

## Abstract

Primary school pupils learning English as a foreign language (EFL) may have a strained relationship with reading and writing, especially in the intermediate stage. Some pupils are positive towards English, are highly motivated, and enjoy learning a foreign language, but this often changes. The communicative approach to teaching has offered new approaches to language teaching. This study explores the progress of three primary school classes that were initially negative towards English studies and thereafter became positive towards the subject, achieving good English skills in writing, reading and speaking. For two and a half years, extensive reading (ER) was used with every writing task, including reading at different levels to suit the varying levels of English ability in the classes. This thesis I address is "*What effect will reading simplified and elaborated texts and levelled books have on elementary school pupils' motivation and writing ability in English as a foreign language (EFL)*". The goal was that each pupil read and understood authentic texts for children and youth, but the focus of this paper is the results of analysing the collected data, pupils' texts, class interviews and group interviews. The results demonstrate that the pupils reached high language proficiency in EFL using ER as a method, and without conventional methods of drill exercises in vocabulary and grammar and the use of textbooks and workbooks.

## Sammendrag

Barneskoleelever som lærer engelsk som fremmedspråk, kan ha et anstrengt forhold til lesing og skriving i faget, spesielt på mellomtrinnet. En del elever er positive til engelskfaget, er svært motiverte, og liker å lære et fremmedspråk, men dette kan raskt endre seg. Den kommunikative læringsteorien har tilført nye måter å tilnærme seg fremmedspråklæring. Denne studien utforsker framskrittet og utviklingen til tre barneskoleklasser som opprinnelig var negative til engelsk som fag, og som endte opp med å være positive til faget og i tillegg oppnådde gode engelske ferdigheter i både skriving, lesing og muntlig. Gjennom to og et halvt år var utvidet lesing som metode brukt i alle skrive oppgaver, og som også inkluderte å lese på forskjellig nivå, tilpasset de forskjellige engelskferdighetene i klassene. Problemstillingen er formulert som *“Hvilken effekt har det å lese forenklet og omgjort tekst og nivåbøker på barneskoleelevers motivasjon og skriveferdigheter i engelsk som fremmedspråk”*. Målet var at hver elev skulle lese og forstå autentisk tekst for barn og unge, men fokuset i denne oppgaven er resultatet av analysen av det innsamlede materialet, elevtekstene, klasseintervjuene og gruppeintervjuene. Resultatet viser at elevene oppnådde høye engelske ferdigheter ved å bruke utvidet lesing som metode, og uten konvensjonelle metoder som å pugge ord og grammatikk eller bruk av tekstbøker og arbeidsbøker.

## Acknowledgements

Firstly, I would really thank my supervisor, Delilah Bermudez Brataas, because she believed in me from the beginning and told me it was ok to go my own way. I appreciate the opportunity this gave me to shape my masters in the way I wanted. Delilah's Emails when I was struggling, had always clarifying words, positive feedback and constructive advice that helped me organize and to move on. The encouragement and inspiration as well as helpful advice have led me safely to finish my work. Thank you so much, Delilah. And to all my pupils. Thank you for participating and showing interest in my work. All your questions and answers have helped me all the way. And not least my closest colleagues, believing in me and cheering me from the beginning and till the end. Thank you, all.



# Table of Contents

Abstract .....	V
Sammendrag .....	VI
Acknowledgements .....	VII
Table of Contents .....	IX
1. Introduction.....	11
1.1 Background.....	11
1.2 The Beginning.....	11
1.3 The Tasks Assigned.....	12
1.4 Levelled Books and Guided Reading .....	14
1.5 The Books and Texts Used in the Study .....	15
2. Theoretical Background.....	18
2.1 Communicative Language Teaching.....	18
2.2 Reading.....	19
2.3 Pictures Supporting Text and Understanding .....	21
2.4 Modification of Input .....	21
2.5 Handwriting versus Typing .....	23
2.6 Motivation .....	24
3. Natural Approach and Extensive Reading, a Comparison.....	26
3.1 Natural Approach .....	26
3.2 Extensive Reading.....	27
3.3 The Natural Approach and Extensive Reading: Similarities, Differences, and How They Complement Each Other .....	29
4. Methods .....	30
4.1 The Participants.....	30
5. Reliability, Validity and Ethical Considerations .....	31
6. Informal Class Interviews, Findings and Discussion .....	33
6.1 Discussion .....	33
7. Informal Group Interviews, Findings and Discussion .....	35
7.1 Interview 1.....	35
7.2 Interview 2.....	36
7.3 Interview 3.....	37
7.4 Discussion .....	38
7.4.1 Motivation for Learning.....	38
7.4.2 Motivation for Reading .....	39
7.4.3 Thoughts about the Teaching Methods .....	40

8.	Document Analysis .....	42
8.1	Selection of Pupils' Texts and Pupil's Descriptions .....	43
8.2	The Document Analysis .....	52
8.3	Discussion .....	54
9.	Conclusion .....	56
9.1	Teacher's Role .....	56
10.	Summary of the Findings.....	58
11.	References.....	61
12.	Appendix.....	67
12.1	Appendix 1: Front Page with Self- Assessment Rubrics .....	67
12.2	Appendix 2: Task One, February 2019 .....	68
12.3	Appendix 3: Task Two, March 2019 .....	69
12.4	Appendix 4: Task Three, November 2019 .....	70
12.5	Appendix 5: Task Four, February 2020.....	71
12.6	Appendix 6: Task Five, March 2020.....	72
12.7	Appendix 7: Task Six, September 2020 .....	74
12.8	Appendix 8: Task Seven, November 2020.....	75
12.9	Appendix 9: Document Analyses, Findings .....	76

# 1. Introduction

## 1.1 Background

Through many years in elementary school, teaching English, I have experienced many pupils who have a strained relationship towards learning English. Low motivation and self-esteem can be a result of struggling over time. Teaching methods like practicing vocabulary out of context, only using textbooks, making sentences instead of coherent and constructive text writing tasks, and filling out grammar worksheets, also out of context may, in the long run, become boring, unmotivating and perhaps learning outcomes will be below expectations as well. This has puzzled me, especially since the pupils in Norway meet the English language all around. They listen to English lyrics, computer games with English instruction, they see movies with English speech, commercials in English and they even often use English words, phrases, and expressions when they hang out or play with friends. So why do some pupils say they hate English in school and that they don't understand and that it is too difficult? When I take over classes, often in 5th or 6th grade, I meet resistance and reluctance from many pupils in every class. There are of course pupils who think well of the subject and are highly motivated and like English, but often the negative attitude spreads throughout and is the normal atmosphere in the classroom.

Secondary school pupils and upper secondary students with reading disorders or other learning disabilities struggle learning a second language, and to proceed their education, they need grades in English as well as in the other subjects. There are students with no grades in English. I don't think it has to be this way. We have options in how English as a foreign language (EFL) is being taught. The communicative approach has given us other ideas on how to teach language better. After seven years where I have tested different teaching practices and methods, I have come to a preliminary conclusion, and that is that facilitating each pupil's ability is a necessity. This is in line with the Norwegian curriculum, both LK 06 and LK 20. I have found that to regain the classes' positive attitude towards learning English, I need to find interesting topics, preferably in collaboration with the class, to increase motivation and interest. This usually means leaving the textbook and simplifying texts into different levels and using levelled readers. As research has shown, reading is a way to increase vocabulary and writing abilities.

## 1.2 The Beginning

4th grade, August 2018.

I started the first lesson with some songs and rhymes for children on the smartboard to make the lesson interesting and playful for them. There were two classes together in front of the smartboard, 51 4th graders. But soon I noticed that I did not have the pupils' attention, but I kept on with the next task, writing sentences about what we had heard. The pupils found their writing books but very few began to write. I wanted to help, but even then, it seemed like they did not know what a sentence was and did not have the vocabulary to create a sentence with either. Then I wanted volunteers to read their sentences, but no one raised their hand. Next week when we were going to begin English class, several pupils saw me in the hallway and made moaning sounds and sighs, "oh no, not English. I hate English, I don't understand, and I don't get it, it's boring." This was not a positive way to begin the lesson. It was hard for me to try to smile and be encouraging to motivate the pupils. The same happened the week after as well, and it

seemed like the pupils did not know anything English and in addition there was no motivation, and it was the same among virtually all the 80 pupils. My next step was to talk to the other teachers, and they told me the pupils have had less English than they should. The reason was that in the end of second grade the classes went from four classes and into three and they had to use a lot of time making these three classes work well together. English was one of the subjects not emphasized. I had to come up with a plan to increase the pupils' motivation as well as their English skills.

Based on articles about Extensive Reading (ER) (Day & Bamford, 2002) the Natural Approach (NA) (Mani, 2016), Communicative Language Teaching (CLT) and other articles and research about how to increase children's vocabulary in English as a Foreign Language (EFL), I made four pamphlets in different ability levels where the first page was a self-assessment rubric (Appendix 1). If most of the text were accessible, they could begin on the next level. Beside the text they read, they were going to write down difficult words. All the texts were copied from different textbooks in different levels, from second grade to fourth grade. Text supporting pictures and illustrations were essential to create interest which led to motivation and was also some help for the pupils (Peeck, 1974). If someone finished all four levels, I had tasks from a website called K5 Learning (2021) where we can find free worksheets in different primary school levels from kindergarten and to 5th grade.

Every English lesson, the pupils started with their pamphlets and then we moved on to different games and tasks where the pupils should copy what I said or some of the pupils said. The game "Simon says" was a favourite. After just a few weeks with the same arrangement the pupils began to change the attitude towards their English teacher and how they spoke about the English subject. They liked to work with their reading pamphlets, and it was motivating for them to read and understand on their own ability level, or also a little bit beneath their level (Krashen, 1982). After two months I began to introduce simple writing tasks and the pupils were encouraged to read aloud in class and to each other. The motivation for writing was increased and many pupils could proudly tell they managed to write all by themselves. The focus was only on words they knew, and spelling, grammar or sentence structure were not a part of language teaching at this point. If they could pronounce the word, they should write it the way they believed it should be written. Without the pressure of correct spelling the threshold just to try became easier. After five months of motivational pleasure reading and fun and small writing and speaking tasks, the pupils got their first writing assignment with criteria and a writing frame to support the writing and the text structure.

### 1.3 The Tasks Assigned

The first writing task was assigned in February 2019 and the topic was to write about an animal using a digital tool, Chromebook. Each pupil was assigned a writing frame to write directly into (Appendix 2). All this was new, and many struggled to find words even though they had support in the frame. This was also the first time they had criteria to follow. Most of the pupils wanted to keep the frame lines.

The second writing task was given one month later, in March 2019 and was also a digital task, using a Chromebook. This time they were going to write about one of their hobbies. A problem which occurred was when some of the pupils told they did not have a hobby. But after some help everyone found an interest to write about. They had a writing frame



(Appendix 3) to support their writing but this time each square in the frame included what the paragraphs should contain and had no sentences with empty spaces to fill in words like the last writing assignment. There were some more criteria to follow, and everyone should this time remove the frame lines. Then the texts would have the paragraph writing text structure which was one of the aims for this task.

The third writing task was called "From Book to Story" and was given in November 2019, early in 5th grade. The school year started with reading levelled readers and they had different tasks connected to the books, retelling, and rewriting, among other tasks. Now the pupils were going to get inspiration from some of the books they had read and then create their own fantasy story. In class, we had worked with five paragraphs writing structure, and the instructions (Appendix 4) were given to each pupil, but this time they had to create a document to write in.

The fourth task was assigned after a long period where we worked with the topic "Area 51", which was the pupils' own choice. This was also the first time the pupils could choose to read authentic texts, about Area 51. Several of the high English ability pupils wanted to read the authentic texts even though this was difficult and well above their English reading abilities at this time. Each text had a vocabulary list in English with Norwegian translation. Appendix 5 shows only the writing task instructions. We had instructions for multiple assignments during this period when we were working with the topic. The topic ended in a handwritten task about aliens.

The fifth task was a free choice writing task, wished for by the pupils, assigned March 2020. They wanted to write something from their own hearts. The pupils' motivation for this task was high, maybe since this was their own choice. This was a digital written task, and they had a rubric to follow (Appendix 6) for the first time. Text structure, preparations and some grammar features were considerations they had to get to know and follow. A simple writing frame was digitally attached and ready to write in if they wanted help to organize their writing.

The sixth task became a special experience. The pupils had just started the preparations to learn about Great Britain through different assignments, when the country, including the schools, was shut down because of the Coronavirus. Through digital lessons and teaching, they kept on working with the topic. In the beginning of sixth grade, the topic finally became completed with an on-school writing task. The pupils could choose to write about England, Scotland, Ireland, or Wales. The focus on aims from the National Curriculum LK 20 was also a focus area. This was the first time the pupils were going to fill in a self-assessment rubric. The rating system used was a three-part scale which is used in the European Framework for Languages: The pupil can do.... 1 - Very Well, 2 - Quite Well and 3 - A bit (Appendix 7).

The seventh task was to write a graphic novel. The writing started in November 2020 and was a handwritten task. As preparation the pupils learnt about the differences between graphic novels, cartoons, comics and mangas. The public library gathered a collection of books containing all the genres they were going to learn about. These were for the most part authentic literature and not collaborated or simplified to suit Norwegian 6th graders. Reading, discussions, and different writing tasks led up to their own graphic novel which should include at least 9 pictures with text, three pictures with text on one side. The

self-assessment rubric was the same they knew from the last writing task (Appendix 8).

#### 1.4 Levelled Books and Guided Reading

McGuffey Readers is a series of textbooks to teach reading, with about 120 million copies sold in the USA between the 1840s and 1960s. They are still used today in home-schooling and a few private schools. The readers are tools in learning to read English and teach words and phonetics at the same time. McGuffey Readers is a series of books prepared mainly by William H. McGuffey, designed to teach reading to school children. The series began to appear in the 1830s and were widely used in the USA in the nineteenth century. The making of the books began when a publisher asked McGuffey to complete a series of graded readers adapted to the values, beliefs, and way of life of people in the USA. McGuffey was a teacher himself and passionate about his work. The topics also reflected both McGuffey's personality and the society at that time. The readers contained stories of varied subjects like strength, character, goodness, and truth and should be appealing to young learners. These books were among the first textbooks in America that were designed to become more challenging with each level. McGuffey used new vocabulary in the context of real literature and repeated the old vocabulary at the same time. These readers will probably not appeal to children today. Though the pictures in the lowest levels are nice, the topics may be childish and not what pupils like to read and are interested in today. The highest levels are more challenging, but the topics are not up to date and more about what was important to learn at that time. But I still think it is possible to use some of the text in Norwegian schools today, because of the simple vocabulary and clear appearance, especially in the two lowest levels. In addition, the text is authentic English and will help a young learner to improve vocabulary and sentence structure. Here is an example from the last lesson of McGuffey's first reader:

*"I think mother asked too much of us," said one little chicken to the others. "Well, I tried," said Chippy. "We didn't," said the others; "it was of no use to try." When they got home, the old hen began to look about for something to eat. She soon found, near the back door, a piece of bread. So, she called the chickens, and they all ran up to her, each one trying to get a bite at the piece of bread. "No, no!" said the old hen. "This bread is for Chippy. He is the only one of my children that really tried to jump to the stone."*

As a teacher I would not use the books as a whole, but after reviewing some of the texts, I think that this would be an appropriate teaching source, teaching proper English, but still in the range of the Norwegian primary school EFL learner's abilities. But the last books have more old fashioned and difficult language with a vocabulary not always necessary for Norwegian EFL learners to know, but absolutely possible to use as extracts in lessons where these texts could work very well. The topics about values, beliefs, and way of life of people in the USA at that time will also seem strange for students today. Here is an example from the beginning of book six, the last level:

**"ANECDOTE OF THE DUKE OF NEWCASTLE.**

*A laughable story was circulated during the administration of the old Duke of Newcastle and retailed to the public in various forms. This nobleman, with many good points, was remarkable for being profuse of his promises on all occasions and valued himself particularly on being able to anticipate the words or the wants of the various persons who attended his levees, before they uttered a word".*

The information above is from The McGuffey Readers Reading Guide which is a free online resource where you can find the books, information about lessons and teaching tips. A levelled book collection is a set of books organized in levels of difficulty from the easy books for beginners and to longer and more complex books for advanced readers (Pinnell, 2021). There are often multiple copies of the books to make it easier to select books for groups of children. A levelled collection may be constructed by gathering a large set of different books, evaluating the texts, and dividing them into levels. Supported reading of books offer just the right level of support and challenge. Many teachers today teach reading in small groups, called guided reading. A small group of children who are similar in their development, share a short group-reading lesson together with a teacher. These groups are flexible and will change as the learners become better skilled, which often not occur at the same time. The groups will then consist of pupils using different readers. Initially, the guided reading instructional approach started in New Zealand (Fountas & Pinnell, 2013) to learn reading in the first language. But now, the method is also used in EFL teaching. The goal of guided reading is to help students increase their reading skills and to learn a system to process texts (Fountas & Pinnell, 2013). In guided reading, the teacher selects the book, where in other contexts, the students have a choice what book to read. According to Extensive Reading (Day & Bamford, 2002), the readers should have the chance to choose what they want to read which is more motivating for the students.

### 1.5 The Books and Texts Used in the Study

In my teaching I have used a wide range of levelled books, both as a book series and as different books borrowed from the public library, which I have tried to categorize into different levels. But I have not worked with guided reading through my project these last two and a half years. But I see the value of guided reading in groups divided into ability levels. Instead, I have used the levelled book series to better guide the pupils to the correct level during classroom reading activity, not too easy and not too hard. But still, the pupils have had several books to choose among. When their reading skills increased, they had more books to choose, also a lot of authentic books.

The book series Easy Reader published by Gullhoy contains sixty different books in six different levels, where level 1a has short and simple sentences about well-known everyday topics. The text length and complexity increase from each level. There are books about a wide range of topics, both fiction and facts. And because there are so many different stories to read, these books have been popular among the pupils in the study. One negative aspect is that these books are old, and the front page is more appealing in newer books. According to Hibbing & Ranking-Erickson (2003), pictures and book cover illustrations are important for motivation and the desire to read.

In the book series Mary and Steven also published by Gullhoy, the readers follow two children, Mary, and Steven in their everyday life together with their families, at school, with different animals and on holidays. This book series contains ninety different books in 9 levels. The front pages and the illustrations in the book are all drawings. In the beginning, the pupils found these books interesting, but soon they did not want to read them. Three different explanations were that they were boring, the stories were about just these two children and that the drawings were not appealing. Hibbing & Ranking-Erickson's (2003) theory about illustrations and the third principal of ER (Day & Bamford, 2002) is that the learners must have the chance to choose what they want to read, so

based on these theories and the pupils' opinions, the books about Mary and Steven were early on taken out of our classroom and given to others.

The Zapper books published by Australian Rigby Heinemann have been popular among the pupils when they reach the ability to read and understand more complex texts. The Zapper books are "*designed to capture the interest of middle and upper primary reluctant readers. Their humorous story lines, simple sentence structure, short chapters and varied illustration styles grab the reader's interest and encourage them to read for pleasure.*" This is the same as the pupils think of this book series and that they are exciting and not childish.

The newest, and so far, the most popular levelled readers are Project X, Oxford University Press, published by Aschehoug for Norwegian schools. This book series is especially developed to motivate boys and address the gender gap in literacy, a gap which I also see in my classes. Not only do we have the bookcase in the classroom, but we can also read several of the same books online, on the free online resource, Oxford Owl, which often are used as homework lessons. Reading on Oxford Owl is also based on levels or age. Another online resource we use in class is Natural Geographic Kids, where the pupils read and see videos about animals, science, history, and other exciting topics.

Stairs Readers steps 4, 5 and 6 published by Cappelen Damm, have small factual books in different levels, three levels in one box. Each box includes twenty-four books and 12 titles. The pupils' opinions about these books are that they have nice and colourful pictures but for example stage 4 is too easy to be used throughout fourth grade. They think the different levels are too similar and do not give enough progress. However, in the beginning of fourth grade Stairs Readers were interesting and fun to read. Steps 5 and 6 got similar ratings. I do agree with their judgements.

Penguin Young Readers from the American located Penguin Publishing Group are graded readers for students learning English as a foreign language. The collection contains contemporary fiction, essential non-fiction, and popular classics, and the four levels go from simple complexity books with few sentences on each side and repetitions and till grade four suitable for a fluent reader. These books are popular among the pupils and the levels also provide a challenge to good English readers.

Except graded readers, the pupils have read different authentic texts and books. An excerpt from "Skellig, the Play" by David Almond and text about Area 51 from Wikipedia were implemented in the research, the texts from Wikipedia were also simplified and elaborated into four levels, modified to each pupils' ability levels. Graphic novels, cartoons and mangas became especially popular during the second year of the study. Both graphic novels and manga were new experiences for most of the pupils, but made more pupils try to read authentic text for the first time. This is also what research has found that pictures combined with text help struggling pupils in their reading (Hibbing & Ranking-Erickson, 2003). Authentic well-known books like "The Treehouse" by Andy Griffiths and "Captain Underpants" by Dav Pilkey were often one of the first authentic books some of the pupils read. Several different books by David Walliams were also used, and in the book circle, one of the reading projects conducted in sixth grade, 3 different books by Walliams together with Penguin Young Readers and Oxford Bookworms were the different study groups' reading material. The reading material we

use are also books gathered from the public library in different titles and difficulty levels which they choose among and read during reading quarter some mornings.

Oxford Bookworms are book series I would categorize as elaborated text, because they are written by an English author even though the texts are made easier than similar books about the same topics. Still the text is not made for Norwegian EFL learners, but for English speaking students struggling with reading or motivation for reading. The author Tim Vicary has written "Titanic", "Grace Darling" and "The Coldest Place" and Rowena Akinyemi is the author of "The Witches of Pendle", all exciting and well written books for pupils possessing good English reading skills. But since the authors are obligated to use a selected vocabulary, there are words and explanations to help the readers understand difficult words and phrases, which is one of the main ideas to elaborated text (Crossley, Allen & McNamara, 2012).

## 2. Theoretical Background

### 2.1 Communicative Language Teaching

Communicative language teaching (CLT) was the leading method in the 1980's. Competence in social interaction is the primary emphasis of CLT (Kumaravadivelu, 2006). CLT has been influential since the early 1970's (Littlewood, 1981, p. x) both in Europe and in America (Savignon, 1991). At this time, the many immigrants and guest workers in Europe made a need for teaching foreign languages where the language learning was based on the need to learn for specific purposes (Savignon, 1991). In a research project at the University of Illinois (1972, in Savignon, 1991), test results showed that even beginners of language learning respond well to activities that let them focus on meaning as opposed to formal features. Before implementing Communicative Language Teaching (CLT), second and foreign language teachers talked about communication in terms of one of four language skills, listening, speaking, reading, and writing (Savignon, 1991). These categories were widely accepted and made the framework for methods manuals, course material and teacher education programs. Speaking and writing were considered active skills and reading and listening as passive skills. Today readers and listeners are no longer regarded as passive participants. One important characteristic feature of communicative language teaching is that it considers functional as well as structural aspects of language and combining this into a communicative view (Littlewood, 1981, p. 1). CLT now references methods and curricula that embrace both the goals and the process of classroom learning and views competence in terms of social interaction (Savignon, 1991). Language teaching is closely connected to both educational and political issues and CLT can be seen to derive from several different perspectives of language learning that includes linguistics, psychology, philosophy, sociology, and educational research (Savignon, 1991). The focus has been on different programs and methodology that promote the development of functional language ability through learner participation in communicative activities (Savignon, 1991). Examples of communicative activities and tasks are role plays, games and other communicative classroom activities which were developed as an adaption for USA of the French CREDIF materials, which was instructional materials for use in teaching French, arranged according to the age and level of instruction they were intended (Savignon, 1991). This was a French version of the Audio-lingual approach which refers to any method or material which presents the foreign language orally making the learners speak words and sentences, and the emphasis for the teaching material is on structure, not vocabulary (Lester, 1966). Teachers react differently to the implementation of CLT. Some are frustrated because of the lack of precision and a universal scale while others are welcoming the opportunity to select and choose their own materials for communicative tasks (Savignon, 1991). Grammatical competence refers to our ability to produce sentences and the knowledge learners have of the languages' building blocks (Richards, 2006, p. 3). CLT focuses on meaning and in some cases the impression is that grammar is not important, but communication cannot take place in the absence of structure and grammar and CLT acknowledges the importance of grammar and learners seem to focus best on grammar when it relates to their communicative needs and experiences (Savignon, 1991). To succeed is whether the teaching situation has exposed the learner to enough and relevant language, for example vocabulary. In addition, the learners must have the ability to use the grammatical system of the language for communicative purposes (Littlewood, 1981, p. 78-79). But this communicative teaching approach has

also created socio - cultural problems in some countries, and for some, CLT were found to be not appropriate and were unworkable (Kumaravadivelu, 2006). According to Kumaravadivelu (2006) the result has been a lack of popularity, and the interest in task-based language teaching (TBLT) has grown instead. Language learning and teaching is more than learning and teaching language. Creating cultural forms and interested knowledge that give meaning to the lived experiences of teachers and learners is of more importance (Kumaravadivelu, 2006, p. 70). The topics presented are topics the learners need to be prepared for in real life, not only in a teaching situation but as authentic communication. Some examples of topics can be sports, to ask direction or holidays (Littlewood, 1981, p. 81). Teachers must rely on their own intuition and observation when choosing suitable topics which feel meaningful and useful for the learners (Littlewood, 1981, p. 82).

Unlike the traditional approaches, CLT changes the role and nature of the classroom where language is learned through learner-learner interaction, and the teacher's role is to facilitate and guide the learning process (Alamri, 2018). It demands a lot from the students, and it may be a negative effect of CLT, because the learners may need more from teachers who correct errors, instruct, and provide feedback (Alamri, 2018). Furthermore, exams are designed to test only linguistic rather than communicative competence, but learners' collaborative communicative abilities cannot be measured in exams, as CLT classrooms emphasize the communicative listening and speaking skills. Accordingly, the CLT approach does not provide a useful solution to this problem (Alamri, 2018). The controversy over appropriate language testing is an ongoing debate (Savignon, 1991). Quantitative multiple-choice tests with one single right answer are a popular and well-known way to evaluate, and not too time consuming for the teachers, not like qualitative evaluation of written and oral expressions where there is not a right or a wrong answer. Because of the pressure of students doing well on national tests among other tests, the need for measurable test methods derives and the use of standardized, multiple choice tests are therefore well used (Savignon, 1991).

There are both advocates and opponents to CLT related to the fact that it is said that CLT does not emphasize grammar instruction teaching. Chaing (2011) concluded in his study that it is best to combine methods like the grammar translation method that provides accuracy, and the communicative approach (CLT) that provides fluency in EFL

## 2.2 Reading

*We don't need to supply rewards and incentives. All that may be necessary are positive reading experiences. One "home run book" can create a lifelong interest in reading (Cho, 2005, p. 3)*

In 1977, Tracy Terrell outlined a philosophy of language teaching which he called the Natural Approach and at the same time, he met with Stephen Krashen and his theory of second language learning, and they combined both theories into one, the Natural Approach (NA) (Mani, 2016, p. 8). Krashen tries to highlight how important meaningful and reflective communication is in the target language, to learn a foreign language (Gulzar, Gulnaz & Ijaz, 2014, s.136). According to Krashen and Terrell (Mani, 2016, p. 10), communication is the primary function of language and when the learners understand the language, learning occurs automatically (Manne & Helland, 1991, p. 301). Comprehensible input has an important role in language learning, and there is an

agreement among researchers that the input is a vital aspect for learning a foreign language (Namaziandost, Nasri & Ziafar, 2019).

In 2002, Richard Day and Julian Bamford developed 10 principles of Extensive Reading (ER) which could be said to be the key ingredients of a successful language teaching program (Ng, Rendandya & Chong, 2019, p. 172). They claim that ER provides learners with a lot of easily comprehensible books in a wide range of topics allowing them to enjoy the learning process while learning a foreign language (Ng et al., 2019, p. 173). A wide range of studies have reported the beneficial effects of ER in second and foreign language acquisition (Mori, 2015, p. 129). Some of the beneficial effects for language acquisition are reading comprehension, reading speed, vocabulary development, reading fluency and better writing skills (Mori, 2015, p. 129). According to Ng et al. (2016, p. 172) beside linguistic benefits, students also developed wider and deeper knowledge about the world. Day and Bamford's (2002) ER have been identified as one of the most effective strategies to achieve positive reading attitudes and reading comprehension (Chiang, 2016), and can contribute to students' taste for foreign languages (Day & Bamford, 2002). The first principal of ER is that the reading material should be easy and well within the learner's competence. Several later studies have shown better results when the reading material is slightly above the student's current level. The input hypothesis of Krashen (1982) emphasizes that the language input should be slightly more advanced than the students' current level. The second principal of ER is that the readers must be provided with a variety of available reading material and the third principal is that the learners must have the chance to choose what they want to read, books, magazines, newspapers, fiction, non-fiction, texts that inform and entertain, both light and serious material (Day & Bamford, 2002). Sharon Cook (2005) writes that the way for the children to succeed in school, is to read and to be read aloud to, but it is important to not forget the other literacies in the children's everyday lives like all the reading and writing children do every day beyond traditional texts as listed above. Some researchers have concluded that "out of school" literacy is sometimes viewed as inferior to "in-school" literacy. Cook (2005) looks upon written messages on sticky notes as serving a purpose for the child and therefore are important and meaningful for the writer and can be identified as voluntary literacy. A long-term reading habit is in direct contradiction to several practises that are part of traditional instruction where free voluntary reading is not a part (Cho & Krashen, 2015). Video Games are in the same category where voluntary reading takes place and where the players must read words which occur on the screen but are often seen as an unworthy activity in academic settings, even though this activity calls upon multiple and complex communication skills (Cook, 2015). Two of the ten principles for teaching ER are that the learners choose what they want to read, and that the reading material should be easy (Day & Bamford, 2002). Small written messages on a note and videogames are free, voluntary, self-chosen and meaningful for children and considered a fun way of learning and a way to gain and maintain a long-term pleasure reading habit which is considered the most important factor in reaching advanced levels in a second or foreign language (Cho, 2015).

Many teachers think silent reading can be challenging and therefore many teachers allow their students silent reading activities very seldomly, even though they know that their students will benefit from this activity (Katz, 2005). In constructivism, the teachers have an important role, and their responsibility is to create an environment where students become active participants in their own learning and where problem solving when collaborating with others is crucial. In this perspective, the teacher should act as a facilitator of learning rather than an instructor. This is what Vygotsky calls scaffolding



(McLeod, 2020) in the classroom, and it means that the teachers model a skill and adapt material or activity appropriate for the different pupils and their levels of language proficiency. In the program Scaffolded independent-level reading, reading should be done daily and the books they read may be above reading level but not so difficult that the reader gets frustrated. Scaffolded independent-level reading provides students opportunities for pleasurable, independent reading for a specific purpose, as well as interaction through discussion, response to literature, research, and inquiry. In simple, on their own, readers choose and read books they enjoy and understand. Day and Bamford's (2002) ER and Cook (2005) also emphasized reading every day. One problem Norwegian teachers face is that we don't read English every day in Norwegian schools, as recommended in the Scaffolded independent-level reading method and in ER, and at the same time, Charboneau (2016) found in her doctoral thesis that textbooks still were the predominant reading source among teachers in Norwegian primary schools. This shows that there are a lot of possible improvements in Norwegian schools when it comes to reading in EFL.

### 2.3 Pictures Supporting Text and Understanding

Books and texts for young children are often picture-books, which are according to Merriam-Webster Dictionary "a book that consists wholly or chiefly of pictures". Textbooks used in education in primary schools are also illustrations supported texts. It is important for teachers to consider the role text illustrations play in the reading process, because illustrations frequently serve an affective or motivational function for students (Hibbing & Rankin-Erickson, 2003). Hibbing and Rankin-Erickson (2003) also mentioned pictures and book cover illustrations as important for motivation and the desire to read. Furthermore, they have found that beyond the affective and motivational functions, illustrations also may serve to provide knowledge to students who are reading about unfamiliar topics. The role of illustrations may be more critical for struggling readers than skilled readers. But research has also found that illustrations are not always beneficial for the readers. When the text and illustrations do not match, the illustrations can interfere with comprehension and reduce learning (Willows, 1978). Furthermore, findings showed that distraction by pictures among the less skilled readers had a disturbing effect when unrelated pictures in the text produced more interference than related pictures. An interpretation of data from this study is that the children either consciously or automatically and unconsciously attempted to use the pictures as clues to the meanings of the words printed on or near them, as many methods of beginner reading teach, for example pictures of the body with related names close to the pictures. When they consult the pictures for clues to word meanings, the information provided by the possible unrelated pictures could mislead, while the information provided by the related pictures could have directed them in most cases to the appropriate and correct category. Although pictures can be misleading and could impede children's decoding, pictures have positive effects on several types of reading performance and the results of Peeck's study (1974) showed that the presence of illustrations had several effects on retention of what they had learnt. Also due to possible motivational causes (reading was more fun, more curiosity was raised, etc.), the text could be more easily understood, and therefore even read more rapidly, when accompanied by pictures (Peeck, 1974).

### 2.4 Modification of Input

Recently there has been a call for more natural texts written for the L2 learners, but still in range of their comprehension, both lexical and grammatical. There is research on the

field which has studied the effect of intuitive text simplification when topic and level are controlled. There are two choices when simplifying a text, a structural or an intuitive approach. According to Crossley et al. (2012), in a structural approach you may use algorithms that measure text readability based on sentence length and word length. In an intuitive approach authors are influenced by personal beliefs and hunches about what makes a text more readable and rely on their subjective estimate of what learners on different levels should be able to understand. Several studies (Long & Ross, 1993 and Ross, Long & Yano 1991) have found that the students who read simplified text scored higher on multiple choice items meant to test comprehension than the students who read the authentic version. Texts are often simplified to make them more comprehensible for second language learners. Crossley et al. (2012, p. 1) have found that the effects of simplification upon the linguistic features of texts (input) remain largely unexplored. Limitations of the traditional approach to text modification are becoming more widely recognized, but these limitations have had little impact on commercially published reading materials for second language learners (Ross et al., 1991), like guided and levelled readers, course books and other material for EFL teaching. There are online resources like Rewordify (Goldman, 2013) to help make the authentic text into less difficult levels. This resource is easy to use. You copy the text you want to simplify and paste it in the rewordifier. The program returns a simplified text where difficult words and phrases have been modified. Long and Ross (1993) have reviewed the research on the simplification of reading materials for second language learners. They have found that linguistic simplification remains the dominant approach to text modification in commercially published reading materials for second and foreign language learners. Simplified texts are here explained as spoken or written texts originally intended for native speakers which are rewritten in shorter, simpler sentences (Long & Ross, 1993). In principle, an informal conversation among friends, a political speech, a short story by Orwell or a Shakespeare play can all be reduced in complexity to a point that it will seem comprehensible to L2 learners. Crossley et al. (2012, p. 1) have found that the effects of simplification upon the linguistic features of texts (input) remain largely unexplored. Teachers have several choices when it comes to selecting text for classes. They can use levelled book series and course books, which is common in Norwegian ESL teaching. But there are other options, like elaborated texts and the use of authentic texts. One way to elaborate text would be to leave the original text and add explanations or extensions in the text or on the side of the text. Authentic materials can be described as anything created for native speakers of a language, we can use for our teaching purposes, and the term authentic text has been used as a reaction against prefabricated pedagogical textbooks while authentic texts were non-pedagogical (Ciornei & Dina, 2014). The authentic texts are often too difficult for primary school ESL teaching. An alternative approach to adjusting spoken or written input for foreign or second language learners, is elaborative modification, which are adjustments native speakers make to facilitate non-native comprehension in non-instructional talk (Long & Ross, 1993). If the teacher elaborates texts from authentic text, the text could still have the main components of the authentic text but clarify message content and structure through paraphrasing (Yano et al., 1994, in Crossley et al., 2012, p. 2) and use of words the teacher knows are within the different pupil's comprehension level. To modify text or to simplify or elaborate text are an option to make the input comprehensible (Krashen's Hypothesis Theory). Long and Ross (1993) are detractors of simplified text and claim that the products of linguistic simplifications present learners with target language models which are always unnatural, since native speakers would never control their speech or writing linguistically, even when communicating with young children or non-

native speakers. Typical consequences of the two approaches to text modification are the greater length, syntactic and lexical complexity of elaborated texts, compared with simplified texts. In a study done on Korean high school students (Oh, 2001) they found that the students comprehended modified text better than unmodified materials or authentic material. The results also indicated that linguistic simplification facilitated foreign language learners' overall reading comprehension. Reduced complexity in vocabulary and syntax seems to have contributed to better performance of the students who had read the simplified texts. The result for reading elaborated material shows that comprehension improved among students at both high and low-proficiency levels. These results are what several other studies also concluded. After reviewing different studies in this field, we see that not everyone agrees that simplified texts lead to good learning outcomes. The opponents against simplified text argue that the learners lose the opportunity to learn the natural form of the language (Crossley et. al., 2012). Supporters of text simplification maintain that the process of simplification will increase the reader's ability to understand and interact with the text. For or against, research studies show that students reading simplified text scored better on multiple choice tasks meant to test comprehension than the students reading authentic and elaborated versions. This study of Crossley et al. (2012) helped to support the strength of intuitive simplification processes instead of simplifications based on mathematical algorithms, and therefore provide support for the use of intuitively simplified texts when creating language learning material. Laufer (2013) discussed the idea of lexical threshold in terms of the percentage of words learners need to understand in a text and learners' vocabulary size to achieve adequate comprehension. Readers do not need to understand every single word when they read a text. Some words are not crucial for our comprehension. For academic purposes the reader should know 98 % of the words for adequate comprehension. If the students know 95%, using a dictionary would be necessary. But looking up many words may consume too much time and interfere with reading fluency. Hu and Nation's (2000) research looked at Extensive Reading for language growth, and the results indicate that 95% text coverage is not adequate for most learners to gain good comprehension. They found the same result as Laufer (2013), that nobody could read adequately at 80% of coverage or below. Some learners could at 90% and 95% coverage gain adequate comprehension, but they were in the minority. The conclusion of the study was that 98% is the necessary lexical coverage for adequate comprehension for academic reading purposes. They also found that between 90 % - 95 % coverage could gain adequate comprehension through reading skills exercises and background knowledge. The relationship between text coverage and vocabulary size is affected by what kind of texts are looked at. L2 learners score better on tests with high frequency words we find in fiction and text for young readers than text with more low frequency words like academic texts (Hu & Nation, 2000). This study shows that the density of unknown words has a marked effect on text comprehension. In their article, Hu and Nation (2000) gives advice to teachers that they should keep these findings in mind when guiding learners in choosing books for extensive reading.

## 2.5 Handwriting versus Typing

Two of the five basic skills in the Norwegian Curriculum are reading and writing and the development of these skills is important throughout the entire learning path (LK 20, the Basic Skills). The ability to read and write is crucial for every student and in every subject. Tasks and activities in schools are increasingly screen-based, and our future reading and writing will continue to be performed in digital tools rather than analogue or

paper-based environments (Mangen, 2018). Schools are facing conflicting messages regarding the relationship between writing achievement and digital resources. Some research results show increased performance, while others argue that digital resources in writing decrease performance (Dahlström & Boström, 2017). A study (Dahlström & Boström, 2017) conducted on Swedish fourth graders compared three different writing conditions, pen and paper, tablet, and tablet with access to speech synthesis. The aim was to examine if these different conditions for writing had any impact on students' creation of narrative text. The results show that the majority of students wrote texts with increased linguistic correctness when writing on tablets, but the length of the text depended on if you were L1 or L2 student, where the L2 students wrote longer text than L1 students. This shows that language accuracy in the students' texts and the length, in this study for L2 students, is improved using digital resources as word processors and speech synthesis which can create opportunities for students to participate and produce texts on more equal terms. This includes L2 students as well as students who struggle with writing in different ways. Mueller and Oppenheimer (2014) investigated the effect of typing versus handwriting when taking notes. One interesting finding was that the students who typed wrote longer than those who wrote by hand. An important factor worth mentioning is that the ease of writing on a keyboard is also likely to be of importance for children's motivation to write, especially for those who struggle with fine-motor skills required for handwriting (Mangen, 2018).

## 2.6 Motivation

Reading motivation is a combination of different factors which could lead the students to want to read or they could take the decision not to read. There are findings in research which implicates a close relationship between interest and reading motivation (Alhamdu, 2016). Additionally, the same research considered the environment that supported to trigger and emerge reading activity, such as easy access to reading material and teachers being good role models, as important. Two of Day and Bamford's (2002) Top Ten Principles for Teaching ER, Principal 5, "The purpose of reading is usually related to pleasure, information and general understanding" and principal 6, "Reading is its own reward", are both closely associated with reading motivation (Mori, 2015). Reading in a foreign or second language requires greater cognitive load than reading in the first language (Mori, 2015). When reading becomes difficult and a struggle, pleasure reading which is a vital point in ER, may seem difficult and unmotivating instead. If children repeatedly encounter difficulty or they fail while reading, they are likely to lose spirit and reading motivation, but if they succeed, they will enjoy reading more and the motivation will increase (Mori, 2015). Data shows that students who love books are few, so principle 6, "reading is its own reward", is difficult to achieve for most of the students, so reading in the foreign language must instead come as a requirement in class (Mori, 2015). Krashen identified three aspects for successful learning of second language, motivation, self-confidence, and low level of anxiety. Learners with these features learn language more effectively (Gulzar et al., 2014, s.136). The most important factor in reaching advanced levels in a second or foreign language is to develop and maintain a long-term pleasure reading habit (Cho & Krashen, 2015). This is difficult when you struggle and fail reading foreign language text, even harder when your motivation and self-confidence are low and the demands in school creates high levels of anxiety. Day and Bamford (1998, in Niazifar & Shakibaei, 2019, p. 6) had an interesting view and a possible explanation on why pupils struggle with motivation in English (ESL). They claim that individuals would undertake activities they expected to perform well and would avoid

any activity they expected to not succeed. According to ER, the input, the reading material, should be slightly under the pupil's competence level. This might help lower expectations and increase motivation, self-confidence and create a low level of anxiety. But at the same time, different studies show better results in language features like increasing vocabulary when the reading material is a little past their current language ability (Niazifar & Shakibaei, 2019, p. 15). Namaziandost et al. (2019) emphasize the vital role of comprehensible input and in their study, they attempted to compare the effects of input with various difficulty levels on Iranian EFL learners' reading comprehension and reading motivation. They found that the group receiving the ER program did better in reading speed and reading comprehension and that the ER classes were more challenging, and the students were more involved in learning to understand the reading texts. In addition, they found that the materials of EFL English textbooks should be one level higher than the current level of the students, to motivate and challenge them. According to Krashen's (2004) hypothesis, those who read more become better readers and better writers, have larger vocabularies and better control over grammatical features and spelling. Another conclusion Namaziandost et al. (2019) found, was the importance of the EFL learners' motivation. Motivation boosts cognitive processing and choosing novels based on the participants' own interests can encourage them to participate in ER programs. Teachers should consider the value of self-selected materials as a key to a successful ER practice (Namaziandost et. al., 2019). According to Wu, Yen and Marek (2011), teachers of English as a Foreign Language (EFL) in Taiwan often use outdated lecture-memorisation methodology resulting in low motivation, confidence, and ability. This study shifted the focus from lecture and memorization to active learning and focused on student-centred, active learning and structural materials that students viewed as highly authentic, including live online interaction with a native English speaker on topics of American culture. One of the main goals of this study was to examine which elements of learning via video conferencing cause the most beneficial changes in motivation, confidence, and ability. This study shows that well designed video conferencing with native speakers, rich in authentic cultural information, does increase confidence and improve motivation which have an effect of strengthening ability. The findings indicate that the most fundamental factor in elevating motivation, confidence, and ability, is enjoyment, which in turn should lead to developing and maintaining a long-term pleasure reading habit in the foreign language. One way to achieve a long-term pleasure reading habit and achieve the learning features above, is to let the readers choose what they want to read or from suggestions, but they still chose to read the suggested reading material presented or not (Cho & Krashen 2015).

### 3. Natural Approach and Extensive Reading, a Comparison.

The two language learning approaches, Day and Bamford's (2002) Extensive Reading and Krashen and Terrell's (1998) Natural Approach are the inspiration and the theoretical background behind the research in this paper. Even though they are two different theories they also complement each other. This chapter aims to describe and consider the most prominent features of the approaches Extensive Reading (ER) and Natural Approach (NA), as well as examine how these approaches are related to each other and apply to a foreign language classroom.

#### 3.1 Natural Approach

In the last twenty years, Stephen Krashen's monitor model and its five hypotheses has been one of the most fundamental theories in the field of Second Language Acquisition (SLA). In 1977, Tracy Terrell outlined a philosophy of language teaching called the Natural Approach. This was an attempt to incorporate the naturalistic principles researchers had identified in studies of SLA. At the same time, he met with Krashen and they combined both theories into one, the Natural Approach (NA) (Mani, 2016, p. 8). Krashen highlights how important meaningful, and reflective communication are in the target language, to learn a foreign language (Gulzar et al., 2014, s.136). According to Krashen and Terrell (Mani, 2016, p. 10), communication is the primary function of language and is learned best in a natural way, which takes place when learners must communicate with people around (Mani, 2016, 13). NA is a teaching method based on how learners acquire both first (L1) and second (L2) language in non-formal settings (Mani, 2016, p. 15). Research done by Singhal (1998) finds that reading in both contexts requires knowledge of content, form, and linguistics. Reading also involves interaction between the reader and the text. Readers use reading skills to understand the meaning of a text. They do not read word by word, but rather use their background knowledge and various strategies such as predicting and confirming to understand text. Furthermore, while the second language reader may have linguistic skills, they often do not have the cultural knowledge if the text is about unfamiliar topics. An L2 reader who is not familiar with culturally based knowledge or content or lacks the same linguistic knowledge as the L1 reader, will encounter difficulties. The most important hypothesis concerning language teaching is that you only learn a foreign language by interacting with persons speaking the target language. To listen and to understand are central features, and the learner should be exposed to a rich and varied teaching material (Mani, 2016, p. 15). The language output is not forced but occurs spontaneously after the learners are introduced to a large amount of comprehensible input. The most important move a language teacher can make is to present the learners to comprehensible input and then increase the degree of difficulty. When the learners understand the language, learning occurs automatically (Manne & Helleland, 1991, p. 301). The Natural Approach looks at learning skills in two different ways, learning and acquisition. Learning is a conscious process while acquisition is a subconscious process where new language is internalized (Krashen's first hypothesis), (Gulzar et al., 2014, s.134). Krashen identified three aspects for successful learning of a second language: motivation, self-confidence, and low level of anxiety. Learners with these features learn language more effectively (Gulzar et al., 2014, s.136). Grammar is subordinate and even though Krashen and Terrell acknowledge grammatical structuring, they feel that it doesn't require explicit attention from teachers, learners or in language teaching materials (Mani, 2016, p. 11).

Krashen's (1998) five hypotheses are his views of language acquisition and the basic of the theory of NA:

1. **The Acquisition-Learning Hypothesis:** Looks at learning skills in two different ways; learning and acquisition. Learning is a conscious process while acquisition is a subconscious process where new language is internalized.
2. **The Monitor Hypothesis:** Monitor as a device to watch or monitor of one's output for editing, alterations and corrections.
3. **The Natural Order Hypothesis:** The acquisition of grammatical structure is predictable within a process of natural development.
4. **The Input Hypothesis:** Language is best acquired when getting exposed to sufficient and comprehensible input.
5. **The Affective Filter Hypothesis:** Three aspects for successful learning of second language; motivation, self-confidence, and low level of anxiety.

In Krashen and Terrell's approach to SLA, these hypotheses play an important role in English as a Foreign Language (EFL) classroom.

### 3.2 Extensive Reading

In 2002, Richard Day and Julian Bamford developed 10 principles of ER which could be said to be the key ingredients of a successful ER program (Ng et al., 2016, p. 172). They say that ER provides learners with a lot of easily comprehensible books in a wide range of topics allowing them to enjoy the learning process while learning a foreign language (Ng et al., 2019, p. 173). The Extensive Reading approach has the Communicative Language Teaching approach as the basis. Communication suggests interaction which should include a speaker and a listener, but reading is often viewed as a solitary and non-communicative activity. Merriam-Webster Online Dictionary defines communication as: "a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour". This indicates that reading is a communicative process where the use of symbols also allows communication. There are many different terms for Extensive Reading (ER), including pleasure reading and self-selected reading. Both terms are recognizable in the third and fifth principals in the ten principles for teaching Extensive Reading (Ng et al., 2019, p. 171). A wide range of studies have reported the beneficial effects of ER in second and foreign language acquisition (Mori, 2015, p. 129). Some of the beneficial effects for language acquisition are reading comprehension, reading speed, vocabulary development, reading fluency and better writing skills (Mori, 2015, p. 129). According to Ng et al. (2016, p. 172) beside linguistic benefits, students also developed wider and deeper knowledge about the world. The main theory behind ER is Krashen's Comprehension (Input) Hypothesis. The Comprehension Hypothesis states that we acquire and develop literacy, the ability to read and write when we understand what we hear and read. Speaking is not essential for language acquisition. We learn from what we hear, read, and understand. Focus on listening and reading will make speaking emerge in its own time (Krashen, 1988, p. 56). Language acquisition does not happen when we learn and practice grammar rules. It happens when we understand messages. The use of the first language is not encouraged, input in the first language may hurt second language acquisition because students then have no need for the second language. But quality use of the primary language is an investment for later second language development (Krashen, 2004). The input the learner receives must be comprehensible and interesting for them. When the input is compelling and interesting the acquisition of language happens without conscious effort. This is what Krashen refers to as implicit learning (Ng et al., 2019, p. 173). For implicit learning to have an impact

on language learning, the learners must read a lot and widely. Many different studies show the beneficial effect of extensive reading when it comes to improved fluency, vocabulary acquisition, writing ability and grammar knowledge. In addition, learners also have positive attitudes and perceptions toward ER (Ng et al., 2019, p. 174, 184).

Day and Bamford's ten principles:

1. **The reading material is easy:** That the reading material should be easy means that the reading material must be well within the learner's reading competence in the target language. There are suggested that the learners must know about 96% of the words on each page (Hu & Nation, 2000). The reading material must be within the learner's comfort zone and both easy and enjoyable because the learners read independently without the help of a teacher.
2. **A variety of reading material on a wide range of topics must be available:** Books, magazines, newspapers, fiction, non-fiction, and other types which learners would like to read and feel the need to read for different reasons, are examples of reading materials.
3. **Learners choose what they want to read:** The learners have the freedom to choose text they want to read and expect to understand. If learners struggle to understand the chosen reading material, they are encouraged to stop reading and find something new.
4. **Learners read as much as possible:** This is the "extensive" in extensive reading, and the learner should read considerably every week to achieve the benefits of extensive reading.
5. **The purpose of reading is usually related to pleasure, information, and general understanding:** In extensive reading, the learner's goal is to achieve sufficient understanding to fulfil a particular reading purpose, for example finding information or for enjoyment of a story.
6. **Reading is its own reward:** Even though the reading is for pleasure, learners may be asked to complete follow-up activities based on their reading. This is one-way teachers can monitor the learner's understanding, attitudes toward reading and to link reading to aspects of the curriculum.
7. **Reading speed is usually faster rather than slower:** Tutall (in Day & Bamford, 2002, p. 138) has noted that speed, enjoyment, and comprehension are closely linked together. When the reading material is easy, even the slow reader increases their reading speed. The learners are encouraged to keep on reading when they come across words they don't understand. Using a dictionary will slow the reading speed and is not supported in Extensive Reading.
8. **Reading is individual and silent:** Reading silently allows learners to discover that reading gives personal interaction with the text. Reading can be a part of the learner's own time, in the classroom or self-selected.
9. **Teachers orient and guide their students:** Learners need careful introduction to extensive reading. The teacher gives the students an introduction of what reading extensively may gain in language learning and that there will be no tests after reading. Instead, the teacher emphasizes how important the students' own experience of what they read is, and that this is the most interesting part for the teacher.
10. **The teacher is a role model of a reader:** Extensive reading teachers are themselves readers and by reading they are examples for their students. When a teacher reads the same material as the students, they will all belong to the same community the class forms.



### 3.3 The Natural Approach and Extensive Reading: Similarities, Differences, and How They Complement Each Other

There are many similarities between the two approaches Natural Approach and Extensive Reading. The main theory behind Extensive Reading is Krashen's Comprehension (Input) Hypothesis, one of NA's five tenets. ER is an example of a Natural Approach, and both approaches came with the shift where Communicative Language Teaching became prominent. The use of target language in teaching a second language is important in both approaches. They also have in common that the input must be comprehensible and in a sufficient quantity because the understanding is a crucial point for learning in listening as well as reading. This is Krashen's fourth hypothesis and belongs in both approaches. The need for language for the learner if they, for example, want to solve a task, will arise and this is a main feature for both approaches. The language should not be forced upon the learners but instead be motivating and self-rewarding. When the input is compelling and interesting the acquisition of language happens without conscious effort. This is what Krashen refers to as implicit learning and we find this aspect in both approaches (Ng et al., 2019, p. 173). The teacher's role in Extensive Reading and the Natural Approach also has similarities. When it comes to input, the teacher provides learners with sufficient quantities of input in different topics. The teacher guides and orient learners to comprehensible input. In both ER and NA, the teacher organizes meaningful classroom activities and follow-up tasks. Learners know that there is no testing, and this may help to motivate and lower their anxiety for not managing the language learning. Error corrections should be used with caution, if used at all. One of the main differences concerning NA and ER is how learners acquire language in the best way. In ER, reading is considered the best way to learn a second language. NA claims that the only right way is by communication. You learn by interaction with others in a natural way. Text should be used in a natural context when the learners need text for communicative purposes. In NA, all communication and then learning takes place in interaction but in ER the learners read alone, and interaction is not necessary to learn.

To summarize NA and ER's differences and similarities we can say that differences are that NA sees communication with others as an important factor and texts should be used in a natural context when learners need to read to solve a problem or a task. ER has reading alone with less communication with others as a factor and the text should be interesting for a learner who reads for pleasure. Some similar features in the two approaches are the use of target language and comprehensible input, the need of language skills to communicate or solve tasks and that understanding the target language is important. Other similarities are that both approaches see reading texts as important and that learning should be motivating and self-rewarding. There are also similarities when it comes to the teacher's role. The teacher helps the learners to find enough input and to guide them to comprehension. Studies and research of ER find that the approach is beneficial when it comes to skills such as reading ability, writing ability, spelling ability, vocabulary knowledge and the ability to handle language features (Krashen, 2004). The goal of the Natural Approach is communication skills (Krashen, 1988, p. 58). By mixing these approaches and extracting the best features from both, you could end up with a teaching method which covers all parts of language teaching. One way to do this could be to include the thoughts of Extensive Reading together with NA's focus on communicative tasks. In addition, the teacher may take important features of CLT into account, for example the focus on functional as well as structural aspects of language

## 4. Methods

The methods I use in my research are text analyses and informal interviews. Through 21/2 years I have gathered seven different text productions from three classes, from 4th grade to mid-6th grade. In the analyses I will use 10 pupils on different levels of English ability and their text productions. The findings will be organized into tables to make it easier to see the results and to compare and see the development through 2 ½ years (Appendix 9). The informal interviews will be conducted in groups at school in a well-known environment for the pupils, with their own teacher talking to them. Class interviews and group interviews will be conducted in sixth grade and the interviews will be held in Norwegian. They will be asked about their perceptions, feelings, motivation, and thoughts concerning the teaching methods used which is based on the EFL teaching method, Extensive Reading (ER). The results from the interviews will be interpreted and organized in three categories and presented as a narrative. This is a qualitative study which will help me to explain, better understand, and explore participants' opinions, behaviour, and experiences. The epistemology my research and my beliefs are grounded in is constructivism. Teaching styles based on constructivism are student-centred approaches (McLeod, 2020). Social interaction is important in the process of learning, and language develops from social interactions for communication purposes with the outside world. In constructivism, the teachers have an important role, and their responsibility is to create an environment where students become active participants in their own learning and where problem solving when collaborating with others is crucial. In this perspective, the teacher should act as a facilitator of learning rather than an instructor. This is what Vygotsky calls scaffolding (McLeod, 2020) in the classroom, and it means that the teachers model a skill and adapt material or activity appropriate for the different pupils and their levels of language proficiency.

### 4.1 The Participants

Out of the 80 pupils from the three different classes, I randomly picked out ten graphic novels which I had in front of me. All the pupils had written one. In advance I had decided to choose again if the selection showed irregularities when it came to uneven numbers of boys and girls, not pupils from all three classes and if the chosen participants did not fulfil the requirements of different English abilities. The first ten participants made a good selection and were kept. The participants were from three different classes, and the 3 group interviews were conducted with participants from the same classes.

## 5. Reliability, Validity and Ethical Considerations

Through the research period, the same arrangements were done in all the three classes. The main teaching method has been reading a variety of texts and books, both for pleasure and to search for information. Research and teaching methods in this area show that there is undeniable proof that reading has several positive effects for learning a foreign language. Based on literature and research in the field of EFL, I demonstrate that the methods used and implementing reading as the core element of teaching EFL in the research classes, the results of my study would likely have been achieved if this had been done in another class and at another time. In my opinion, this indicates that the research results are reliable in an EFL context.

It may be difficult to find a method that measures qualitative research accurately. The result in this study is conceived through pupils' text writing productions and through class interviews and group interviews. To measure motivation is not easy, but the pupils' interviews which tell something about the participants' perceptions and meanings should in this case, give validity to the question about motivation, even though the result is not measurable. When it comes to analysing the written texts, a rubric will help to reveal patterns in progress in a less subjective way. The scores are not being processed in other ways than that the patterns are clarified and analysed.

Positionality is the practice of a researcher that outlines his or her own position in relation to the study. The researcher's position may influence aspects of the study (Qin, 2016) as in which way they choose the topic, methods and how they analyse the collected data material and interpret it (Dean, Furness, Verrier, Lennon & Bennett, 2018). This implies that this in a way, subjective position may influence aspects of the study. A researcher needs to be conscious of himself/herself and this subjectivity and that the researcher writes from an insider's point of view. The researcher's positionality and the personal experiences must be a transparent part of the research (Qin, 2016). In my own research I am very conscious of my role as researcher and teacher with personal knowledge of the participants. The whole project is based upon my own interests and experiences as a teacher of EFL. Collins and McNulty (2020) have written an article about insider research and they state that the uncertainty and the changing dynamism of insider research, which are changing as the context of research changes, often leaves insider researchers with a problem with methodological and ethical challenges. As a newcomer in the field of research, this important aspect is of great significance for me to consider through my work since I am an insider researcher because of my proximity to the participants. An insider researcher has a group membership and degrees of belonging during the research and in my case, I am the teacher of the participants, and I meet them and talk with them every day. There are both opportunities and challenges of insider research because of the closeness to the participants (Collins & McNulty, 2020). The inside researcher needs to reflect consciously and interrogate the theories, assumptions, values, and emotions they bring to the research. It is important to acknowledge the impact such research has on participants as well as the researcher's own subjectivity. In my case I am so close to the group I do research on and one problem I may face can be that the participants think it is difficult to be completely honest or, some may say, what they think I want to hear, and others my feel so safe while working with me during interviews that they will have trouble keeping the topic because they would rather tell me about some problems they have or what they did last weekend. Collins and McNulty (2020) encourage inside researchers among other

practises, to acknowledge rather than conceal the inside position during data collection. This is an idea I have incorporated in my own research. In qualitative research today, an inside position in research, data collection and analysis are more accepted and valid and should not cause any issues when it comes to ethical considerations. I think being an insider has advantages in terms of gaining access to and openness and trust from participants. It is up to me, especially through the informal interviews to encourage the participants to tell me everything in their own words even though they know I have knowledge about it already. Researching people close to us blurs the contextual boundary between researcher and friend roles (Collins & McNulty, 2020). In my case where I am an adult and their teacher and the participants are children and pupils, the boundaries are well-founded, and the roles did not change during the research period. I am not going from teacher to friend because of the nature of the relationship between teachers and pupils and if so happens, the ethical considerations are clear. As teacher and in this case also a researcher, I do not cross this boundary. I believe that the researcher's positionality and the inside researcher's role is important for me in my research to be aware of. Then it is harder for readers to criticize my findings as less objective than other studies because I have been clear and transparent all the way to the fact that I am an inside researcher. My personal positionality in the project can't be changed. It is my interpretation of the reality that becomes a tool in the process of analysing the collected data material (Fejes, 2019, p. 20). My identity and my beliefs are a part of me and will as a natural consequence, have an impact on my research, especially my choice of field, topic, and methodology. Even though I am personally involved in and know the participants in my study, I think that the analysis I do in the study and the results I get will be objective. I have a clear view of what I am looking for in the collected data material and that is why the objectivity in my opinion is maintained. Being subjective doesn't mean that the research results are compromised in any way, but maybe rather strengthen a study where humans are involved, as in my case.

## 6. Informal Class Interviews, Findings and Discussion

The class interviews were conducted on the same day and lasted about 15 minutes. This was an informal and unstructured interview or rather a classroom talk based on the principle that those who had something to comment could speak freely. The pupils received the 6 different texts they had written the last two and a half years, to look at and to comment on. The most unexpected finding was that all the three classes reacted in the same way, laughing a little bit and reading their texts and commented almost the same during the informal talk. The first comment was that some pupils in each class laughed at the poor word count they had on the earliest texts. Comments like "I was so bad in fourth grade, because I knew so few words", came in all three classes. Comments about how good the latest text was compared to the earlier work was noticeable from several different comments. When one person said something, several others nodded and agreed. Another finding was that no one in either of the classes compared themselves to each other. They concentrated on their own work and showed the texts to each other. Some mentioned that they knew a lot of vocabulary now, and thanks to reading they managed to write so well. "Reading is fun, and we read a lot of different literature". Several pupils said that reading, writing, and speaking English are a good way to learn, and memorization tasks are boring. Several pupils commented that they know there are different levels in the classroom but because of visibility and openness it feels safe and not at all scary. The teacher made class exciting because of many different fun tasks and they could also influence topics, which apparently was very important, fun, and motivating.

### 6.1 Discussion

Firstly, it is interesting that pupils in all the three classes mentioned that reading, writing, and speaking English is a good way to learn a foreign language, and memorization tasks are boring. This confirms the core elements of CLT (Savignon, 1991) and that CLT is a positive way of learning for the pupils. The pupils mentioned that the topics they worked with were fun, and according to Littlewood (1981, p. 82) teachers must rely on their own intuition and observation when choosing suitable topics, which was what I had in mind planning new tasks and topics. The topics presented to the learners should be interesting knowledge that give meaning (Kumaravadivelu, 2006) and not only as a teaching situation but as authentic communication (Littlewood, 1981, p. 81). The topics I chose to teach were suggestions from the pupils like Area 51 and the free choice writing task which was a wish from the pupils. My intuition and observation as a teacher become an important factor in the EFL teaching. No doubt that the pupils work better and harder when they like what we are doing. Several pupils said that reading is fun, and in the classroom, they choose freely among books in different lengths and degrees of difficulty, as in the second principal of ER (Day & Bamford, 2002). During almost all English lessons, the pupils read silently for at least 15 minutes and this is an activity they benefit from (Katz, 2005) This silent reading is just for pleasure, which is one of the ten principles of ER (Day & Bamford, 2002). ER is the most effective strategy to achieve positive reading attitudes and reading comprehension (Chiang, 2016), and this might be what I see as the result in my classes. Several pupils commented that they know there are different levels in the classroom, but because of visibility and openness it feels safe and not at all scary, and in addition, the pupils showed their papers to each other, knowing that some of the others could have performed better, but without hesitation or

attempting to hide their papers. They also thought that reading was fun and one of the reasons they performed well in EFL. These are in my opinion examples of Krashen's (Gulzar et al., 2014, p. 136) three aspects for successful learning of a second language, namely motivation, self-confidence, and low level of anxiety.

## 7. Informal Group Interviews, Findings and Discussion

Three informal group interviews were conducted, one for each class. Groups were the best solution because the pupils from the same class know and trust each other. Between the classes there could have been competition which could have created insecurity to some of the participants and possibly made some of them feel uncomfortable speaking. In addition, because of the concerns surrounding Coronavirus, we could not mix cohorts. Interviews alone in front of the teacher can feel intimidating and the pupils are more secure in familiar groups. Another positive effect with group interviews is that the pupils will help each other to remember if needed. My role is to listen, to write and to ask follow - up questions. Each group gets the same explanation why they are participating in the interview, and that I wanted to hear their opinions about, motivation for reading, motivation for learning EFL and what they thought about the teaching methods. Thirty minutes were the available times for each interview.

The interviews were conducted because it is important to hear the voice of the pupils and they are the best source of information when it comes to learn more about EFL motivation factors, and especially motivation factors during this research period. My follow - up questions dealt with the change before and after fourth grade, motivation for English, positive and negative comments about the teaching methods, reading and learning EFL without memorizing tasks and focus on spelling.

### 7.1 Interview 1 (Pupils 2, 4, 7 and 10)

The pupils agreed that they had lost a lot of English teaching before fourth grade. They acknowledged that this was necessary because of unpredicted conditions. Further they mentioned that some previous teachers did not teach English, but they did other activities instead, and this was an explanation why they knew so little English. "We were really bad", pupil 7 said and further, "In the beginning I could not do anything, and I was not motivated and did not like English because I did not learn anything." The others agreed, and when one of them said that this had changed. Some of the pupils remembered that the first reading pamphlets were difficult in the beginning and that they knew so few words that they could not write what they really wanted. Pupil 7 said that they should have had more difficult words to learn to write at home, but pupil 10 did not agree and would rather learn a difficult sentence or read a book because this was the best way to learn to read and listen. They all agreed that learning different topics and not using the course books were good and made English fun, and that they did tasks over a period and not different tasks each time. Next, they talked about how much they liked writing frames when they began to write. It helped them a lot. They all agreed that text with pictures helped them understand the text better. Mangas, cartoons and graphic novels were fun to read. Pupil 7 said that there had been a huge improvement during this year, because he/she did not give up and even though we had not focused on spelling, the spelling had improved all by itself because of the reading. But it was important that the teacher explained the tasks thoroughly and used scoring rubrics with criteria so they could work towards a goal. It was also motivating to hear about tasks they were going to work on in the future, because then they had something to look forward to. The last topic they talked about was oral presentations and group work which was easier and much more fun than working alone. Reading and working on *Skellig, the Play* was one example

of group work. As a last comment, two of the pupils mentioned how fun it was to sing English songs, and this made them improve in English.

## 7.2 Interview 2 (Pupils 3, 5, 6 and 9)

Pupil 9 started the interview by saying that "English in the beginning was not fun, but some tasks and things we did were fun". After this they mentioned the reading pamphlets from fourth grade. They were boring to read and one of the participants told he was not so good then, and the other did not remember the pamphlets at all. Pupil 5 said that English was boring until they started to write texts. Pupil 6 said that text writing was fun and then English became better and proper. Pupil 5 said that he/she had not written much English before fourth grade, just using textbook and workbook and this did not make them any good. And text writing was fun, and the words just came. Pupil 6 told he/she did not manage almost anything earlier. Pupil 9 understood the most from fourth grade. Pupil 3 liked best to write fantasy texts. I asked them why they suddenly became good writers, but I did not get any answers. The talk went slowly, and I asked what they thought about reading. Most of the pupils thought reading was boring. Pupil 9 listened and looked at English speaking gamers on YouTube and learned new and difficult words which sometimes had to be translated. He/she listened often to audiobooks in English and pupil 5 sometimes listened to audiobooks in English. Pupil 3 just wrote and followed vocabulary and grammar correction programs on Chromebook and Google translate. I asked about their thoughts surrounding levelled readers and authentic texts. Pupils 3 and 5 thought that authentic books were more fun, better than the small ones (levelled readers). Pupil 9 said that you need to like the books and texts you read. Pupil 5 agreed but still felt that authentic books were difficult, especially when the author used silly and self - made words and if you tried Google translate you would not get any hits. Too difficult was not fun. Pupil 3 did not like to read anyway, but it gave a wonderful feeling when a book was completed. Pupil 5 liked book series, because then you can follow the mystery in the next book. It was boring when the books ended with something exciting and there was no next book. Pupil 9 said that it was fun to read when a book was exciting. Pupil 5 believed it would be difficult to go back to levelled readers because they were boring, and we have read them all and it would be boring to look through them again. Pupil 6 believed they were boring because they were about the same children in all the books. The others agreed. Then they suggested books they wanted to read, cool books like *Hunger Games*, factual books about animals and books you already knew in Norwegian. Pupil 9 said that they have lost interest in the levelled readers even though they were made for their age group. They wanted more exciting and difficult books in years 5 - 7. Pupil 3 told that he/she had used Oxford Owl and had to choose a level several steps above from earlier and must have improved a lot and it was fun. To read self - written text by other sixth graders was fun, said pupil 5. I asked what they thought about reading too difficult books. Pupil 9 said he was being triggered by difficult books, and pupil 5 said that too difficult books meant he/she would not understand a thing and it was not fun, but books that were a little difficult might be fun. Pupil 6 said that if he/she liked the book, it was ok to read difficult books. Pupil 3 ended the talk saying that if the book was fun it was ok to read a very easy book, but "really difficult" books were boring. Two words on one page were ok to not understand. Then you can use Google translate.



### 7.3 Interview 3 (Pupils 1 and 8)

I opened the talk by asking what they remembered about English in fourth grade. Pupil 8 remembered the reading pamphlet and that they had levels. Pupil 1 remembered how the teacher only spoke English, "oooooh, it was not fun" and he/she did not understand a thing. Pupil 8 remembered *Stairs* textbook and that they wrote something and presented it for the class. Then pupil 1 said that the motivation had changed a lot, English became interesting when he/she stopped being so hard on him/herself. He/she has learnt more, and it was a good thing not to learn words by drill exercises because it was boring and he/she did not understand things, but rather learn in a fun way. Pupil 8 said that English in fourth grade was not fun. In fifth it became much more fun. He/she understood more after looking at YouTube and gaming. It was positive that YouTube now was ok to use. Presentations were fun, then he/she worked extra hard, which was a good thing. Pupil 1 said that motivation was higher in fifth grade and he/she could speak more English and use English on holidays in England. Pupil 8 also liked to learn about a country, not only learn a language but also other things. I asked them if topics were important, and both said that to learn about different topics were fun and exciting. Pupil 1 said that before, he/she was afraid of making mistakes, but not now because of the improvements. When it came to reading, pupil 8 said that in fourth grade he/she was not good at reading and did not understand anything. But YouTube with English or Norwegian subtitles and where they spoke English helped and he/she learned and understood a lot. Pupil 1 told he/she also has an English game where bubbles with words appear and they were supposed to read them. He/she has learned a lot by this. I asked what they think about working with tasks over time. Pupil 8 said that it was a good thing if the tasks were fun, for example to make a presentation. Pupil 1 remembered the task about Great Britain which was very funny. It gave a feeling of achievement after every time, a good feeling. Both pupils mentioned the topic Area 51 which they thought was very fun, difficult texts but fun and we learned a lot. Pupil 1 said that when he/she stopped being so hard on him/herself, working with Area 51 gave more feeling of achievement and it was cool to work with aliens. They also learned about the USA because we talked about how some of the states looked like and this was so exciting that pupil 8 searched the internet for more information about the USA. Pupil 8 also said that just using a writing book is not fun. Pupil 1 said that he/she liked to listen to English on YouTube and pupil 8 said that they did not think well of YouTube at home. Then I told them that in all the tasks they have done, reading was always in focus. "Eh? I did not know, and I have not thought about it", said pupil 8. Pupil 1 said that he/she was aware of this and that reading was necessary. Then I asked about what they thought about authentic books. Pupil 8 said that it was much more fun. Project X (levelled readers) was boring. Pupil 1 agreed. He/she liked *A Diary of a Wimpy Kid*, because the pictures in the book helped him/her to understand. The other books were boring now. Pupil 8 said that simple books were good if they had fun pictures, but the levelled readers were childish with childish pictures, and nothing in these books could really happen. Pupil 1 said that the content of the books was boring. Pupil 8 said that reading real books made them visualize the characters of the books, but some pictures were ok. Pupil 1 said that *A Diary of a Wimpy Kid* was perfect because there were pictures on every page but also a lot of text. Both said that they did not like books with a lot of pictures, only some.

## 7.4 Discussion

The findings in the group interviews are divided into three categories, motivation for learning EFL, motivation for reading and thoughts about the teaching methods, further the findings from all the three informal group interviews are discussed.

### 7.4.1 Motivation for Learning

CLT references methods and curricula that embrace both the goals and the process of classroom learning and views competence in terms of social interaction (Savignon, 1991). However, to be capable of interacting socially in a foreign language, the pupils need to be able to communicate in the target language. Some of the findings from the interviews showed this aspect of learning EFL, if they couldn't communicate orally or in writing in the target language, they lost motivation because it was boring. When it came to motivation for learning EFL the pupils were clear that low English ability meant no motivation. They did not like English in the beginning and, according to their statements, this was connected to "not learning anything". In fourth grade, the teacher only spoke English, and this was not fun because they did not understand a thing. Without a minimum of understanding, communication and social interaction in the target language will become difficult. Communication is the primary function of language and when the learners understand the language, learning occurs automatically (Manne & Helleland, 1991, p. 301). But for this to happen, to understand the target language is essential. According to the pupils, motivation changed when they learnt more and in addition, the motivation has changed a lot from early on, when their understanding was almost absent. After a while, English became interesting, because they could speak and understand more English and even speak for example on holiday in England. Simplified texts are explained as spoken or written texts rewritten or spoken in shorter, simpler sentences (Long, 1993), and spoken language in shorter and simpler sentences was what made the pupils start to understand EFL. Several of the interview participants mentioned that English was boring until they started to write texts, so being able to write a coherent text gave more motivation. It seems like the understanding came first, and then motivation and being able to write.

The focus in CLT has been on different programs and methodology that promote the development of functional language ability through learner participation in communicative activities (Savignon, 1991). Examples of communicative activities and tasks are role plays, games, and other communicative classroom activities. Some of these activities are mentioned in the interviews as special motivating in EFL learning, like group work, presentations and plays. To hear about topics, they were going to work with in the future, gave them something to look forward to. They also mentioned how fun and educational singing songs in English were and listening to audiobooks. To be allowed to watch and use YouTube was fun and educational and motivating. That YouTube now was "ok in English learning" was positive and most of the pupils used English speaking YouTube channels with English or Norwegian subtitles and English games to improve their language skills. Cook (2005) looks upon children's literacy as something serving a purpose for the child and therefore is important and meaningful for them. YouTube is meaningful for the pupils and can therefore be identified as voluntary literacy which can give a long-term reading and learning habit in direct contradiction to several practises that are part of traditional instruction where free voluntary reading and learning is not a part (Cho & Krashen, 2015). Video Games is in the same category where voluntary reading and learning takes place (Cook, 2015). Google translate and vocabulary and

grammar correction programs on Chromebook are also mentioned as something positive and motivating, to help them improve their writing and understand their reading. The study done by Dahlström and Boström (2017) showed that most students wrote texts with increased linguistic correctness when writing on tablets, maybe due to the opportunity to use correction programs for spelling, syntax, and grammar, as several of the participants brought up.

There are findings in research which implicates a close relationship between interest and reading motivation (Alhamdu, 2016). Some tasks were mentioned several times as fun, such as "To learn and to Write about Great Britain" which for some gave a feeling of achievement after every lesson. "Area 51" was mentioned as fun, and several pupils searched the internet for more information about the topic at home. The pupils who started with lower English ability mentioned that before, they were afraid of making mistakes, but not now because of the improvement in ability level. Some pupils mentioned episodes where they have gone back to earlier work and readings and found it fun and motivating to choose a much higher level, and their improvement became very visible. If children repeatedly encounter difficulty or they fail while reading, they are likely to lose spirit and reading motivation, but if they succeed, they will enjoy reading more and the motivation will increase (Mori, 2015). This is a core point mentioned several times during the interviews.

#### 7.4.2 Motivation for Reading

Two of the ten principles for teaching extensive reading (ER) are that the learners choose what they want to read, and that the reading material should be easy (Day & Bamford, 2002). The participants of the interviews had a lot to say about this. Firstly, many of the pupils mentioned that the first reading pamphlet was difficult and boring. Reading the pamphlets was mandatory. They did not choose to read the pamphlets, and this may explain why the pupils found it boring. Mangas, cartoons and graphic novels, all authentic texts, were fun to read, and this was also one of the topics during sixth grade which ended in writing a graphic novel. After being introduced to authentic books, all the pupils agreed that authentic books are much more fun than levelled books, especially levelled books about the same children. According to ER, the input, the reading material, should be slightly under the pupil's competence level. The pupils' comments tell us that reading material a little above their competence level is motivating. The statement where they say that levelled books are childish with a lot of childish pictures with boring content which could not happen in real life is making their reading motivation drop. They lost interest in the levelled books even though they are made for their age group and one solution and wish they came up with was more difficult and exciting books for ages 5-7. They said that they needed to like the books and texts they read and If you like the book it is ok if it is difficult. If the book is fun, it is ok to read an easy book as well especially if the book has fun pictures. Comprehensible input has an important role in language learning, and there is an agreement among researchers that the input is a vital aspect for learning a foreign language (Namaziandost et al., 2019). Self-chosen reading material a little above their current competence level is what we should strive for. Even though all the pupils liked authentic books the best, some of them meant that reading authentic books were difficult, especially when the authors used silly and self-made words which not even Google translate could define. As a conclusion of one of the book discussions, the pupils agreed that "too difficult" is not fun even though a few of the difficult books are fun, only "really" difficult books are boring and two words on each page you don't

understand is ok. Readers do not need to understand every single word when they read a text. Some words are not crucial for our comprehension (Laufer, 2013). Hu and Nation (2000) found the same result as Laufer (2013) in their studies, that nobody could read adequately at 80% of coverage or below. Some learners could at 90% and 95% coverage gain adequate comprehension, but they were in the minority. The pupils also say that it is ok to not understand two words on one page. Despite this research results it seems like the participants in my study felt comfortable and motivated while knowing less than 95% of the words, especially if they have read the books in Norwegian or there are pictures to support the text. Authentic texts are said to be difficult for EFL learners because they are meant for a native English speaker. According to Krashen's (1982) Input Hypothesis, where the reading material should be slightly above the pupil's comprehension, there was a small group of the high English ability pupils that was being triggered and motivated by reading difficult books and as an example one of them mentioned *Hunger Games* as a cool book. But compared to other sixth graders, these books would have been well above their ability level and could have ended up with destroying the long-term pleasure reading we are aiming for, as emphasized by Cho and Krashen (2015). Many of the pupils said that it felt wonderful when a book was completed, and they also came up with examples of reading and why they liked it. Some liked book series because there often were follow ups in the next book. Exciting books were mentioned several times as well as factual books about animals and books they already knew in Norwegian, books like *Diary of a Wimpy Kid* and *Captain Underpants*, books with pictures to help them understand but also a lot of text. The pupils talked about pictures several times and that childish or boring pictures made them not want to read. Hibbing and Ranking-Erickson (2003) mentioned pictures and book cover illustrations as important for motivation and the desire to read. Peeck (1974) said that due to possible motivational causes (reading was more fun, more curiosity was raised, etc.), the text could be more easily understood, and therefore even read more rapidly, when accompanied by pictures, which is what the pupils also said. They all mentioned that to read text written by class friends was fun, like the graphic novels which they can choose to read during reading quarter at the beginning of each school day. This is all self-chosen reading material, and the third principal of ER (Day & Bamford, 2002) is that the pupils must have the chance to choose what they want to read to succeed in language learning. The pupils' statements tell us that this is motivating and fun.

### 7.4.3 Thoughts about the Teaching Methods

All the three groups had the same view on how they were learning EFL. They thought that learning different topics were fun and using textbooks were boring because textbooks and workbooks did not do them any good. Another feature of the teaching method they agreed about was that working on tasks through a longer period was good. Many pupils mentioned that they liked to use writing frames because it helped the writing in the beginning, but also now, when they have become better skilled some of them like to use a frame to help them organize the text. Oral presentations and group work are a fun way to work, which are core elements of CLT (Savignon, 1991). They liked that there was no focus on spelling, and they were sure that that spelling improved because of the reading, without having to cram and memorize the spelling of new words. Grammatical competence refers to our ability to produce sentences and the knowledge learners have of the languages' building blocks (Richards, 2006, p. 3). CLT focuses on meaning and in some cases the impression is that grammar is not important, but communication can't take place in the absence of structure and grammar and CLT acknowledges the

importance of grammar, and learners seem to focus best on grammar when it relates to their communicative needs and experiences (Savignon, 1991). Whether or not the teaching situation has exposed the learner to enough and relevant language, for example vocabulary determines success. The pupils are aware of the expectations the teacher has that correct spelling, grammar and syntax will be achieved through communicative tasks both orally and in writing. They acknowledge that they have improved their English skills considerably through this method. The pupils mentioned different communicative tasks they have been working on and said that text writing was fun, and the best is writing fantasy texts. Further they said that "when we work on a topic over a longer period, we not only learn English, but also other things". To learn about specific topics was fun and exciting. "Area 51" was fun, difficult, but fun. It was cool to work with aliens as a topic. Just using a writing book was not fun, but digital writing was better. In all the three interviews scoring rubrics with criteria was mentioned as something they liked and helped them remember not only formal requirements for the task but also what was expected of them.

## 8. Document Analysis

The rating system used in the document analysis is a three-part scale which is used in the European Framework for Languages: The pupil can do.....

- 3- Very Well
- 2 - Quite Well
- 1 - A bit

3 is the best score consistent with the ability levels I use in class to differentiate the levels. Level 3 is the highest level, for pupils showing high English ability. Level 1 is for struggling pupils. Most of the pupils are on level 2, low, mid or high.

The analysed areas and what this mean are:

**Word Count:** How many words are used in the whole text, including headline and the writer's name.

**Text Structure:** Headline, paragraphs, use automatic line shift, sentences from left to right.

**Punctuation and Capitalization:** Capital letter in the beginning of sentences and names, correct use of punctuation marks to show full stop and comma when using linking words and clauses.

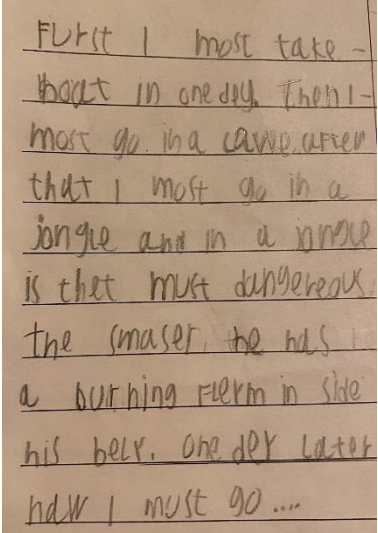
**Spelling:** Correct spelling of the words used in the text.

**Sentence Complexity:** The use of dependent clauses and linking words as binders and starters, direct speech, word choice

**Missing words/ Grammar/ Syntax:** Missing words like the verb to be in present continuous and wrong prepositions, verb conjugation and irregular verbs, S-V agreement, wrong words and wrong use of words, use of Norwegian words and Norwegian sentence syntax.

8.1 Selection of Pupils' Texts and Pupil's Descriptions

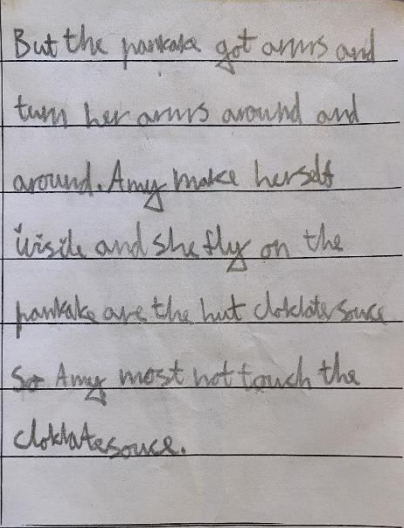
Pupil 1

Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel					
<table border="1"> <tr><td>Falcon</td></tr> <tr><td>I want to write about Falcon Because they are cool</td></tr> <tr><td>The falcon has feders and the colour is grey It is flying 300 km/h</td></tr> <tr><td>The falcon eats birds</td></tr> <tr><td>The falcon lives in mountains</td></tr> </table>	Falcon	I want to write about Falcon Because they are cool	The falcon has feders and the colour is grey It is flying 300 km/h	The falcon eats birds	The falcon lives in mountains	<p>Miko take a peiper rayt his neim and he go to the jeweler.He take the golden stone to the disk. Miko got mani and he went back to the valves.</p> <p>Miko vent to the leader and ask for a job.He got a job as a reperer in the valves.</p> <p>It vos many small people also called helpers.dey vos greedy but kind. they all vos a big family.</p>	 <p>Furst I most take - boat in one dey. Then I most go in a cawe. after that I most go in a jongle and in a jongle is that must dengereous the smaser he has a burning fleyrn in side his bely. one dey later naw I must go....</p>
Falcon							
I want to write about Falcon Because they are cool							
The falcon has feders and the colour is grey It is flying 300 km/h							
The falcon eats birds							
The falcon lives in mountains							

**Transcription of text 7, Graphic Novel:** *Furst I most take - boat in one dey. Then I most go in a cawe. after that I most go in a jongle and in a jongle is that must dengereous the Smaser he has a burning fleyrn in side his bely. One dey later naw I must go.....*

Pupil 1 started in fourth grade with low English ability and a very low vocabulary knowledge which made writing, speaking, and reading a major challenge. Pupil 1 started to read the first reading pamphlet and kept on reading the four first texts gathered from grade 2 for almost three months, repeatedly out of free choice. After practicing for three months, all the words and the sentences from these texts were familiar knowledge, and pupil 1 started to write short and simple sentences where spelling was not a focus area. Pupil 1 is currently able to read and understand collaborated and authentic books and texts for children and youth.

## Pupil 2

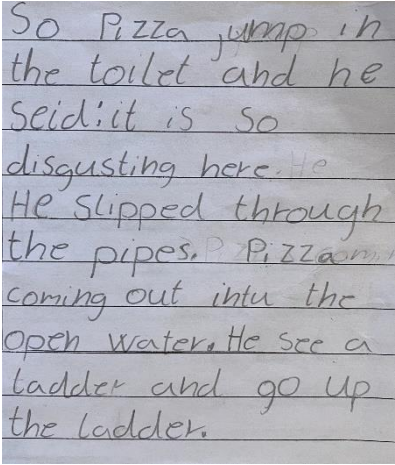
Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel
<p><b>Flamingo</b></p> <p>I want to write about flamingos because. They are long feet.</p> <p>The flamingos has pink spring and the colour is pink and red. They have far down the beak. They can flay.  </p>	<p>I going to wite abaout my friend Lilja it is true and fantasi.</p> <p>Lilja is a girl she is 10 years old. She has green and blu eye. Hair colers is a oransje and gold. She are 1,38 and a half. She are a one naughty fairy. She has superpowers sh can flay wits wings and stop the time</p>	

**Transcription of text 7, Graphic Novel:** *But the pankake got arms and turn around. Amy make herself ivisile and she fly on the pankake are the hut choklate souce so Amy most not touch the choklatesouce.*

Pupil 2 just like Pupil 1 started in fourth grade with low English ability and a very low vocabulary knowledge which made writing, speaking, and reading a huge challenge. Pupil 2 worked hard and read several of the reading pamphlets but struggled when it came to create sentences both in writing and speaking. After some time, it became clear that pupil 2 read a lot but without any understanding. The texts became too difficult and above her ability level, and the learning outcome low. The solution was to read texts on a lower level, and then the vocabulary knowledge increased, and writing became manageable.



### Pupil 3

Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel
<p><b>hedgehog</b></p> <p>I want to write about hedgehog because it is sweet</p> <p>(Describe the animal) The hedgehog has short fur and the colour is brown.</p> <p>The hedgehog eats insects and <u>mouses</u></p>	<p>Once upon a time one prinses and a dog sitting in a canopied. The prinses are 16 years old and name is Alexa. The dogs is name is Cola. Cola is dalmatiner.</p> <p>Suddenly escaped Cola. Alexa said: wait not go from me. Cola ran from the the Alexa</p>	 <p>So Pizza jump in the toilet and he seidi: it is so disgusting here. He He Slipped through the pipes. Pizza coming out intu the open water. He see a ladder and go up the ladder.</p>

**Transcription of text 7, Graphic Novel:** *So Pizza jump in the toilet and he seidi; it is so disgusting here. He slipped through the pipes. Pizza coming out intu the open water. He see a ladder and go up the ladder.*

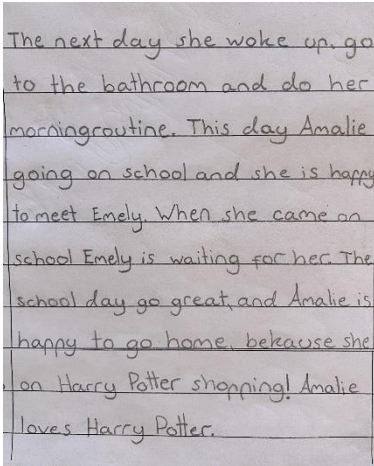
Pupil 3 started English in fourth grade with reluctance. When he/she tried to write, most of the text was written in Norwegian with some English words, and the understanding of the most common and easiest words were absent. By working through the reading pamphlets and working on understanding the texts, more and more words became English. After almost two years, there were no longer Norwegian words in text writing and the understanding of English had increased to the point that English as a subject went from almost incomprehensible too easy for pupil 3. An increase in motivation through the period also helped to overcome the obstacles.

**Pupil 4**

Text 1, Animals

Text 5, Free Choice Writing Task

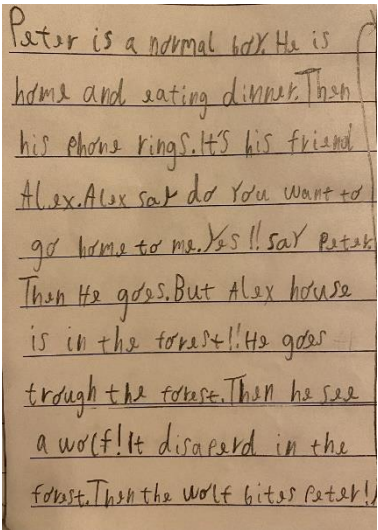
Text 7, Graphic Novel

<p><b>Wolf</b></p> <p>I want to write about Wolves because they are cool. And i love wolves.</p> <p>(Describe the animal) The wolves has long ears, Rough fur, and the colour is grey. It is Big paws, And they are good hunters, They has a thin coat, They are fine animals, They most often do not attack humans, They are more afraid of us than we are for them.]</p>	<p>That was monday and the troll eat breakfast he think after breakfast he go out and find wood and berrys he likes berry very good! Berrys help he with be happy! And he go home for work and draw, but he listen something... that was a human! - Å that was so long time ago i have see a human! But he go home and not think more on the human.</p>	
--	---	---

**Transcription of text 7, Graphic Novel:** *The next day she woke up, go to the bathroom and do her morningroutine. This day Amalie going on school and she is happy to meet Emely. When she came on school Emely is waiting for her. The school day go great, and Amalie is happy to go home, bekause she on Harry Potter shopping! Amalie loves Harry Potter.*

Pupil 4 has all the way since fourth grade, been an eager writer and likes to put down all thoughts and fantasies on the paper. One outcome of this is that the texts are long and exciting, but the work is on the text and not on grammar, spelling and complex sentences. This writing skill is encouraged in the classroom because vocabulary knowledge is important and pupil 4 has reached a level where speaking, listening, writing, and reading are skills which are managed in a very good way. The rest is in progress.

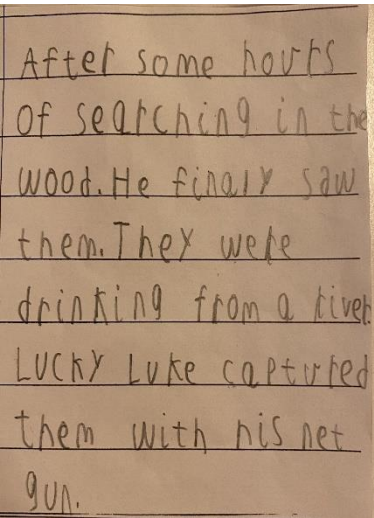
**Pupil 5**

Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel
<p><b>Cat</b> I want to write about Cat because its sweet.</p> <p>The cat has long and short fur and the cat has many colour . It is small and big.</p> <p>The cat eats fish,mouse and cat food.</p> <p>The cat lives in a forest and a house.</p> <p>The cat is also cute and cuddly.</p>	<p>Hip Hop is a popular dance. On school are many kids think dance is for girls. But that IS NOT RIGHT! Everyone can dance.</p> <p>Hip Hop have cool music. Eminem is a popular hip hop artist. And rap is a kind of Hip Hop. And britcore is a form of Hip Hop. So its many forms of Hip Hop.</p> <p>Also its many dance steps in Hip Hop one step is Steve Martin.</p>	 <p>Peter is a normal boy He is home and eating dinner. Then his phone rings. It's his friend Alex. Alex say do you want to go home to me. Yes!! say Peter. Then he goes. But Alex house is in the forest!! He goes through the forest. Then he see a wolf! It disaperd in the forest. Then the wolf bites Peter!</p>

**Transcription of text 7, Graphic Novel:** *Peter is a normal boy. He is home and eating dinner. Then his phone rings. It's his friend Alex. Alex say do you want to go home to me. Yes!! say Peter. Then he goes. But Alex house is is in the forest!! He goes trough the forest. Then he see a wolf! It disaperd in the forest. Then the wolf bites Peter!*

Pupil 5 started fourth grade with low English self-esteem. To write or read and do independent work in class, Pupil 5 needed a lot of help and confirmation on the work. In the beginning of fifth grade, we saw a change and the pupil managed to work more independently and made rapid improvements in reading, listening, talking, and writing through this year. In sixth grade Pupil 5 were highly motivated in English class, showing very good skills in all English activities and proclaims this motivation often in front of teachers and other pupils.

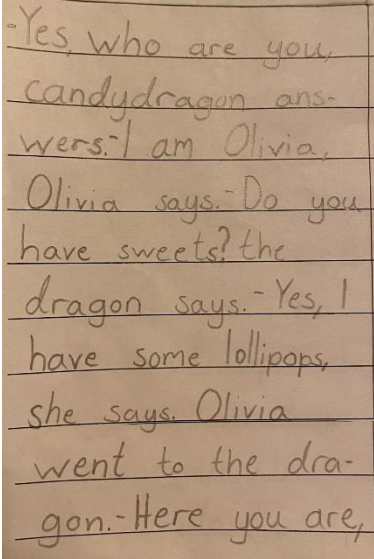
**Pupil 6**

Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel
<p><u>polar bear</u></p> <p>I want to write about polar bears because they are cool.</p> <p>The polar bears has long/short fur and the colour is white. It is lives in the <u>svalbard</u>.</p> <p>The polar bear eats seal and fish.</p> <p>The polar bear lives in <u>svalbard</u>.</p> <p>The polar bear is also and white.</p>	<p>construction</p> <p>You can build stairs, Walls, pyramids and floors. You need to build in fights or not you gonna lose because the another players gonna shoot you.</p> <p>Skins</p> <p>Its hundreds of skin types to select. My favourite skins Raven, Bronto, FrozenRaven, Jellie. The skins can be Common, Uncommon, Rare, Epic And legendary</p>	

**Transcription of text 7, Graphic Novel:** *After some hours of searching in the wood. He finally saw them. They were drinking from a river. Lucky Luke captured them with his net gun.*

Pupil 6 has always been quiet and did not often ask for help, and all writing tasks were in the beginning short and simple. This was manageable, and after a while pupil 6 became more independent. This also shows in other parts in English class, where pupil 6 now is orally active and participates in class discussions in English. Pupil 6 is currently able to read and understand collaborated and authentic books and texts for children and youth, with few difficulties, which is a huge change from fourth grade where lack of confidence made pupil 6 not able to read and write independently.

## Pupil 7

Text 1, Animals	Text 5, Free Choice Writing Task	Text 7, Graphic Novel
<p><b>Budgie</b></p> <p>I want to write about budgies because I have a budgie at home. They are cute.</p> <p>The budgie have feathers and the colour is yellow , blue and green. It can fly.</p> <p>The budgie eats seed.</p> <p>The budgie lives together in trees in the jungle. They live in Australia.</p> <p>The budgie is also tame and lives in a cage.</p>	<p>One day the secretary to oliver Warbucks (Grace Farrell) come to get an orphan child in one week. Grace choose Annie.</p> <p>Grace and Annie go to billionaire mr Warbucks house. When they come to the house mr warbucks are busy. Mr Warbucks was wanted a boy, but that is okay. Mr warbucks was happy to Annie, and Annie was happy to Warbucks.</p>	 <p>-Yes, who are you, candydragon answers: I am Olivia, Olivia says: -Do you have sweets? the dragon says: -Yes, I have some lollipops, she says. Olivia went to the dragon. -Here you are,</p>

**Transcription of text 7, Graphic Novel:** *Yes, who are you, candydragon answers. - I am Olivia, Olivia says. -Do you have sweets? the Dragon says. -Yes, I have some lollipops, she says. Olivia went to the dragon. -Here you are,*

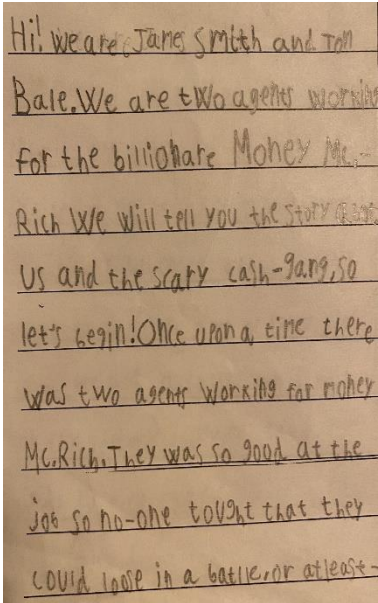
Pupil 7 has always been eager to learn but found English very difficult in the beginning. Instead of giving up, they practiced at home and asked all the questions needed to manage to do the tasks, both writing and reading on the right level. The interest and motivation for English increased in line with the English skills. Because of the self-discipline and work ethics Pupil 7 showed, the result is very noticeable from task to task.

**Pupil 8**

Text 1, Animals

Text 5, Free Choice Writing Task

Text 7, Graphic Novel

<p>Cat</p> <p>I want to write about cat because they are cute and cool and very very faster than dog. They are very very very very strong.</p> <p>The cat has short and long fur and the colour is many different colours. The cat eat fish and cat-food.</p> <p>The cat lives in a family to one to twenty cats and someone are homeless and helpless.</p>	<p>Aliens can have different powers someone can have fire-powers or super strong i want to tell you about a alien who have cyborg powers. his name was tony. The alien lived in a small house. He want to withdraw money from the bank to and get a ice. He so a broken window in the bank. It was a robbery!!! He just so they run with the money. He punctured the wheel with a zap. The robbers ran to their car they tried to drive but the car not drive now the police where around they get arrested. It was night he slept like a stone.</p>	 <p>Hi! We are James Smith and Tom Bale. We are two agents working for the billionaire Money Mc. Rich We will tell you the story about us and the scary cash-gang, so let's begin! Once upon a time there was two agents working for money Mc. Rich. They was so good at the job so no-one thought that they could loose in a battle, or at least-</p>
---	--	---

**Transcription of text 7, Graphic Novel:** *Hi! We are James Smith and Tom Bale. We are two agents working for the billionaire Money Mc. Rich We will tell you the story about us and the scary cash-gang, so let's begin! Once upon a time there was two agents working for money Mc. Rich. They was so good at the job so no-one thought that they could loose in a battle. or at least-*

Pupil 8 was eager to learn English from the beginning. Every task was done fast and independently. To write fantasy stories was the favourite task, and the text productions were often long, and the vocabulary knowledge increased rapidly while reading the pamphlets. Speaking and an interest in grammar and language arose. Because the interest laid in writing long stories other language features than vocabulary and writing sentences was ignored. This changed, especially when Pupil 8 started reading elaborated and authentic texts. Especially verb conjugation changed considerably.

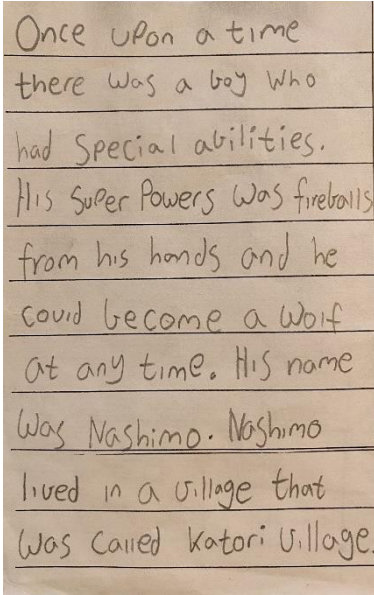


## Pupil 9

Text 1, Animals

Text 5, Free Choice Writing Task

Text 7, Graphic Novel

<p><b>Tarantula.</b></p> <p>I want to write about tarantula because <u>its</u> cool and dangerous.</p> <p>The tarantula has no fur the colour is orange and black. It is also poisonous. The tarantula is 2,5 cm long. Also known as <u>lycosa tarantula</u>. The tarantula has 8 <u>tiny eyes</u>.</p> <p>The tarantula eats insects and flies and loves lizards and many other <u>things</u>. And can also bite humans.</p>	<p>I am writing about Mercedes S-vision. I am writing about all the cool features in the car for example the engine the exhaust pot and the inside and much more. I really think the car is very cool and I want to own a Mercedes when i grow up.</p>	
---	--	---

**Transcription of text 7, Graphic Novel:** *Once upon a time there was a boy who had special abilities. His super powers was fireballs from his hands and he could become a wolf at any time. His name was Nashimo. Nashimo lived in a village that was called Katori village.*

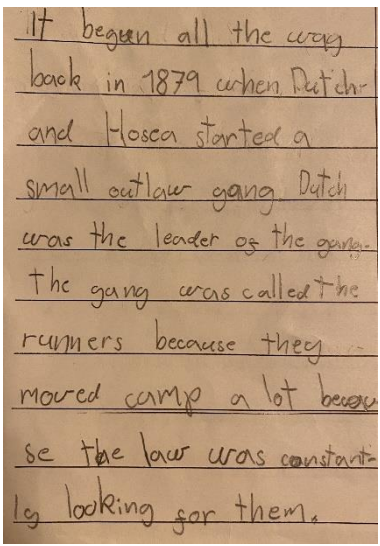
Pupil 9 has had a very rapid English skills development. The reading pamphlets were read and worked through until all four pamphlets were done and then moving to more difficult reading material. Pupil 9 clearly liked challenges and became already in fourth grade a good English speaker, reader, and writer above expected ability level, and has now read authentic literature for over a year and find it not difficult but exciting and something to sharpen the brain with.

## Pupil 10

Text 1, Animals

Text 5, Free Choice Writing Task

Text 7, Graphic Novel

<p>GREAT WHITE SHARK</p> <p>1. I want to write about the great white shark because i like sharks and they are really cool.</p> <p>(Describe the animal) The great white sharks has big <u>teeth</u> and the colour is grey. It is 7 meters long.</p> <p>The shark eats fish and seal.</p> <p>The <u>the</u> great white shark lives in water in warm water.</p> <p>(Other facts) The great white shark is also a <u>kanibal</u> and eats other sharks.</p>	<p>Ok so you probably read the headline; My Crazy Life.</p> <p>So now you're surely wondering what i meant about my crazy life so i'm going to tell you about a short but crazy story that happened to my dad a couple of weeks ago. (It's worth to know that his name is Chuck Norris).</p>	 <p>It began all the way back in 1879 when Dutch and Hosca started a small outlaw gang. Dutch was the leader of the gang. The gang was called the runners because they moved camp a lot because the law was constantly looking for them.</p>
--	--	---

**Transcription of text 7, Graphic Novel:** *It begun all the way back in 1879 when Dutch- and Hosca started a small outlaw gang. Dutch was the leader of the gang. The gang was called The runners because they moved camp a lot because the law was constantly looking for them.*

Pupil 10 has the same story as Pupil 9 and developed English skills rapidly. Reading the pamphlets was not a favourite activity, but reading self-chosen texts and literature helped. After the two first writing tasks, it seemed like the English skills made a huge jump. Suddenly Pupil 10 participated in discussions in English, read and understood articles from the internet written for an adult audience and wrote texts far above expected level. Pupil 10 liked to express him/herself both in writing and orally in a way to challenge the achieved English skills.

### 8.2 The Document Analysis

Those who started fourth grade with high English writing skills, like pupils 9 and 10, have had a very good development, and have kept the standard above expected for the age group all through the project. The same with the pupils who in the beginning struggled both with English ability and motivation, like pupils 1, 2 and 3. They have also had a very good development in different areas. All the participants have improved their writing skills steadily all the way, with no stops in the development. Pupils 9 and 10 impressed in all the categories, especially when it comes to sentence complexity, grammar, and syntax, which is far above expected for this age group. But pupils 1, 2 and 3 have improved from almost no English skills and have become independent writers with mostly correct spelling, grammar, and syntax. It is worth mentioning that there has been no focus on spelling, instead the pupils have been encouraged to write what they think is right. Pupils 1, 2 and 3 had the most spelling mistakes in their texts, but we can notice improvements especially when it comes to high frequency words. Because the



misspelling is quite far from the original word, the automatic correction program on Chromebook is not useful. Therefore, the handwritten texts and the digitally written texts contain similar mistakes and confirm the problems within this area. In contrast, pupils 5, 9 and 10 have in all digital writing been using the spelling correction program. However, there are differences between pupil 5 and pupils 9 and 10 when it comes to the number of mistakes. Since pupils 9 and 10 are all the way close to correct spelling, the program helps them to find the correct word or spelling, while pupil 5 is initially further away from correct spelling and the program will sometimes provide the wrong word. Overall, there has been a considerable improvement to all the 10 participants from fourth grade to mid sixth grade when it comes to all scoring categories used in this analysis.

The focus on text structure and paragraph writing has been emphasized in writing, and paragraph writing is a structure the 10 participants managed very well, even though not all of them have scored 3, but most of them are close to 3 some places in the process. Pupil 1, who began with almost no English ability, scored 3 on text structure on the factual text, Great Britain, which is a huge achievement. Pupils 9 and 10, which had the highest English abilities, scored 3 on text structure on several tasks. However, all the pupils have an overall good text structure, but we can see that pupil 10 received a low score, 1, on the handwritten task, "My Alien Story", even though score 3 has been the average score on the other tasks. Not only had pupil 10 a low score on this task, but also pupils 1, 3 and 4 had lower scores than the average for them on this task.

A very noticeable factor visible in the texts, is that pupils 9 and 10 had very few grammar and syntax mistakes, in contrast to all the other participants. Pupils 1, 2 and 3 use in the first texts some Norwegian words and syntax which improved considerably from text 1 and till text 7, the graphic novel. Pupil 1 had a weaker score on grammar and syntax on the three last texts, while all the others increased their scores, most of them from a low score 2 and till a high score 2 or score 3, which is the case with pupil 8, who went from score 2 to score 3 on the last task, the graphic novel. The lower scores on grammar and syntax in pupil 1's texts may come from less help and more working independently. When we look at the development in punctuation and capitalization errors, the pupils struggling on this feature in the beginning, kept making mistakes throughout the whole period, and those who managed this from the beginning, kept their high score on every writing task.

All the 10 participants demonstrated a clear development when it comes to word count from the first to the seventh writing task. Common for all of them is that the seventh task has the highest word count. Despite this development, there is no pattern to notice when it comes to word count development, if we look at the pupils with high word count on the first tasks compared to those with lower word count on the first task, compared with the result of other tasks. There is no pattern, as may be expected, that few words on the first task means few words on another task. Pupil 4 has the highest word count of them all on the first task, with 192 words, and pupil 3 has the lowest word count, 62, on the same task. However, on the fifth task, "Free Choice Writing Task", pupils 3 and 4 have written almost the same number of words. Compared to pupil 10 on the last task, pupil 3 has just about 70 words less, which is not a huge difference. The distinction between a high English writing ability pupil as pupil 10 and pupil 3 with lower English writing ability is not very noticeable when it comes to word count, but when it comes to sentence complexity, grammar and syntax, the differences between pupil 10 and pupil 3

is markedly. Most of the participants write considerably longer texts when using their imagination compared to writing factual texts, with some exception. Pupils 1, 5 and 7 have the factual text about Great Britain as their longest text, apart from the seventh text, the graphic novel, where all the pupils improved the word count. If we compare the word count result of handwritten text against the digitally written ones, task seven the graphic novel is already mentioned as the longest text for all the participants, and this is a handwritten task. Since there is only one other handwritten task, task four, "My Alien Story", which only 6 participants have handed in, the result may be deficient. However, when we compare the handwritten task four with the other tasks these six have written, it is prominent that pupils 3, 4, 8, 9 and 10 suddenly decrease in wordcount on this task. In contrast, the word count on Pupil 1's task four follows a clear pattern where the word count increases with each new writing task and does not decrease when it comes to task 4, the handwritten task, "My Alien Story", compared to the others.

### 8.3 Discussion

The purpose of this study was not to compare different classes or school's achievements in English writing. The purpose of this study was to find out what effect reading simplified, elaborated texts and levelled books has on elementary school pupils' writing ability and motivation in English as a foreign language (EFL). In addition, it was important to find out if it was possible to reach the aims of LK 20 even though there were no drill exercises or vocabulary or grammar teaching except when the pupils had questions or wondered about vocabulary and language features. Another aim for the teaching was to create interest and abilities to read authentic books, especially for the high English ability pupils.

What became obvious when analysing the results of the collected texts is that all the pupils have improved considerably in all categories during the research period. One question to ask is if the same results would have been achieved in classes not working with extensive reading as a main aspect of teaching. The answer would probably have been "yes" and all pupils would have improved in their English abilities during two and a half years of learning. The most pleasing result is to see the improvements in the low English ability pupils' text writing competence, from not being able to write independently words and sentences because of lack of vocabulary knowledge and till independent work where the text is coherent and understandable. Another significant finding is that spelling improves all the way without any focus on correct writing, especially the high frequent words, which is also the words most used in levelled readers and simplified texts. This may indicate that the word they read the most are also most likely spelled correctly after reading over time. Another finding is that the high English ability pupils begin on a writing level above expected, but they also improved considerably during the period, writing texts using correct English syntax, text complexity, word choice and spelling which may be expected in lower secondary school rather than in fifth and sixth grade. If textbooks had been used, it would have been a possibility pupils progress would have been held back (particularly the high-level students), because often the commercial written textbooks are for the whole class and in one level, not taken into consideration the different ability levels the pupils possess. According to the National Curriculum LK 20 (2020), the teacher should facilitate each pupil's ability level, but my experience is that some teachers find this difficult. Some of Carbonneau's (2016) findings confirm my assumptions that textbook based approaches are the predominant text source among teachers, which according to methods like the Natural Approach (Krashen, 1998) and

Extensive reading (Day and Bamford, 2002) is not enough to create motivated and skilled learners, or at least there are several other methods than textbook based teaching which would give better motivation and perhaps also results.

Before analysing the collected data material, I assumed that the word count would increase in a clear pattern, from task one and until task 7. However, it turned out to be wrong. It seems like motivation for the topic you write about and if they have chosen what to write about, is important for the word count. But also, what genre they like the best is a factor. Some of the pupils like to write factual texts and others like fantasy texts the best. It is important to keep this in mind so all the pupils can meet what they like the best in between writing other genres.

To provide writing frames for the pupils, digitally or on a handout, is to give support to the pupils to make them visualise the texts they are going to write (Skrivesenteret, 2013). Sometimes writing frames are given as good example texts and as models for their own writing. Vygotsky (McLeod, 2020) says that teachers have an important role, and their responsibility is among other responsibilities, to act as a facilitator of learning rather than an instructor. This is what Vygotsky called scaffolding in the classroom and it means that teachers model a skill and adapt material or activity appropriate for the different pupils and their levels of language proficiency, like writing frames and example texts. Writing frames with paragraph writing structure has helped the pupils to organize their text, and this is visible in all the analysed material and has been a success factor not only for the pupils with lower English abilities, but also to the pupils possessing high English abilities.

## 9. Conclusion

The core hypothesis behind this paper is that reading extensively would help primary school pupils gain the aims from the National Curriculum, LK 20, without memorizing tasks, spelling tests, focus on spelling, sentence structure or grammar or the use of traditional textbooks and that this way of teaching should motivate pupils learning EFL. The thesis statement is formulated as "*What effect may reading simplified and elaborated texts and levelled books have on elementary school pupils' motivation and writing ability in English as a foreign language (EFL)*". By simplified text I mean texts that are simplified and rewritten in shorter, simpler sentences to make them more comprehensible for second language learners. Elaborated modifications, which I prefer on the intermediate stage, are adjustments for example from authentic text where the text still have the main components of the authentic text but clarify message content and structure through paraphrasing and explanations (Yano et al., 1994, in Crossley et al., 2012, p. 2) This paper is meant to show readers how such teaching effected the pupil's English writing ability. Motivation, on the other hand, is even more difficult to measure. The focus with the interviews was on the pupils' perception and motivation for the teaching method they participated in.

### 9.1 Teacher's Role

There are different considerations which are important when teaching with extensive reading. Teachers have different personalities and beliefs in teaching EFL. You must like what you do to put in the extra hours and effort. I love reading and for me, extensive reading works in teaching. Teachers must dare to loosen control in the classroom and let the pupils try and fail and try again when it comes to choosing literature. To work side by side with the pupils and let them share their thoughts and opinions, and let the teaching become a joint operation is one way to succeed. The interview analyses demonstrate clearly that pupils' engagement and involvement was a motivating factor to learn a foreign language, for example to contribute to the topics they want to learn about and importantly, to be heard. It is important to be prepared for each class and task, which is time consuming. A motivating introduction to a new topic, model texts and examples, goals, scoring rubrics and criteria must be made and a progression plan should be clarified to give the pupils predictability, which also seems to be a motivating factor. Working with extensive reading requires enjoying reading and seeing the possibilities in reading in language learning. Being a role model in the classroom and reading at the same time as the pupils has been a positive experience. I have had the opportunity to discuss the books and inspire curiosity and interest enough to try to read the book themselves. It is easier for teachers to choose to work with textbook and workbook and practice vocabulary and spelling as homework and grammar tasks in an unnatural setting as repetitive tasks in a workbook. The extra work is worth the effort because of the pupils' motivation but also given their progress with English language skills even if the results do not arrive quickly. A long-lasting result when it comes to language learning comes with time. It is also rewarding given that every task and topic is different and never repetitive. Extensive reading brings other challenges as well, especially with large classes. I have about 27 pupils in one class, alone with no support from other teachers or assistant. Follow-ups and assessments are time consuming, and some teachers may be reluctant towards working outside traditional classroom teaching. One criticism with Extensive Reading is that the writing tasks focused on few genres, fantasy, and factual

texts, and not on speaking and communication. The pupils have had discussions and have shared opinions orally with every task, and in addition there have been several reading and speaking tasks like book circles and plays. Other writing genres can be introduced which will not be difficult because of the work done so far.

## 10. Summary of the Findings

The results from this study show many positive findings towards teaching through Extensive Reading. Firstly, when pupils participate in choosing topics, they want to work with, this creates motivation, and the pupils work harder and find it fun. The openness and visibility of the various English ability levels in the classroom create a calm and safe environment to learn in. This low level of anxiety is important, and the pupils reach their goals more easily in a safe environment. Another indication is that silent reading and mostly for pleasure results in better reading attitude and reading comprehension which increases the vocabulary knowledge which in the end makes writing easier and more motivating. Another positive finding indicates that teaching EFL with no drill exercises or vocabulary or grammar teaching as the traditional way and the use of textbooks, is possible and gives good results and motivated pupils. Another factor not included as a part of this study is that the participants also became independent English speakers, capable of joining in on a conversation or expressing opinions about a topic. After analysing the collected data material, I found that all the participants had improved considerably during the study period, and most noticeable was the improvement in spelling and sentence structure and syntax, despite the lack of traditional EFL learning. One of my assumptions towards word count progress turned out not to be correct. The word count did not increase steadily from task one until task seven, but rather went up and down depending on the pupil's interest for the task. But there is a clear improvement during text writing through the whole period. Genre is an important factor when it comes to word count. Writing frames, scoring and criteria rubrics as well as a prepared introduction to create interest and curiosity have proven very useful and instructive. The work with paragraph writing structure has also been important, because the result from the document analyses show that text writing became clear and less messy when the pupils knew a system for structuring a text. When it comes to motivation for learning, the participants were clear that they had to understand the language, or else it became boring. To begin with, learning EFL within each pupil's ability level is therefore important. But not too easy. One finding suggests that if the pupils have read the book or text in Norwegian or that they are reading something they are very interested in, they can read comfortably well above their current English ability. Through the analysis, it seems like the understanding comes first and then the motivation arises. Most of the text were written digitally, and the group interviews and the document analysis show that writing digitally is motivating and more fun and increase linguistic correctness due to correction programs but also, it is easier to read what you have written on a computer than by hand, and to edit the writing is simpler. One finding which surprised me was that several of the participants said they did not like reading, or at least not until they could choose reading material by themselves. So self-chosen reading material is an important motivational factor. Another finding about what motivates pupils to learn EFL is different activities and working methods like plays, movies, group work, using YouTube and presentations. An interesting finding is how much they enjoyed presentations in groups or alone, in front of the class. How much the pupils liked and could understand authentic books and other authentic texts was a surprising finding, even though some of the pupils understood less than the recommended percentage to comfortably read and understand. How much they like reading text written by peers also came as a surprising result as did the finding that the pupils now find the simplified and levelled books boring. The last finding mentioned in this section is the fact that the pupils themselves notice and are aware of how much they have improved their spelling, grammar and sentence

complexity, and this realisation makes them more motivated and pleased with their work and the teaching methods.

There have been few studies done on Norwegian primary school pupils' EFL learning. In the future I hope we will see more studies directed towards the youngest pupils. This will help teacher's awareness of how to best teach EFL so when they start year eight and up, they will feel they can manage the English requirements and grades with motivation, self-confidence, and minimal anxiety. My wish and hope are that in the future no one feels they must drop out of school because they cannot manage EFL learning. This may be possible with some changes in how we teach and think about EFL in Norwegian schools today.





## 11. References

- Alamri, W. A. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Contexts. *English Language Teaching*, 11(10), 132-138. Retrieved from <https://eric.ed.gov/?id=EJ1192263>
- Alhamdu, A. (2016). Interest and Reading Motivation. *Psikis Jurnal Psikologi Islami*, 1(1), 1-10. Retrieved from DOI: [10.19109/psikis.v1i1.552](https://doi.org/10.19109/psikis.v1i1.552)
- Charboneau, R. A. (2016). *Approaches to English as a Foreign Language (EFL) Reading Instruction in Norwegian Primary Schools*. [Doctoral Thesis, University of Stavanger]. Retrieved from [https://uis.brage.unit.no/uis-xmlui/bitstream/handle/11250/2578213/Rebecca\\_Anne\\_Charboneau.pdf?sequence=1](https://uis.brage.unit.no/uis-xmlui/bitstream/handle/11250/2578213/Rebecca_Anne_Charboneau.pdf?sequence=1)
- Chiang, M.-H. (2016). Effects of varying text difficulty levels on second language (L2) reading attitudes and reading comprehension. *Journal of Research in Reading*, 39(4), 448-468. Retrieved from [https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-9817.12049?casa\\_token=MaegvgOapG4AAAAA:LQrxZA-2PIcC6r02AsBCpw1L\\_w7Llo-j\\_TkdRBsBE\\_MCzofrzFWoFB3W1kYvHDmKZXfXnR3K8E4Seq](https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-9817.12049?casa_token=MaegvgOapG4AAAAA:LQrxZA-2PIcC6r02AsBCpw1L_w7Llo-j_TkdRBsBE_MCzofrzFWoFB3W1kYvHDmKZXfXnR3K8E4Seq)
- Chiang, S. - C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4(2). Retrieved from DOI: [10.5539/elt.v4n2](https://doi.org/10.5539/elt.v4n2)
- Cho, K. S. (2005). Light Reading For Intermediate ESL Students: Adult ESL students react enthusiastically to "teen romances". *The International Journal of Foreign Language Teaching*, 1(3), 1 - 39. Retrieved from <http://www.ijflt.com/images/ijflt/IJFLTSummer05.pdf>
- Cho, K. S., Krashen, S. (2015). What Does it Take to Develop a Long-term Pleasure Reading Habit? *Turkish Online Journal of English Language Teaching*, 1(1), 1 - 9. Retrieved from [https://www.researchgate.net/publication/328925232\\_What\\_Does\\_it\\_Take\\_to\\_Develop\\_a\\_Long-term\\_Pleasure\\_Reading\\_Habit](https://www.researchgate.net/publication/328925232_What_Does_it_Take_to_Develop_a_Long-term_Pleasure_Reading_Habit)
- Ciornei, S. I. & Dina, T. A. (2015). Authentic Texts in Teaching English. *Procedia – Social and Behaviour Science*, 180, 274-279. Retrieved from <https://doi.org/10.1016/j.sbspro.2015.02.116>
- Collins, H., McNulty, Y. (2020). Insider Status: (Re)framing researcher positionality in international human resource management studies. *German Journal of Human Resource Management*, 34(2). Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/2397002220908425>

- Communication. (n.d.) In *Merriam-Webster's Online Dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/communication>
- Cook, S. R. (2005). Behind Closed Doors. Discovering the Literacies in Our Children's Everyday Lives. *Language Arts; Urbana*, 82(6), 420-430. Retrieved from <https://www.jstor.org/stable/41483511>
- Crossley, S., A., Allen, D., Mcnamara, D., S. (2012). Text Simplification and Comprehensible Input: A Case for an Intuitive Approach. *Language Teaching Research*, 16(1), 89 - 108. Retrieved from <https://doi.org/10.1177%2F1362168811423456>
- Dahlström, H. & Boström, L. (2017). Pros and Cons: Handwriting Versus Digital Writing. *Nordic Journal of Digital Literacy*. 12(4), 143 - 161. Retrieved from [https://www.idunn.no/file/pdf/67039125/pros\\_and\\_cons\\_handwriting\\_versus\\_digital\\_writing.pdf](https://www.idunn.no/file/pdf/67039125/pros_and_cons_handwriting_versus_digital_writing.pdf)
- Day, R., Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language*, 14(2), 136 - 141. Retrieved from <https://nflrc.hawaii.edu/rfl/October2002/day/day.pdf>
- Dean, J., Furness, P., Verrier, D., Lennon, H., Bennett, C.(2018). Desert island data: an investigation into researcher positionality. *Qualitative Research*, 18(3), 273 - 299. Retrieved from: <https://journals.sagepub.com/doi/abs/10.1177/1468794117714612>
- Fejes, A. & Thornberg, R. (2019). Handbok i kvalitativ analys (3. utök. uppl. utg.). Liber.
- Fountas, I., & Pinnell, G. (2013). Guided Reading: The Romance and the Reality. *The Reading Teacher*, 66(4), 268-284. Retrieved from <http://www.jstor.org/stable/23321307>
- Gulzar, M. A., Gulnaz, F., Ijaz, A. (2014). Utility of Krashen's Five Hypothesis in the Saudi Context of Foreign Language Acquisition/Learning. *English Language Teaching*. 7(8). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1075996.pdf>
- Hibbing, A. N. & Rankin-Erickson, J. L. (2003). A Picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers. *The Reading Teacher*, 56(8), 758-770. Retrieved from [https://www.jstor.org/stable/20205292?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/20205292?seq=1#metadata_info_tab_contents)
- Hu, M., Nation, P. (2000). Unknown Vocabulary Density and Reading Comprehension. *Reading in a Foreign Language*, 13(1), 403 - 430. Retrieved from [https://www.researchgate.net/publication/234651421\\_Unknown\\_Vocabulary\\_Density\\_and\\_Reading\\_Comprehension](https://www.researchgate.net/publication/234651421_Unknown_Vocabulary_Density_and_Reading_Comprehension)

- Oh, S.-Y. (2001). Two Types of Input Modification and EFL Reading Comprehension: Simplification Versus Elaboration. *TESOL QUARTERLY*, 35(1). Retrieved from <https://doi.org/10.2307/3587860>
- Katz, C. A., Polkoff, L., Gurvitz, D. (2005). "Shhhh.....I'am reading": Scaffolded independent-level reading. *National Council of Teachers of English*, 10(2). Retrieved from [https://search.proquest.com/docview/213713122?rfr\\_id=info%3Axri%2Fsid%3Aprimorimo](https://search.proquest.com/docview/213713122?rfr_id=info%3Axri%2Fsid%3Aprimorimo)
- Krashen, S. D. & Terell, T. D. (1998). *The Natural Approach. Language acquisition in the Classroom*. United Kingdom: Prentice Hall International. Retrieved from [http://sdkrashen.com/content/books/the\\_natural\\_approach.pdf](http://sdkrashen.com/content/books/the_natural_approach.pdf)
- Krashen, S. (2004). Applying the Comprehension Hypothesis: Some Suggestions. *Presented at the 13<sup>th</sup> International Symposium and Book Fair on Language Teaching*. Retrieved from [http://www.sdkrashen.com/content/articles/eta\\_paper.pdf](http://www.sdkrashen.com/content/articles/eta_paper.pdf)
- Kumaravadivelu, B. (2006). TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly*, 40(1), 59-81. Retrieved from <https://www.jstor.org/stable/pdf/40264511.pdf?refreqid=excelsior%3Aabdf78910fb2b3fc793f020a67943137b>
- Laufer, B. (2013). Lexical Thresholds for Reading Comprehension: What They Are and How They Can Be Used for Teaching Purposes. *TESOL Quarterly*, 47(4), 867 - 872. Retrieved from [https://www.jstor.org/stable/pdf/43267941.pdf?casa\\_token=e0HB7IGDhNEAAAAA:92Y5f189tSwYAbvqxkGL\\_gZ62DYcj9CZ3Vz7tiW7yZHi907JgJkKu6PUmOEXrceviJK4eYkH0mv6f-6fDi\\_J\\_VNaJdZ2CH\\_EmSPILRk0SpjYzBV-QNNpQ](https://www.jstor.org/stable/pdf/43267941.pdf?casa_token=e0HB7IGDhNEAAAAA:92Y5f189tSwYAbvqxkGL_gZ62DYcj9CZ3Vz7tiW7yZHi907JgJkKu6PUmOEXrceviJK4eYkH0mv6f-6fDi_J_VNaJdZ2CH_EmSPILRk0SpjYzBV-QNNpQ)
- Littlewood, W. (1981). *Communicative Language Teaching. An Introduction*. Great Britain: Cambridge University Press.
- Long, M. H., Ross, S. J. (1993). Modifications That Preserve Language and Content. *The Educational Resources Information Centre (Eric)*. Retrieved from <https://files.eric.ed.gov/fulltext/ED371576.pdf>
- Mangen, A. (2018). Modes of Writing in a Digital Age: The Good, the Bad and the Unknown. *First Monday*, 23(10), Retrieved from <http://dx.doi.org/10.5210/fm.v23i10.9419>
- Manne, G. & Helleland, H. (1991). *Kommunikasjon i språkundervisningen*. Oslo: Forlaget Fag og Kultur.
- Mani, R. S. (2016). The Natural Approach. *Veda's Journal of English Language and Literature (Joell)*, 3(1). Retrieved from <http://joell.in/wp-content/uploads/2016/03/THE-NATURAL-APPROACH.pdf>

- McLeod, S. (2020). Lev Vygotsky's Sociocultural Theory. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/vygotsky.html>
- Mori, S. (2015). If you build it, they will come: From a "Field of Dreams" to a more realistic view of extensive reading in an EFL Context. *Reading in a Foreign Language*, 27(1), 129-135. Retrieved from <http://nflrc.hawaii.edu/rfl/April2015/discussion/mori.pdf>
- Mueller, P. A. & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25(6). Retrieved from <https://doi.org/10.1177%2F0956797614524581>
- Namaziandost, E., Nasri, M., Ziafar, M. (2019). Comparing the impacts of various inputs (I+ 1 & I-1) on pre-intermediate EFL learners' Reading comprehension and Reading motivation: the case of Ahvazi learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(13), Retrieved from <https://link.springer.com/article/10.1186/s40862-019-0079-1>
- Ng, Q. R., Rendandya, W. A., Chong, M. Y. C. (2019). Extensive Reading: Theory, Research and Implementation. *Teflin Journal*, 30(2). Retrieved from <http://www.teflin.org/journal/index.php/journal/article/view/724>
- Niazifar, A. Shakibaei, G. (2019). Effects of different text difficulty levels on Iranian EFL learners' foreign language Reading motivation and Reading comprehension. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(1), 1 - 18. Retrieved from <https://sfleducation.springeropen.com/track/pdf/10.1186/s40862-019-0070-x>
- Peeck, J. (1974). Retention of Pictorial and Verbal Content of a Text with Illustrations. *Journal of Educational Psychology*, 66(6), 880-888. Retrieved from <https://psycnet.apa.org/fulltext/2005-16508-011.pdf>
- Picture-books. In *Merriam-Webster Dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/picture-book>
- Pinell, G., S. (2021). *What is Leveled Reading?* Scholastic. Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/what-leveled-reading/>
- Qin, D. (2016). Positionality. *Wiley Online Library*. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118663219.wbegss619>
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>

- Ross, S., Long, M. H. & Yano, Y. (1991). Simplification or Elaboration? The Effect of Two Types of Text Modifications on Foreign Language Reading Comprehension. *University of Hawai'i Working Papers irt ESL*, 10(2), 1-32. Retrieved from [https://scholarspace.manoa.hawaii.edu/bitstream/10125/38638/1/Ross,%20Long,%20&%20Yano%20\(1991\)\\_WP10\(2\).pdf](https://scholarspace.manoa.hawaii.edu/bitstream/10125/38638/1/Ross,%20Long,%20&%20Yano%20(1991)_WP10(2).pdf)
- Savignon, S. J. (1991) Communicative Language Teaching: State of the Art. *TESOL Quarterly*, 25(2), 261 - 277. Retrieved from <https://www.jstor.org/stable/pdf/3587463.pdf?refreqid=excelsior%3Aabd679a3b6b894c4cefca307e742a67b>
- Singhal, M. (1998). A Comparison of L1 and L2 Reading: Cultural Differences and Schema. *The Internet TESL Journal for Teachers of English as a Second Language*. Retrieved from <http://iteslj.org/Articles/Singhal-ReadingL1L2.html>
- Skivesenteret (2013). *Rammer for skrivning*. Retrieved from <http://www.skivesenteret.no/ressurser/rammer-for-skriving-1/>
- The McGuffey Readers Reading Guide. Retrieved from <https://mcguffeyreadersguide.weebly.com/what-are-the-mcguffey-readers.html>
- Utdanningsdirektoratet. (2020). *The Basic Skills - Core Curriculum*. Retrieved from <https://www.udir.no/lk20/overordnet-del/prinsipper-for-laring-utvikling-og-danning/grunnleggende-ferdigheter/?lang=eng>
- Utdanningsdirektoratet. (2020). *Teaching and Differentiated Instruction - Core Curriculum*. Retrieved from <https://www.udir.no/lk20/overordnet-del/3.-prinsipper-for-skolens-praksis/3.2-undervisning-og-tilpasset-opplaring/?lang=eng>
- Willows, D. M. (1978). A picture is not always worth a thousand words: Pictures as distractors in reading. *Journal of Educational Psychology*, 70(2), 255-262. <https://doi.org/10.1037/0022-0663.70.2.255>
- Wu, W.-C. V., Yen, L. L., & Marek, M. (2011). Using Online EFL Interaction to Increase Confidence, Motivation and Ability. *Educational Technology & Society*, 14(3), 118 - 129. Retrieved from [https://search.proquest.com/docview/1287031533?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search.proquest.com/docview/1287031533?rfr_id=info%3Axri%2Fsid%3Aprimo)

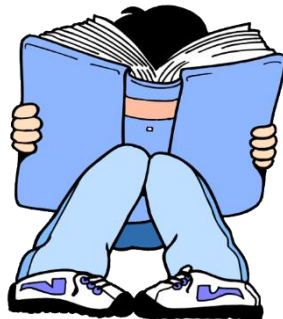


## 12. Appendix

### 12.1 Appendix 1: Front Page with Self- Assessment Rubrics

#### To Master English Reading

<b>Titles, level 2</b>	<b>Easy</b>	<b>Ok</b>	<b>Difficult</b>
<b>Stop that noise</b>			
<b>Scary riddles</b>			
<b>My dressing box</b>			
<b>In Will's house</b>			
<b>Tall-taller-tallest</b>			
<b>Bad hair day</b>			
<b>What will i be when I grow up</b>			
<b>An elephant goes like this, like that</b>			



## 12.2 Appendix 2: Task One, February 2019

### Facts about an Animal (Writing frame with start sentences)

#### Writing Frame

(Headline, name of animal)
I want to write about _____ because _____.
(Describe the animal) The _____ has long/short fur and the colour is _____. It is _____
The _____ eats _____ and _____.
The _____ lives in _____
(Other facts) The _____ is also _____ and _____.
To sum up, the _____ eats _____, lives _____ and _____. I think _____
Written by _____

#### Criteria:

- The headline - not more than size 24
- The text - size 12
- Not more than 3 pictures.
- Paragraphs



## 12.3 Appendix 3: Task Two, March 2019

### Hobbies

#### Writing Frame

(Headline, name of hobby)
(Introduction) I want to write about _____ because _____ and it is _____
(Paragraph 1 - describe the hobby and how you do it)
(Paragraph 2 - gear you need)
(Paragraph 3 - other facts as celebrities doing the same, results....)
(Conclusion, summarise your main points) To sum up, _____. I think _____  Written by _____

#### Criteria:

- The headline - not more than size 24
- The text - size 12
- No more than 3 pictures.
- Paragraphs

#### To finish your product:

- Remove the lines and the instructions.
- Remember to edit the text
- Practice reading your text aloud

## 12.4 Appendix 4: Task Three, November 2019

### **From Book to a Story**

Criteria;

-Five paragraph writing

Headline

1 - Beginning

2 - Paragraph 1

3 - Paragraph 2

4 - Paragraph 3

5 - Summary

-Size 12

-Headline up to size 30

-Level 1, at least 3 sentences in paragraphs 2, 3, 4

-Level 2, at least 5 sentences in paragraphs 2, 3, 4

-Level 3, at least more than level 2

If this is difficult - short and simple sentences

## 12.5 Appendix 5: Task Four, February 2020

### **My Alien Story**

- Draw your own alien. Think about looks, special features, habits, skills (special abilities)
- Write words to describe your alien.
- Write a story where your alien is the main character
  - When I met my first human
  - After the crash
  - Me and my family
  - Hiding between humans
  - Where do I come from
  - What do I do on a normal day
  - How I met my best friend
  - Me and my pets
  - My alien did what?

12.6 Appendix 6: Task Five, March 2020

**Free Choice Writing Task**

<b>Text Structure and preparations</b>	<b>Done</b>
Choose a topic- facts or fantasy	
Make a mind map in Creaza	
Correct headline	
Factual text: Write at least 50(level 1-2), 80(level 2-3)words.	
Fantasy text: Write at least 80(level 1-2), 150(level 2-3) words.	
Five paragraphs (or more)	
Word size 12	
One picture or drawing	

<b>The text</b>	<b>Done</b>
Sentence Structure	
Cohesion	
Regular and Irregular Verbs (in past tense)	
Punctuation	
Linking words	
Paragraphs	
Capital Letters	

**Simple Writing Frame**

Headline
Paragraph 1 What are you going to write about?
Paragraph 2 The first thing you write about
Paragraph 3 The second thing you write about
Paragraph 4 The third thing you write about
Paragraph 5 To sum up

## 12.7 Appendix 7: Task Six, September 2020

### Writing Task About Great Britain Self - Assessment

Aims:

1. To learn about Great Britain
2. To learn about British culture (history, religion, people)
3. To retell what you have written

Language:			
Date:	<b>I can do this</b>		
<b>Criteria</b>	a bit	quite well	very well
Have at least 5 interesting facts about your topic.			
Headline			
Illustrations, pictures about your topic. Max 3			
Have at least three main paragraphs			
Write full sentences			
Use at least 3 different linking words			
Capital letter and punctuation marks			
Headlines in the text. Optional.			
Beginning and to sum up			
Not copy from the internet			
At least 100 words			

## 12.8 Appendix 8: Task Seven, November 2020

Graphic Novels, Cartoons, Comics and Manga

### Graphic Novel

Aims:

- To learn the difference between them
- To read different kinds of multimodal texts.(text and pictures/drawings)
- To write a story and illustrate with drawings in the form of a graphic novel.
- Grammar - language/vocabulary and sentence structure.(Spelling - optional)

Criterias	Done	I can do this		
		a bit	quite well	very well
First draft - real text – drawings				
At least 9 “texts” and illustrations (3 pages)				
Illustrations with colours				
Front page with title and name				
Readable handwriting				
Correct sentence structure				
Staple in the left upper corner				
Graphic novel genre				

- Read your text very thoroughly (grundig) several times, slowly
- Get help from a teacher or a peer to correct really wrong sentence structure.
- Get at least one piece of your text approved. Begin to make your graphic novel with text and drawings.

## 12.9 Appendix 9: Document Analyses, Findings

### Pupil 1

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	70	86	84	97	112	135	271
Text structure	2	2	2	1	1-2	3	2
Punctuation and Capitalization	1	2	1	1	2	1-2	2
Spelling	2	2	1	2	1	1	1
Sentence complexity	1	1	1	1-2	1-2	1-2	1-2
Missing words/ Grammar/ Syntax	2	2	2	1	1-2	1-2	1-2

### Pupil 2

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	79	88	164	_____	184	172	335
Text structure	2	2	2		2	2	2
Punctuation and Capitalization	2	2	2		2	2	2
Spelling	1	1	2		2	2	2
Sentence complexity	1	1	1		1	1	2
Missing words/ Grammar/ Syntax	1	1	1		1	1-2	1-2



### Pupil 3

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	62	136	194	75	318	166	374
Text structure	2	1	2	1	2	2	2
Punctuation and Capitalization	1	1	1-2	2	2	1-2	2
Spelling	2	2	2	1-2	1-2	2	1-2
Sentence complexity	1	1-2	1-2	1	1-2	1-2	2
Missing words/ Grammar/ Syntax	1-2	1-2	1-2	1-2	1-2	2	2

### Pupil 4

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	192	154	360	161	383	239	540
Text structure	2	2	2	1-2	2	2	2
Punctuation and Capitalization	3	3	3	3	2	3	2
Spelling	2	3	2	1-2	2	1-2	2
Sentence complexity	2	2	2	2	2	2	2
Missing words/ Grammar/ Syntax	2	2	1-2	2	2	2	2

## Pupil 5

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	77	84	219	_____	167(facts)	253	507
Text structure	2	2	2		2	2	2
Punctuation and Capitalization	2	2	2		3	2	2
Spelling	2	2	2		2	2	2
Sentence complexity	1	1	1-2		1-2	1-2	1-2
Missing words/ Grammar/ Syntax	2	2	2		2	2	2

## Pupil 6

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	79	73	167	_____	138 (facts)	129	216
Text structure	2	2	2		2	2	2
Punctuation and Capitalization	2	1-2	2		1-2	1-2	1-2
Spelling	2	2	1-2		2	2	2
Sentence complexity	1	1	1-2		1-2	1-2	1-2
Missing words/ Grammar/ Syntax	1	2	2		2	2	2

## Pupil 7

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	89	95	202	_____	213	214	473
Text structure	2	2	2		2	2	2
Punctuation and Capitalization	3	3	2		3	3	3
Spelling	3	3	3		3	3	3
Sentence complexity	2	1-2	2		2	2	2
Missing words/ Grammar/ Syntax	3	3	2		2	2	2

## Pupil 8

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	96	243	280	118	655	348	764
Text structure	2	2	2	2	2	2	2
Punctuation and Capitalization	2	1	1	1	1	1	2
Spelling	2	2	2	2	2	2	2
Sentence complexity	2	2	2	2	2	2	2-3
Missing words/ Grammar/ Syntax	2	1-2	2	2	2	2	2-3

## Pupil 9

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	117	198	518	124	239 (facts)	275	600
Text structure	2	2	3	2	2	3	3
Punctuation and Capitalization	2	3	3	3	3	2-3	2-3
Spelling	3	3	3	3	3	3	3
Sentence complexity	2	3	3	2-3	2-3	2-3	3
Missing words/ Grammar/ Syntax	2	3	3	3	3	3	3

## Pupil 10

<b>Tasks</b>	Animals Digital Writing Frame	Hobbies Digital Writing Frame	From Book to Story Digital	My Alien Story. By hand	Free Choice Writing task Digital	Great Britain Digital	Graphic Novel By hand
Word Count	105	176	421	179	211	205	447
Text structure	2	2	3	1	3	2	3
Punctuation and Capitalization	2	3	3	3	2	2	3
Spelling	2	3	3	3	3	3	3
Sentence complexity	1-2	2	3	3	3	2	3
Missing words/ Grammar/ Syntax	2	3	3	3	3	3	3