine grandmother.
- vet ikke
- Martin offten visits his gandma
- Martin Kommes to his Grandma sj
- martin visit often her garandma
- Martin often vissit he`s grandmother.
- Martin often visit his granmader.
- Martin visits often gramma
- martin visit much hes gandmom
- Martin go often to grandmother
- ?
- Martin visit often sin grandma
- Martin often vists his grandmother
- Martin often visits his grandma.
- Martin often visit his granmother
- Martin goes often to his grandmother

### Om en time, kommer pappa hjem. \*

- In one hour, dad comes home.
- In one houer dad comes home
- in an hour, dad comes home.
- At one eoer, dad came home.
- Dad will be in an hour.
- In an hour, dad comes home
- Dad comes home In 1 hour.
- Dad will be at home in an hour
- in an hour, comes dad home.
- i one hour dad is coming home
- in one houer com dad home
- my dad will come home in an hour
- in won over dad is koming home
- in one hour dad come home.
- in one hour, daddy comes home.
- In one hour, dad comes home.
- In one hour, comes daddy home.
- In one our, comes dad home.
- In 1 hour, dad will come home.
- at one time, come dade home
- in one hour dad is com home
- In a one houer, koms dady houm.
- dad comes home i one hour
- om one hour. daddy kom home
- about one hour is coming dady home
- about one hour , dad is coming home
- in a houre, com dady home
- dad homa
- when one time is komming father home
- In one hour dad coming home.
- in one hour, are daddy coming home. \*
- In a hour, Kommes Daddy home
- about one hour dad comming home
- In one hour, dad came home.
- In one hoer , is my dad home.
- inn one hour koms pappa hom
- om 1 hour comming dad home
- in one hour dad come home
- ?
- om one hour, coming dad home
- his father comes home on time....
- dad comes home in one hour.
- Dad comes home in an our
- In one hour, does dad home.

### Når James kommer hjem, skal vi reise til stranden. \*

- When James comes home, we are going to the beach.
- When James come home can we go to the beach
- when James come home, we are gonna travel to the beach.
- When James ceam home, we are gone go to the beach.
- When James comes home we will go to the beach
- when James comes home, are we going to the beach
- We will go to the beach when James comes home.
- When James comes home, we will go to the beach
- when james comes home, were going to the beach.
- we are going to beach when james comes home
- When James gets home we are going to the beach
- wen James komse home we wil gow tow the bece
- when James comes home, we are going to the beach.
- When James comes home, we will go to the beach.
- when james come home are we going too the betch
- When James come home, we are gone go to the beach.
- ven James come home, are wee going to the batch.
- When James is coming home, we are going to the beach.
- When James comes home, we will go to the beach.
- when James come home, we are going to beach.
- wen james coming home then we go to the beache
- ven jemes koms houm, vi ar gouing to de bicd.
- when james come home , we going to the beach
- ?
- When james i comming home shall we travel to the beache.
- when James is coming home, are vi going to the betch
- When James com home ,we go to beathc
- James homa
- now james komming home,shall we go to the strand.
- When James coming home, can we go to the beach?
- when James coming home, are we gone go to the Beach
- When James Kommes Home, then whell go to stranden
- when james comming home will we travel to the beach
- When James came home, we go to the beach.
- Wen James ome home are we going to the beat
- når james koms hom skal to the beatkj
- when james comming home
- ?
- james coming home, we will to the beach
- når james coming home, going to the beach
- When James comes home, shall we go to the beach
- when James come home, are we gong to the beach.
- Then James comes home, we are going to the beach
- When James comes home, will we go to the beach

### Hvis det er tid etter skolen, skal jeg spille FIFA. \*

- If there's time after school, I'm going to play FIFA.
- when its time after school I can flay FIFA
- If i have more time when i come home from school, im gonna play FIFA
- if its time after school, im gonna pay fifa.
- If it are taim after shcool, I gone play FIFA.
- If theres time after school im going to play FIFA.
- If there is time after school i will play Fifa.
- If i have time after scholl, i will play FIFA
- if its time after school, im gonna play FIFA.
- if its time after school i am going to play FIFA
- Im going to play FIFA if i have time after school
- if it is time after skool wil i play tha Fifa
- if it is time after school, i am going to play FIFA.
- If i have time after school, im going to play fifa
- if it is time after the school i am going to play fifa
- If it is time after school, im going to play FIFA.
- after school, i am going to play FIFA.
- If it is time after school, i would like to game FIFA.
- If theres time after school, i will play FIFA.
- If it is time after scool, will i game FIFA.
- if we have time after scool wile I play FIFA
- if de ar taim after scool, ai going to plei Fifa.
- if its free time after shool, i will play FIFA
- ?
- if it's time after the school shall i game fifa
- if it is time after scool, im going to play FIFA
- if its time after school, i wanna play FIFA
- I Play FIFA SCOLE
- witch it is time after school, shall i play FIFA.
- If it time after school, i am goging to play FIFA.
- If it tie after skole, then im gonna play Fifa.
- If the are time after school, are i gone play FIFA. \*
- if it is time after school will I play fifa
- When the are time after the school, i'm going to play FIFA.
- If it is time afther scoool ,am going to play FIFA.
- hvis det er tame after shool skal i play fifa
- if the are time after school skal am play FIFA
- If this is time after school, i will play FIFA
- ?
- if it is time after the school, are im gotn to play fifa
- If there is time after school, shall we play FIFA.
- if i have time after school, am i goig to play FIFA.
- If it is time after the school, i am gonna play FIFA.
- If its time after school, will i play FIFA

### Heldigvis kom jeg til bursdagsfesten i tide. \*

- Greatly I got to the birthdayparty in time.
- I come to the birthday in time
- lucky i came to the birthday party in time.
- Lacey I come to the bursteyparty In time. time.
- I suddently got to the birthday in time.
- luckily i came to the birthdayparty in time
- Luckily i got to the birthdayparty in time.
- Luckily i came to the birthday party on time
- hopfully i came to the birthday party on time.
- luckily i came to the birthay in time
- Thankfully i got to the birthday in time.
- lokaly kam aye to tha birthei party in time
- luckely i came in time to the birthday.
- Im glad i came to the birthdayparty in time
- hopeli i come too thebirthday in time
- Luckily i came to the birthdayparty in time.
- Im going to the bursday in the time.
- Luckily i came to the birthdayparty in the right time.
- Luckily i came to the birthday party just in time.
- Lakelig come i to burthayparty to time.
- im com to the birthday to the time
- lokli ai keim to burteiparti i tidr
- lucky i came to the birthsday party in time
- ?
- Luckily did i camme to birthday to time.
- birthday
- ?
- Luøkely
- hopeligvis com i to bursdayparty in the time
- Almost i com to the party perfeckt
- lukkely I koming to the Birsthayparty in time
- Lukly i kamme in time to the bifrdy barty
- luckily I com to the birthdayparty In time
- Luckely i came to the party in the time.
- I meid it to the bursthdayparty in time.
- Luckely kom i to burstta i taim
- comming am to birshtday i time
- Luckely i come to the birsthay in correct time
- ?
- lakeli come i to the birthdayparty in the time
- Luckily i came to the birthday party on time.
- luckely came i to the birthdayparty in time
- ?
- Come i to the Bifrhday in time

## Appendix 3: Translations Grade 10

### Martin besøker ofte sin bestemor. \*

- Martin often visit hes grandma
- Martin visits his grandma often
- Martin often visits her grandma
- Martin often visits his grandma
- Martin often visits his grandma.
- martin often visits his grandmother
- Martin often visits his grandma
- Martin visit his grandma often.
- Martin often ... his grandma
- Martin is often viseting his grandmother.
- Martin often visit his grandmother
- Martin visit his grandmother ofthen.
- Martin often visits his grandmother
- Martin often visits his grandma.
- Martin often visits his grandmother
- Martin often vissit his grandma.
- Martin visit his grandma often.
- Martin often visits his grandmother
- Martin Often Visited his grandmother.
- Martin often visits his grandmother.
- Martin visits his grandma frequently.
- Martin frequently visits his grandma.
- Martin often visits his grandma.
- Martin often visit his grandma
- Martin visits often his grandmother.
- Martin often visits his Grandma.
- martin visit his grandmother often
- Martin often visits his grandmother.
- martin often visit his grandmother
- Martin visit ofthen his grandmother.
- Martin often visits grandma.
- Martin often visits her grandma.\*
- Martin often visits his grandmother.
- Martin wisits her grandmother often.
- Martin is often with his grandma
- martin visit ofte is grandma
- Martin often visits his grandmother
- Martin visit ofent his grandma.
- Martin visit his grandma often
- Martin visit his grandmother often.
- martin often visits hes gandmother
- Martin visits his grandpa often.
- Martin often visits his grandma.
- Martin often visits his grandmother
- Martin often visits his grandma
- veit ikke
- Martin visit his grandmother often.
- martin often visit hes grandma
- Martin often visits his Grandma
- Martin often visits his grandmother.
- Martin often visits her grandmother.
- martin often visits his grandma.
- Martin visits his grandma often.

### Om en time, kommer pappa hjem. \*

- In one hoer, dad comes home
- Dad will come home in one hour
- Dad comes home, in one hour.
- Dad will be home in one hour
- dad wil be home in an hour
- In one hour, dad comes home
- in one hour, dad comes home
- in one hour, dad comes home
- In one hour, dad comes home
- In one hour, dad will come home.
- in one hour dad will come home
- In one hoer dad will come home.
- In one hour, dad are coming home
- Dad comes home in an hour
- In an hour, daddy will be home
- my dad comes home in one hour.
- In an hour, is dad coming home.
- In one our, dad comes home
- In one hour is Dad coming home
- Dad will come home in one hour.
- My dad comes home in one hour.
- In an hour, dad will be home.
- Dad comes home in an hour
- In one hour, dad comes home
- Dad comes home in an hour.
- In an hour, dad is coming home.
- in one houre are dad home
- In one hour, dad comes home.
- dad will be home in one hour
- In one hour, came daddy home
- dad comes home in an hour.
- in one hour dad gets home
- In one hour, dad will come home.
- In one hour, will dad come home
- in one hour, dad is comming home
- in 1 hors, when dad home
- Dad will come home in one hour
- In an hour, dads coming home.
- In 1 hour my dad come home
- in one hour, my dad comes home.
- dad is coming home in one hour
- Dad comes home in an hour.
- Dad will be home in an hour
- In one houer comes dad home.
- in one hour, dad comes home
- veit ikke
- in an hour, dad come home
- in an hour dad comes home
- In an hour, dad will be home
- Dad comes home in one hour.
- In one hour, dad will come home.
- my dad comes home in one hour.
- In an hour, dad will be home.



**Når James kommer hjem, skal vi reise til stranden. \***

- When James comes home, were going to te beach
- When James comes home, we will go to te beach
- When James comes home, we will go to the beach
- When James gets home, we're going on a trip to the beach
- we wil go to the beach when james comes home
- When James comes home, we are going to the beach.
- when james gets home, shall we go to the beach
- when james comes home, we will go to the beach
- When James comes home, we are going to the beach.
- When James come home, we are going to the beach
- When James get home, we are going to the beach.
- when james comes home, we are going to the beach
- When James comes home we will visit the beach.
- We are going to the beach, when James are coming home.
- When James comes home, we will go to the beach
- we are going to the beach when james comes home.
- Whan James comes home, will we go to the beach.
- when James coms home ,shuld we go to the beach
- When James comes home, we will go to the beach
- When James comes home, we will go to the beach.
- When James gets home, we shall go to the beach.
- When James comes home, we will go to the beach.
- We are going to the beach, when James gets home.
- When James comes home, we will go to the beach
- When James comes home, we will go to the beach.
- When James comes home, we'll leave to go to the beach.
- when james com home, are we going too the biche
- When James comes home, we will go to the beach.
- should we go to the beach when james get home
- When James come home, shal we go to the bech
- We are going to the beach when James comes home.
- When James comes home we are going to the beach.
- when James comes home, we are going to the beach
- When Jamse comes home, will we go to the beach.
- when James comes home, we will go to the strand
- when james kommer home, we are visit the beach
- we will go to the beach when james come home
- When James kame home, we are going to go to the beach.
- When James coming home, we will go to the Beach
- when james comes home, are we going to the beach
- when james comes home, we will go to the beach
- We're going to the beach when James comes home.
- When James come home, we'll go to the beach
- When james comes home we going to the beach
- when James comes home, we will go to the beach
- veit ikke
- When James come home, we are going to the beach.
- when james comes home, we are going to the beach
- When James comes home, we will go to the beach
- When James comes home, we're going to the beach.
- When James comes home, we will go to the beach.
- when james comes home, we are going to the beach
- When James comes home, we will go to the beach.

**Hvis det er tid etter skolen, skal jeg spille FIFA. \***

- If i got time after shool, i'm going to play FIFA
- If its time after school, I will play FIFA
- If there is time after school, i will play FIFA
- If I have time after the school, I am going to play FIFA.
- If I have time after school, I'm going to play FIFA
- I wil play FIFA if i have eough time
- If its time after the school, I am gonna play FIFA.
- if there is time after school, shall i play FIFA
- if i got time after school, i will play some fifa
- If it's time left after school, I'm going to play FIFA
- If there is time after school, I am going to play FIFA.
- If it is time after school, will I play fifa
- If it is more time after the school, i will play FIFA.
- I am going to play FIFA if its time after school.
- If its time after school, i will play FIFA
- i am going to play FIFA if it's time after school
- If there is time after school, am I playing FIFA.
- if theres time after school i whil play fifa
- If there is time after school, I will play FIFA.
- If there is time after school, I will play FIFA.
- If i have time, i will play FIFA after school.
- If it's time after school, I will play FIFA.
- I will play FIFA, if its time after school.
- If there is time after school, i will play FIFA
- if its time after school i will play FIFA.
- If there's time after school, i will play FIFA.
- i there are time after school, am i going to play fifa
- If there is time after school, I am going to play FIFA.
- i am gone play FIFA after scool if its time
- if it is time after school, shal me play FIFA
- If there is time after school i will play FIFA.
- I am going to play FIFA, if there is time after school.
- Im going to play FIFA if it is time for it after school.
- If it is time after school, will I play FIFA.
- if there is time after school, am going to play FIFA
- if the are time after scool, are I playing fifa
- if i have time after school i will play some fifa
- If ther's time after school, shall we play FIFA.
- If its time after the school, i will play some fifa
- if it is time after school, are im going to play FIFA
- if it is time after school, i will play fifa
- If its time after school i play FIFA
- I'm gonna play FIFA after school if i got time.
- If there's time after school, i'll play FIFA
- if it is tame after school, shall i play FIFA
- veit ikke
- If its time after school, im going to play FIFA.
- if there is time after school, i am going to play fifa
- If there is time after school, I will play some FIFA
- If there's time after school, I will play FIFA.
- If there is time after school, I will play FIFA.
- if there is time after school, im going to play FIFA.
- If there is time after school, I will be playing FIFA.

## Heldigvis kom jeg til bursdagsfesten i tide. \*

- Luckily, i got to the birthday in time
- Hopfully I will come to the birtheyparty in time
- Luckily i got to the birthdayparty in time
- Jeg vet ikke
- I luckily came to the birthday
- I lukily came to the birthdayparty in time
- I came to the birthday party in time.
- fortunatly i came to the birthday party in time
- luckyly i came to the party in time
- Luckily I got to the birthdayparty in time
- Luckely I made it to the birthdayparty in time.
- Luckily I came to the birthdayparty in time
- Hopfully i came in time for the birthayparty.
- Luckily I came to the birsday in time
- Luckley i arrived to the birthday party in time
- fortunatly i came to the birthdayparty in time.
- Fortcantly did i come on time to the birthday party.
- thankfully i came home to bursdayparty in time
- Fortuantly I came to the birthdayparty in time
- Luckily, I made it to the birthdayparty in time.
- Luckily i came to the birthday party in time.
- Luckily I came to the birthday party just in time.
- Luckily i came to the birtchday party in time.
- Luckily i came to the birthdayparty on time.
- Luckily i made it to the birthsdayparty in time.
- Luckily i got to the birthdayparty in time.
- luckily, am i going to make the bursdayparty in time
- Luckily I came to the birthdayparty on time.
- vet ikke
- hopefully came i to burthday party in time
- Fortunately i came to the birthday party in time.
- Luckily i came to the birthdayparty in time.
- i luckely arrived to the birthdayparty in time.
- Luckily did I come to the birthday party in time.
- I got to the brirthday in time
- veit ikke
- luckyli i came on time for the birthday
- Luckely i came to the birthday party in time.
- Hopfully came i to the birthdayparty in the time
- Luckily i made it to the birthday-party in time.
- luckyly i came to the birthday in time
- luckyly i got to the birthdayparty on time
- Luckily did i come in time for the birthsday
- Luckily i arrived at the birthday party in time
- lukkely i came to the party in time
- veit ikke
- Hopefully i came to the birsthay party in time
- luckily i got to the birthday party in time
- Fortunately, I came to the birthdayparty in time
- Fortunately, I made it to the birthdayparty in time.
- Luckily I came to the birthday party in time.
- luckyly i came to the birthdayparty in time
- Fortunately, I came to the birthday party in time.