Table of content:

Abbreviations

CLT   Communicative Language Teaching

ESL   English as a Second Language

FFI   Form- Focused Instruction

GTM   Grammar Translation Method

LK06   The Knowledge Promotion

L2   Second Language

PPP   Present- Practice- Production

R94   Reform '94 (*Læreplan for videregående opplæring*, 1994)

SLA   Second Language Acquisition

SLT   Second Language Teaching

UDIR   The Norwegian Directorate of Education and Training

UG   Universal Grammar

1.0   Introduction

Learning grammar often tends to evoke negative associations among students in school, and the term grammar is often connected to theoretical rules and structures (Odlin, 1994). The role of grammar instruction has been addressed by a number of researchers throughout history, and grammar teaching within Second Language Teaching (SLT) has been a highly discussed topic. When I look back at my own experience from English lessons in upper secondary school, I cannot recall that my teacher taught me grammar rules explicitly. It seemed as if grammar was something we had to practice ourselves to master the rules and be able to use them correctly. The memories I have are of translation, dictation and gap- filling without knowing why I did what I was doing. This resulted in a higher level of uncertainty more than it helped me to understand. It is my belief that many people would agree on me on this, and that our experiences affect how we think about grammar and the value of grammar teaching later in life.

Learning the grammar of a language is an important part of learning a language (Crystal, 2003, Lightbown, 2000). Based on my own experiences with grammar teaching, and the importance of knowing grammar, I have chosen to look at grammar teaching in the ESL (English as a Second Language) classroom. I have done a theoretical analysis of grammar tasks in different textbooks used for teaching English in upper secondary schools. I have looked at textbooks used within different curriculums, and the main focus will be to look at how the aims of the curriculums are reflected in the textbooks. Based on trends in international research, grammar has gained a stronger position in current curriculum, The Knowledge Promotion (LK06), then it had in the previous curriculum, the Reform of 1994 (R94). This thesis will address grammar teaching as a phenomenon and look at the role grammar teaching has had within SLT. Based on the fact that written and spoken accuracy is described to a larger extent in LK06 curriculum compared to the R94 curriculum, I will examine whether this development is reflected in the textbooks that are used in ESL classrooms. The main focus of the analysis will be to investigate whether grammar has gained attention in the LK06 textbooks compared to the R94 textbooks.

This master thesis is relevant for my further studies and career because it addresses an important part of the ESL classroom. As a foreign language teacher, it is important to have knowledge about how grammar is acquired because this knowledge is important in order to

3

develop language knowledge. One should have knowledge about how grammar is treated in the curriculum, as well as how grammar instruction can be addressed and performed. As a teacher, you should have the ability to critically assess the curriculum and the textbooks that are used. It is important to be aware of how the textbooks handle and present grammar, and how to best use the content of the textbooks in order to be beneficial for the learners.

Through the work with this thesis, I have increased my knowledge of how textbooks in upper secondary school treat grammar, seen in relation to how it is put in forth in the curriculum. I have studied the current English subject curriculum, and I have gained awareness about the structure and content of textbooks. I aim to teach in upper secondary level of education, and therefore I find the topic of this thesis very relevant for those becoming a language teacher. Based on my work with this thesis, I hope I will be able to use the textbook as a useful tool in the ESL classroom and also provide my students with the best possible tools to learn grammar.

The thesis is divided in six chapters. The theoretical background is provided in chapter 2, and it addresses various concepts of *grammar* and *grammar teaching*. Furthermore, issues within grammar pedagogy will be addressed, as well as what constitutes pedagogical grammar. In chapter 3 the methods used in this thesis will be discussed. The two curriculums will be examined and compared in terms of grammar content, and the results will be provided in chapter 4. In chapter 5, the results will be discussed in relation to the theoretical background provided in chapter 2. The last chapter constitutes a summary.

2.0   Theoretical background

A characteristic of the field of grammar is that there exist divided views on the concepts of grammar itself, hence also on the teaching of grammar. Grammar instruction has been an area of debate for decades and the value of grammar teaching has been questioned repeatedly (Crystal, 2003). The controversy of Grammar teaching has mainly dealt with the extent to which grammar should be taught implicitly through natural exposure and input, or explicitly through formal presentations of grammatical elements (Ellis, 2006, Nassaji & Fotos, 2011). Research on Second Language Acquisition (SLA) exploded in the late 1970s, and since then, a great number of articles, books and theses have been published on the subject (Lightbown, 2000). This has contributed to an increased knowledge about how we acquire second languages (Lightbown, 2000). Even so, research on SLA has failed to yield firm guidelines for grammar teaching methodology (Timmis, 2012). Rod Ellis (2006) points out tat many years of research on SLA has contributed to a better agreement on how to teach the grammar of a second language, but there remain a number of controversial issues.

2.1   Concepts of grammar

Second language learning is a complex process, and many regard learning a language as almost synonymous with learning its grammar (Timmis, 2012). Researchers agree on the fact that grammar is crucial for language learning, as well as being an important factor for acquiring knowledge about the language (Crystal, 2003, Lightbown, 2000, Timmis, 2012). Various researchers and linguists have provided definitions of grammar, many of them fairly extensive. David Crystal, on the other hand, maintains a simple definition of grammar being "the business of taking a language to pieces, to see how it works" (Crystal, 2003, p. 10). However, the notion of grammar is fairly complex and will need further explanation. In the following, trends and issues within the field of grammar pedagogy will be presented, as well as different approaches that have had an impact on it. To do this however, the concept of grammar needs to be addressed.

2.1.1 *Definitions and meanings of the word grammar*

We can talk about many kinds of grammar, but most people usually associate the term grammar with the grammar of for instance English, German or Norwegian. The term "grammar of English" however, is still ambiguous. Guldal & Otnes (2011) refer to one 'wide'

and one 'narrow' meaning. The narrow meaning denotes the grammar that is commonly known as *formal grammar*. In formal grammar, the overall focus is on the form and structure of languages, while the aspect of meaning and context are left out (Guldal & Otnes, 2011). In formal grammar teaching, the focus is on language forms, rather than language functions and real communication. The 'wide' meaning of the grammar of a language has a rather functional aspect to it, embracing the functional aspects of language that include communication and social interaction (Guldal & Otnes, 2011, Tomlin, 1994).

The distinction between formal and functional aspects of language is also applicable for the distinction between theoretical and applied linguistics (Burner, 2005). Applied linguistics is "that branch of language study concerned with the scientific study of second and foreign language teaching and learning" (Richard & Rogers, 1886, pp. 8). The term 'applied linguistics' refers to activities that involve language- related problems or concerns, such as language teaching and learning (Richard & Rogers, 1886). Theoretical linguistics, on the other hand, is concerned with developing models of linguistic knowledge, including for instance syntax, morphology and phonology (Guldal & Otnes, 2011). Theoretical linguists are concerned with developing models of linguistic knowledge and with the theories of grammar and what language is, rather than issues regarding language in use.

Next, we distinguish between descriptive and prescriptive grammar. Descriptive grammar is the study and description of a language, and refers to how the language is in fact used by its speakers (Odlin, 1994). Prescriptive grammar, on the other hand, is focused on the structure of a language as certain people think it *should* be used. It is a study of the components of human language and the idea of correct and incorrect use of language, including rules concerning syntax and word structures (Guldal & Otnes, 2011, Odlin, 1994). The distinction between descriptive and prescriptive grammar is relevant because of the misinterpretation of grammar teaching in L2 being mainly prescriptive. Many students, and also some teachers, believe that learning grammar consists of theoretical practice of acquiring the 'correct' grammar that is decided by the experts. In this way it becomes less about real language knowledge and how to use these structures.

Learning the grammar of a second language in fact embraces the ability to use the grammar of that language in the same way as the native speakers of the same language do intuitively (Lightbown, 2000). This involves developing an *interlanguage*- a linguistic system developed by L2 learners who are approximating the target language and still preserve some features

from their L1 (White, 2005). Larry Selinker introduced the concept of interlanguage in 1972. The concept of interlanguage proposes that L2 learners have internalized a mental grammar that can be described in terms of linguistic rules and principles (Lightbown, 2000). "Innumerable studies have confirmed that learners develop an 'interlanguage' (Selnker, 1972) which has systematic properties that are not explained in any simple way by the input learners have been exposed to" (Lightbown, 2000, p. 441). Language knowledge is often referred to as implicit or explicit, and the distinction between implicit and explicit knowledge, among other issues concerning grammar teaching, will be addressed in the next chapter. But first, Generativism and its influence on L2 acquisition will be discussed.

2.1.2 Generativism

Theories of language can provide a framework for methods on grammar teaching but must be accompanied by approaches and methods (Ellis, 2006, Richard & Rogers, 1986). As a particularly influential theoretical framework, Generativism will be discussed.

Noam Chomsky proposed his theory of Generative grammar in the 1950s, which came to influence following linguists and researchers (Cook, 2011, Odlin, 1994). His theory is known as Universal Grammar (UG). The essence of Chomsky's Generative grammar is concerned with language knowledge in the mind, primarily as a formal description of language principles (Bavali & Sadighi, 2008, Cook, 2011, Richard & Rogers, 1986). Chomsky claimed that language derives from innate capacities in our minds (Chomsky, 1965, Richard & Rogers, 1986). He did not believe that humans could acquire a language based solely on input, and suggested that we are born with some kind of capacity in our brains that makes us capable to learn languages (Chomsky, 1965, Karmiloff & Karmiloff- Smith, 2002). UG can be understood as a set of principles and parameters, which is seen as inherent capacities in our brains developed to create linguistic output (Karmiloff & Karmiloff- Smith, 2002). The principles are common to all languages, and all languages are organized by some common basic principles (Karmiloff & Karmiloff- Smith 2002). The parameters, on the other hand, are optional settings that apply for each specific language (Karmiloff & Karmiloff- Smith 2002). Because children are able to acquire the complex morphosyntax of a language, Chomsky and other nativists argue that this can be explained by the child's innateness of UG (Karmiloff & Karmiloff- Smith 2002). Chomsky (1965) claimed that language is a system that makes infinite use of finite resources in which one can create an infinite number of sentences from a finite number of morphemes, words and phrases.

The role of UG in L2 acquisition has been questioned since the 1980's (Cook, 2011, White, 2005). Chomsky did not directly address L2 acquisition, but his theories of theoretical syntax and L1 acquisition contributed to a changed view on L2 acquisition (Richard & Rogers, 1986). Richards & Rogers (1986) point out that "His theories were to revolutionize American linguistics and focus the attention of linguists and psychologists on the mental properties people bring to bear on language use and language learning" (Richards & Rogers, 1986, p. 59). Even if UG says nothing about how languages are used and processed, the theory is important for language teaching because of the view of language as knowledge *in* the mind (Cook, 2011). In this sense, UG can function as reminder about the cognitive nature of language; "L2 is the creation of knowledge in the mind as well as the creation of the ability to interact with other people" (Cook, 2011, p. 45).

2.2 Concepts in grammar teaching

In addition to the term grammar, the notion of *grammar teaching* can also be approached in a number of ways. Ellis (2006) provides a broad definition of grammar teaching:

> Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it. (Ellis, 2006, p. 84)

According to Ellis (2006), grammar teaching has traditionally been viewed as "the presentation and practice of discrete grammatical elements" (Ellis, 2006, p. 84). Ellis (2006) discusses different distinctions that are relevant for grammar teaching. His main issue of concern has been the ultimate aims of the teaching, as well as the content of the grammar that is taught. Whether grammar instruction should be intensive or extensive, taught in isolation or integrated in communicative activities are important aspects in grammar pedagogy in SLA (Ellis, 2006, Lightbown, 2000). This suggests that grammar instruction can be practiced in many ways, which is reflected by the ongoing discussion of issues within grammar pedagogy. In deciding on an appropriate option, teachers will have to consider a range of factors related to the learners and related to the structure to be taught (Timmis, 2012).

2.2.1 Issues in the teaching of grammar

David Crystal (2003) claims that there is an important difference between *knowing* the grammar of a language, and *knowing about* the grammar of a language (Crystal, 2003). Everyone who speaks English will know some of the grammar of English, but will not be able

to talk about what they know *about* the grammar of that language (Crystal, 2003). Even five-year-old children know a lot of grammar, and they rarely make mistakes. This is because acquiring the grammar of a language is an unconscious process to L1 learners (Crystal, 2003, Lightbown, 2000). Very few of the speakers of English are therefore able to describe the underlying grammar rules and processes. Crystal (2003) claims that describing how the grammar of a language works does not come naturally, but instead demands a great deal of knowledge about the conscious process of acquiring grammar. Spada & Lightbown (2008) point out that the learners in ESL classrooms will have to participate in this conscious process of understanding grammar. They need to learn grammatical rules and processes, as well as learning the underlying reasons for why the different rules are applied (Crystal, 2003, Spada & Lightbown, 2008). This is the core of an ongoing issue within SLA and grammar teaching, namely the value of explicit and implicit knowledge of grammar in SLA.

Researchers have agreed on the fact that children have some kind of suitable innate ability to acquire language naturally without explicit instruction (Lightbown, 2000). The fact that native speakers of a language can learn the grammar of their L1 intuitively proves that one can learn grammar without explicit instruction (DeKeyser, 2005, Lightbown, 2000). However, the value of explicit instruction can be seen as increasingly advantageous as the learners get older, as the ability seems to disappear with age (DeKeyser, 2005, Lightbown, 2000). DeKeyser (2005) claims that a shift from implicit to explicit processes during childhood can explain two issues concerning age differences in SLA, "children learn better and adults learn faster" (DeKeyser, 2005, p. 255). Most L2 learners acquire a second language at school, and they will need a certain amount of explicit instruction in order to master the target language (DeKeyser, 2005, Longbown, 2000). Explicit grammar instruction entails formal presentation of grammatical features and rules, while implicit learning takes place through natural exposure to language and natural language use (DeKeyser, 2005, Ellis, 2006). The value of explicit teaching of grammar is questioned repeatedly. Some suggest that explicit instruction is effective in promoting L2 learning and facilitate the development of implicit knowledge (Ellis, 2006, Lightbown, 2000, Lightbown & Spada, 2008). Others do not believe that L2 learners benefit from explicit grammar teaching, and one of them is Stephen Krashen.

Krashen (1988) argues that language acquisition do not require explicit form- focused grammar instruction and drills. He claims that grammar teaching should be limited to a few simple rules, because complex rules are impossible to learn and beyond students' ability to apply (Ellis, 2006, Krashen 1982). Krashen distinguishes between two distinct ways of

developing and acquiring knowledge in a second language (Krashen, 1982, Newby, 2000). The first way is *language acquisition*, which he refers to as a subconscious process that is similar to a child's process of developing ability in L1. According to Krashen, language acquirers are not consciously aware of the grammatical structures of the language, but they develop a sense of 'accuracy' of that language. The other way is *language learning*, which he describes as a conscious learning process. This involves knowing the underlying rules of a second language, being aware of them and being able to talk about them (Krashen, 1982, Lightbown, 2000). He furthermore argues that languages are acquired and not learned. Krashen (1988) suggests that second language acquisition happens when the learner is motivated and subject to comprehensive input. Even though Krashen's view on language acquisition has been influential, explicit instruction has gained support in SLA pedagogy.

Ellis (2006) distinguishes between explicit knowledge as the 'analysed knowledge', the awareness of how structures work, and 'metalinguistic explanation', the knowledge of grammatical metalanguage and how to use this knowledge. In other words, explicit knowledge refers to the amount of knowledge the speakers have acquired about the language. "Explicit knowledge is held consciously, is learnable and verbalisable, and is typically accessed through controlled processing when learners experience some kind of linguistic difficulty in using the L2" (Ellis, 2006, p. 95). On the other hand, implicit knowledge of grammar is held unconsciously and can only be accessed and verbalized if it is made explicit (DeKeyser, 2005, Ellis, 2006). Implicit knowledge has shown to be accessed easily and rapidly made available for communication (Ellis, 2006). Students can acquire complex knowledge to perform a variety of tasks without being aware of that knowledge (DeKeyser, 2005). DeKeyser (2005) argues that explicit knowledge can become implicit when learners lose awareness of its structure over time. Furthermore, Reber (1989) claims that implicit learning takes place independently of conscious attempt to do so, and that implicit knowledge is held tacitly. This suggests that implicit knowledge operates largely outside awareness (Reber, 1989). Reber (1989) develops this point further:

> Implicit learning produces a tacit knowledge base that is abstract and representative of the structure of the environment, and such knowledge is optimally acquired independently of conscious efforts to learn, and it can be used implicitly to solve problems and make accurate decisions about novel stimulus circumstances" (Reber, 1989, p. 219).

The implicit/ explicit dichotomy is hard to define, and this also makes the distinction more complex. The next issue regards the distinction between inductive and deductive *teaching*, and inductive and deductive *learning*.

Gunn Imsen (2010) refers to *inductive teaching* as "discovery learning", which denotes that the teacher points out examples in the text which the learners will be encouraged to create a metalinguistic generalization of the grammar rule on their own (Ellis, 2006, Harmer, 2007, Imsen, 2010). *Inductive learning* takes place when the learners study examples in a text, and then make a generalization about it afterwards (DeKeyser, 2005). The learning is inductive and explicit if the learners are encouraged to find rules by internalizing the rule themselves (DeKeyser, 2005). DeKeyser (2005) also claims that learning can be inductive and implicit, which happens when children acquire their native language without paying attention to its underlying structure. DeKeyser (2005) claims that the combination of deductive and implicit learning is less obvious, but that the concept of parameter setting within UG can be seen as an example of when language learning happens without awareness.

Deductive teaching represents a more traditional style of grammar instruction. In deductive teaching, the main focus is on the grammar rules itself, usually presented step by step, compared to inductive teaching in which the focus is on meaning and communication. In deductive learning the rule is given first, either by the teacher or the textbook, and thereafter studied by the students (DeKeyser, 2005). The deductive approach fits into a lecture structure referred to as the PPP- model of grammar instruction, (Present, Practice, Production). In the PPP model, the grammatical rules are presented to the students first. Thereafter the students will practice on how to use the grammatical rule, and in the last part the students will produce language by applying the rule (Imsen, 2010). Learners have seemed to benefit from both approaches, and Ellis (2006) concludes that "simple rules may best be taught deductively, while more complex rules may best be taught inductively" (Ellis, 2006, p. 98).

The debate on the role of grammar in L2 instruction is often concerned about the degree to which the teacher should direct the learners' attention to specific grammatical features, whilst retaining the focus on communication activities (Sheen, 2002). Two extremes have emerged because of this disagreement, and they are known as '*focus on form*' and '*focus on forms*'. On one side, there are those who believe in very limited interruption in communication and limiting the focus on grammatical issues in corrective feedback (Sheen, 2002, Spada & Lightbown, 2008). In this case, *focus on form* entails bringing linguistic elements to the learners' attention, or when the learners direct their attention towards specific features of language (Harmer, 2007). On the other side, there are those who believe that one should teach grammar separately, in addition to approaching the grammatical issues incidentally in other communicative activities. *Focus on forms* further on includes a larger focus on the

grammatical forms of language, and can be seen as the 'typical lessons' in which grammatical elements are taught separately (Sheen, 2002, Spada & Lightbown, 2008).

There is an increasing consensus that some Form-Focused Instruction is necessary in order to acquire some features of the target language (Ellis, 2006, Spada & Lightbown, 2008). Some grammatical features demand that the learners get some sort of (FFI) in order for them to be acquired. In an ESL setting, FFI can help the learners to make more efficient use of their very limited exposure to the language they are learning (Spada & Lightbown, 2008). Spada & Lightbown (2008) point out that learners who begin learning a foreign language when they are beyond early childhood, especially those whose exposure to the target language primarily occurs in the classroom where other people share L1, appear to benefit from FFI. DeKeyser (2005) furthermore points out that a considerable amount of research suggests that some focus on form is needed. This can be through explicit teaching of grammar, explicit error correction or more indirect through input enhancement (DeKeyser, 2005).

Finally, the distinction between Reactive- and Proactive Grammar Teaching will be mentioned, as it is an important choice facing the teacher in ESL classrooms (Timmis, 2012). Proactive Grammar Teaching entails planned instruction of discrete grammatical features and is often associated with the PPP (Presentation- Practice- Production) paradigm. Reactive Grammar Teaching is often associated with Long's (1981) distinction between "focus on forms" and "focus on form" (Timmis, 2012). The former refers to proactive, planned instruction of discrete items, while the latter refers to grammar dealt with when it creates difficulty in a communicative context (Timmis, 2012). Spada & Lightbown (2008) point at the importance of including both isolated and integrated FFI. The challenge is rather to evaluate the conditions in which isolated or integrated instruction is appropriate (Spada & Lightbown, 2008).

The disagreement on various aspects concerning grammar teaching has been present as long as the field of research has existed (Ellis, 2006, Lightbown, 2000). Which grammatical structures to teach, hence the content of the grammar the learners are presented with, remain controversial (Ellis, 2006, Lightbown, 2000). The controversy has dealt with how the teaching of grammar should be performed and practiced most effectively (Ellis, 2006, Lightbown, 2000). Ellis (2006) states that the problems of selecting the content and method can help explain why grammatical syllabuses have changed so little over the years. Because it seems

safer to do what has been done before, teachers do little to change the content of the grammar they teach (Ellis, 2006). In relation to this, the use of textbooks must be commented on.

For many years methodologists have argued about the usefulness of textbooks (Harmer, 2007). Tomlinson (2013) points out that textbooks and materials were not taken seriously by academics before the mid-1990s. The development of teaching materials has increased enormously since then, and nowadays it is a big business (Tomlinson, 2013). One should bear in mind that the content of teaching materials, as well as the quality of the activities and resources found in the textbooks develop constantly (Tomlinson, 2013).

Despite the other tools available, the textbooks remain important teaching and instructional materials in the classroom (Drew, 2007, Ibsen & Hellekjær, 2003). When textbooks determine the focus of the teaching, it will to some extent also determine what grammar that is being taught. From a teacher questionnaire done by Ibsen & Hellekjær (2003), results revealed that 98,5 per cent of the teachers used the textbook as a part of teaching English. Furthermore, 64 out of 65 teachers replied that they relied on the textbooks. Drew (2007) has also provided data that revealed that Norwegian teachers of English are very dependent on the textbooks, and he suggests that this dependency might be a sign of insecurity and inflexibility. By using tasks and materials that are already made, there is no need for the teachers to produce and provide any teaching material (Drew, 2007). Because teachers rely on the textbooks and the content in them, this automatically makes the textbooks subject of great importance.

2.2.2 Why should we teach grammar?

There exists disagreement of whether L2 learners benefit from grammar instruction. Ellis (2006) claims that early research on L2 acquisition suggested that learners appeared to follow a natural order and sequence of acquisition in SLA. The universal orders the learners seemed to follow lead some researchers to suggest that learners had some sort of built- in syllabus for acquiring grammar (Corder, 1967, Krashen, 1982). Towards the 1960s and 1970s, communicative abilities were seen as the goal of acquisition (Lightbown, 2000). Consequently, grammar instruction received less focus and was not seen as important for language acquisition. Krashen (1982) argued that grammar instruction played no role in the acquisition process, and that learners would proceed along their built- in syllabus as long as they were sufficiently motivated and had access to comprehensible input (Ellis, 2006, Krashen, 1982). However, Ellis (2006) states that following studies in the 1980s and 1990s revealed that instructed learners generally achieved higher levels on grammatical competence

than did naturalistic learners (e.g., Long, 1983, White, Spada, Lightbown, & Ranta, 1991). Ellis (2006) states that results proved that instructed learners progressed more rapidly and achieved higher levels of proficiency. There is now convincing evidence to support the teaching of grammar, and that grammar instruction can contribute to interlanguage development (Ellis, 2006, Lightbown, 2000). However, for grammar instruction to be effective, it needs to take account of how learners develop their interlanguage and how instruction can facilitate this (Ellis, 2006, Lightbown, 2000).

Lightbown (2000) points out that there existed very little research on SLA before the 1960's, and the heavy changes within second language teaching between 1960 and 1985 largely were caused by other factors than research findings. Research that were carried out in classrooms, as well as research on pedagogy mainly caused the altering views on language teaching (Lightbown, 2000). Since then, there has been an increased number of classroom studies and SLA research material that have contributed to the current view on grammar pedagogy. We are still far from answering all the questions, but is seems to be an agreement that some explicit instruction of grammatical features is beneficial for L2 acquisition (DeKeyser, 2005, Ellis, 2006, Lightbown, 2000, Spada & Lightbown, 2008). A further description of grammar designed for ESL classrooms will be given in the next section about pedagogical grammar.

2.2.3 Pedagogical grammar

The term pedagogical grammar usually denotes the type of grammatical instruction designed for second language learners, and describes the grammar adopted for some kind of didactic purposes (Newby, 2000, Odlin, 1994). Pedagogical grammar is concerned with how people learn languages and how one can use the grammar of a language in order to communicate. It is based on linguistic theories and describes how grammar is designed in order to facilitate learning. Newby (2000) states that pedagogical grammar draws on two separate but interrelated areas of theory, descriptive models of grammar and theories of SLA. The former can be incorporated into teaching materials and described to the learners, whilst the latter provides the basis for classroom methodology (Newby, 2000). Theories on SLA have been the main focus of attention and represent a highly contentious topic in the history of language teaching (Newby, 2000).

Newby (2000) mentions the most influential approaches in modern grammar teaching. First, traditional grammar and methods such as the PPP- model is described. In these methods, the emphasis is placed on the students' ability to form correct sentences and the most common

exercise types are gap- filling tasks, pattern drill and sentences for transformation (Newby, 2000). The next approach is *communicative grammar* in which language is seen as according to function in communicative real- life contexts (Newby, 2000). Newby (2000) claims "whilst the communicative approach brought many benefits in the areas of methodology, its failure to integrate grammar in a coherent way led to the widespread but quite false 'grammar vs. communication' dichotomy" (Newby, 2000, p. 2). The traditional based grammar approaches and the communicative approach will be discussed further in the next section. Moreover, acquisition based approaches to grammar came to influence grammar in the 1980s, and suggested that many of the processes that apply to first- language acquisition also could apply to SLA. Krashen's distinction between *learning* and *acquisition* is relevant here. The former was referred to as conscious process that included a focus on grammar, and the latter was referred to as an unconscious process of acquiring the language. It was through the latter the learners could achieve communicative competence (Newby, 2000). Newby (2000) points out that different approaches have affected grammar pedagogy and that modern classrooms reflect a variety of approaches.

2.3   Approaches to grammar teaching- a historical view

Whichever position is chosen regarding how grammar should be taught, it is bound to be influenced by the history of grammar teaching. This section will provide a further description of different approaches and methods that have influenced the field of grammar pedagogy. The altered view on grammar teaching has been influenced by theoretical developments, empirical developments, as well as a constant progress in research in the field (Lightbown, 2000). This section will include developments from the late 19th century and up to the current view on grammar teaching. These shifting trends within SLA research are often described as a pendulum swing between two extremes (Lightbown, 2000). On one side, grammar is seen as fundamental in language teaching, and on the other, grammar teaching is given little or no value at all (Lightbown, 2000). The major change in the approaches is the shift from explicit focus on language towards a more meaning related instruction (Lightbown & Spada, 2008, Richard & Rogers 1986).

2.3.1 Traditional grammar- based approaches

For centuries it was believed that grammar was the most important component in language pedagogy, and that knowing grammar rules was fundamental for knowing the language (Nassaji & Fotos, 2011). Teachers claimed that the best way to learn the grammar of a second

language was through studying the grammar of one's first language. This made the formal study of Latin grammar a model for language learning (Nassaji & Fotos, 2011). Teaching and learning grammar became increasingly popular during the 18th and 19th century. A range of structure- based methods to grammar instruction was proposed based on this emphasis on the underlying structures and rules, as for instance the *Grammar Translation Method* (GTM).

GTM gained support at the end of the 18th century, and it was based on the assumption of that the fundamental and crucial aspect of learning a language was its structure (Newby, 2000, Summer, 2012). Language was treated separately when it came to teaching, rather than holistically as part of communication. The method focused solely on grammatical rules and structures that were based on old Greek and Latin (Summer, 2012, Nassaji & Fotos, 2011). Those who favoured these structure-based methods believed that the structure of the language should receive exclusive attention (Nassaji & Fotos, 2011). Typically, the learners were given sentences that had to be translated into the target language, always with a focus on the written language (Harmer, 2007, Newby, 2000). GTM dominated European and foreign language teaching from the 1840's to the 1940s (Richard & Rogers, 1986). Yet, the deductive teaching of grammar that was founded in the Grammar- based approaches can still be seen in current ESL classrooms, and one example is the PPP (Presentation-Practice-Production) model of language instruction (Nassaji & Fotos, 2011, Newby, 2000).

The PPP-model involves a presentation stage in which the learners are presented with the language to be learned. Thereafter it involves a practice stage, in which the learners practice the language by using different reproduction techniques like choral repetition, individual repetition and cue- response drills (Harmer, 2007). At last, the model involves a production stage in which the students are asked to use the new language themselves. According to Nassaji & Fotos (2011), The PPP-model is the model that many current teachers in L2 classrooms perceive as the 'basic lesson structure', and the model theoretically claims that language learning is a cognitive skill, similar to other skills that involve learning of any kind (Harmer, 2007, Nassaji & Fotos, 2011).

An overall belief common to the grammar- based approaches is that L2 learners can acquire the knowledge they need for communicative and spontaneous oral use by acquiring the linguistic structures of the language (Nassaji & Fotos, 2011). The grammar- based approaches focus solely on teaching grammar as a set of rules and structures, with little focus on language use and meaning (Newby, 2000). This belief has been questioned and found to be inadequate

in meeting the communicative needs of L2 learners (Nassaji & Fotos, 2011, Richard & Rogers, 1986). Ellis (2006) has argued that the PPP model is questionable, because it is based on the assumption of 'practice makes perfect'. He claims that this assumption not is valid, because a range of different psychological constraints participates in language acquisition (Ellis, 2006). GTM is easy to organize, easy to use and evaluate, which can be seen as reasons for the continuing use of it (Nassaji & Fotos, 2011, Richard & Rogers, 1986).

2.3.2 The Direct Method and Audiolingualism

The recognition of the inadequacies of the grammar- based approaches led to a change in focus of how grammar should be taught. In the mid- and late nineteenth century, oppositions to the Grammar- Translation Method gradually developed in many European countries (Richard & Rogers, 1986). Along with increased opportunities for oral communication among Europeans, the demand for teaching communicative skills in foreign language emerged (Richard & Rogers, 1986). People needed to achieve oral proficiency in other languages than their L1, and this affected the role of grammar teaching in education.

The public education system in many countries in Europe gained attention, and this led to a reinforcement of the teaching of modern languages (Richard & Rogers, 1986). Richard & Rogers (1986) claim that the discipline of linguistics was revitalized, and researchers started to emphasize speech, rather than written language, to be the primary focus of language. The Reform Movement, as it has been referred to, provided new ways of teaching languages and has contributed to developments in ESL teaching (Richard & Rogers, 1986). How to best teach languages became a question of interest. Parallel to the ones who supported the Reform Movement there was an interest in developing principles of naturalistic L2 learning, such as the one seen in first language acquisition. This came to be known as *natural methods* and further developed into what we refer to as the *Direct Method* (Richard & Rogers, 1986).

The Direct Method is the most widely known practice of the natural methods (Richard & Rogers, 1986). The method emphasized oral skills and stands in clear opposition to GTM which favoured written language and grammar taught through direct translations and deductive explanation (Harmer, 2007). The field saw a pedagogical shift concerning the role of grammar and translation in foreign language learning (Summer, 2012). Believers of the Direct Method argued that foreign language learning could be taught without the use of translation and without the use of the learners' L1 if meaning was conveyed through demonstrations (Richard & Rogers, 1986). The lessons mostly consisted of oral interaction

between the teacher and students and only the target language was used. The learners' native languages were almost excluded from the classrooms (Harmer, 2007). Grammar was taught inductively and grammatical forms were often related to visual objects and pictures. The Direct Method enjoyed popularity in Europe, however it also received critique for assuming that a second language can be acquired in the same way as the first language.

In the 1950s, the Oral approach developed, better known as *Audiolingualism*. When the United States entered the World War 2, The US government saw the need for personnel that were able to talk fluently in other languages. The government developed a foreign language-training program for the army, the Army Specialized Training Program, in 1942 (Richard & Rogers, 1986). The Audio-lingual Method was most widespread in the 1960s and bears many similarities to the Direct Method because it is based on behaviouristic principles and habit formation (Richard & Rogers, 1986, Summer, 2012). The behaviouristic principles embrace the belief of learning through reinforcement and repetitive feedback (Summer, 2012, Ellis, 2006). However, the Audio-lingual Method differs from the Direct Method because it did not focus on teaching vocabulary, but rather teach the correct use of grammar. A key premise of the Audio-lingual method was that errors needed to be avoided, so that learners did not form incorrect habits (Ellis, 2006). Imitation and drills played a key role in developing grammatical accuracy, and language learning was considered a mechanical process (Summer, 2012). The Audio-lingual method still focused on acquiring the grammatical structures of the language, but most importantly the method also valued the belief that memorization of structural patterns was essential to L2 learning (Nassaji & Fotos, 2011).

The Audio-lingual- and Direct Methods shared many similarities with the previous GTM, conveying a strong focus on drills and accuracy. Meanwhile, the focus on communication had become increasingly stronger at the time when these two methods increased in popularity. The decline of Audiolingualism was merely caused by theoretical changes in linguistic theories and theories on language learning in the 1960s. One of the most influential figures was Noam Chomsky, who rejected the widespread view of language learning as a habit formation and the behaviouristic view of language learning (Richard & Rogers, 1986).

Noam Chomsky did not believe that language learning was built on habit formation, and he rejected the structural and behaviouristic approach to language acquisition. In 1957, Noam Chomsky published his "Syntactic structures" which came to have huge implication on the theoretical foundation of grammar. This was later extended to *Aspects of the Theory of Syntax*

(1965), in which he expressed the transformational- generative grammar. Behaviourism regarded language learning to comprise of stimulus, response, reinforcement and association. Chomsky, on the contrary, claimed that the Behaviouristic theory could not serve as a correct model of acquisition. He claimed that human language not were based on imitation, but rather "generated" from the learners' competence and underlying knowledge of abstract rules (Richards & Rogers, 1986).

Further on, in the 1960's and 1970's, a number of alternative approaches to grammar teaching emerged. They mark the beginning of a new era in which the language learners started to gain more focus than before. The next came to be known as *the Communicative Approach*.

2.3.3 Communication- based approaches to grammar instruction

Communicative Language Teaching (CLT) rose to prominence in the 1970s and 1980s (Spada & Lightbown, 2008, Summer, 2012). The exclusive focus on structures and language forms was now rejected, and it was to be replaced by a focus on communicative proficiency and meaning relations in communicative contexts (Lightbown, 2000, Nassaji & Fotos, 2011, Newby, 2000). Linguists and applied linguists that were dissatisfied with the previous approaches that treated language as a set of morpho- syntactic rules supported the development of a more communicative approach (Lightbown, 2000). They wanted, "emphasis on language context, language in use of a purpose, language to do something with, not just language form for its own sake" (Lightbown, 2000, p. 435). They anticipated that more communicative activities in the classroom would have positive effects the learners' motivation (Lightbown, 2000). The writings of linguists such as Wilkins and Krashen, together with the changes in the national- functional syllabuses in Great Britain, led the basis for a communicative or functional approach to language teaching (Lightbown, 2000, Richard & Rogers, 1986). Governments in European countries, textbook writers and specialists in language teaching rapidly adopted the new ideas and this gave rise to the approach that came to be known as the Communicative Approach, or CLT.

CLT emphasizes the importance of language development that takes place while learners are engaged in meaning- related activities (Spada & Lightbown, 2008). If the students receive comprehensible input and are engaged in meaningful interaction, the language will "take care of itself" (Lightbown, 2000). These taughts was familiar to some language teachers and researchers, who associated these ideas with Krashen's (1982) views on language acquisition

(Lightbown, 2000). Krashen had long been arguing that language acquisition did not demand any form of explicit form-focused instruction, but happened as a result of exposure to comprehensive input (Krashen, 1982).

Krashen's thoughts also came to have an impact on the current view of teaching grammar. His model of second language development (1981) was one of the methods on which *the Natural Approach* was built (Richard & Rogers, 1986). Krashen and Terrell developed what that was referred to as *The Natural Approach* in the late 1970s and early 1980s. Similarly to the Direct Method, the Natural Approach emphasized naturalistic language development (Richard & Rogers, 1986). Unlike the Direct Method, the Natural Approach placed less emphasis on teacher monologues, direct repetition and accurate production (Richard & Rogers, 1986). Instead, the Natural Approach was concerned with the central role of exposure and comprehension instead of practice.

Hymes coined the term '*communicative competence*' in 1972 as a reaction against Chomsky's view on language learning. Chomsky distinguished between *grammatical competence* and *grammatical performance*. He described grammatical competence as the speakers and hearers of knowledge of his or her language, whilst performance referred to the actual use of the language (Bavali & Sadighi, 2008, Chomsky, 1965, Odlin, 1994). Hymes, on the other hand, sought to unify linguistic theories with other theories such as those of culture and communication (Summer, 2012). His theory of 'communicative competence' embraces what a speaker needs to know in order to be communicative competent (Richard & Rogers, 1986). Hymes operated with the notion of what was *possible*, *feasible*, *acceptable* and *appropriate* language (Burner, 2005, Richard & Rogers, 1986) Later, Canale and Swain (1980) extended the notion of 'communicative competence' into comprising grammatical competence, socio-cultural competence, discourse competence (cohesion and coherence) and strategic (communication strategies) competence (Burner, 2005).

CLT led to a greater tolerance for errors made by learners, and has also opened for a more spontaneous use of language compared to previous situations. The introduction of CLT naturally weakened the focus and status of grammar teaching (Lightbown & Spada, 2008, Newby, 2000). The exclusive focus on acquiring grammatical rules and structures was replaced with a focus on communicative skills and social interaction. However, no approach is everlasting, and in recent years CLT has also been questioned for being 'too communicative'. Researchers have pointed out a range of shortcomings in the CLT approach

(Millard, 2000, Lightbown, 2000). It has been proved that approaches that focus solely on developing communicative skills through meaning- related activities are not the best possible way of teaching second languages (Lightbown, 2000, Lightbown & Spada, 2008, Millard, 2000, Nassaji & Fotos, 2011). Millard (2000) claims that students following a CLT program seem to lack grammatical accuracy. Furthermore, it has been argued that CLT might not be suitable for all levels of education because certain periods demand a greater focus on grammar instruction (Richard and Rogers, 1986). This supports the belief of integrating grammar instruction into communicative language teaching to ensure learning.

Research has also shown that a certain amount of grammatical instruction forms is necessary in order to develop high levels of accuracy in the target language (DeKeyser, 2005, Ellis, 2006, Lightbown & Spada, 2008). Since the introduction of CLT, debates have continued about whether and, if so, how attention to form should be included in meaning focused activities (Spada & Lightbown, 2008). Lightbown (2000) points out that there is substantial evidence showing that learners are able to understand the language they hear, even if they do not know all the linguistic expressions and features of that language. They do this by using contextual cues and world knowledge to obtain the meaning from what they hear (Lightbown, 2000). This supports CLT teaching, though research has shown that learners need more and different language knowledge in order to produce the language accurately (Lightbown, 2000). Spada & Lightbown (2008) claim that learners who received integrated form- focused instruction, while participating in classes with no focus on grammar, were more likely to acquire some specific grammatical features. Lightbown (2000) further on claims that learners who are exposed to the language with an exclusive focus on meaning tend to be slow in developing some features of linguistic knowledge. Results have provided strong support for inclusion of form-focused instruction in CLT classrooms (DeKeyser, 2005, Lightbown, 2000, Spada & Lightbown, 2008). DeKeyser (2005) claims that the evidence suggests that there is a positive role for some kind of attention to form, either through explicit teaching and correction of errors or through more indirect means.

From the 1980s and onward, the nature and scope of *methods* has received a lot of criticism (Kumaravadivelu, 2005). The critique has considered that methods contribute to restrict teachers rather than providing them with help, and also for being determined by time, place and ideology (Summer, 2012). Kumaravadivelu (2005) points out that the scope of methods can prevent a valuable coherence in the learning process can also make it difficult for the

teachers to teach in the way they wish. Nevertheless, we still talk of methods in the field of language pedagogy (Kumaravadivelu, 2005).

We can look back at a great number of methods that have been proposed in the nineteenth- and twentieth century, all of them has received critique and been replaced. However, Kumaravadivelu (2005) claims that we have reached a point in the history of methods and approaches when we see it as a continual cycle and renewing process of the same old ideas over and over again. This has led to a current situation where we only speak of the so- called *postmethod concept* (Kumaravadivelu, 2005). The postmethod concept suggests that recognition of a set of empirically- based principles and strategies should be devised, instead of choosing that one specific method or approach to provide the teaching framework. (Summer, 2012). The postmethod concept compels us to restructure our thoughts about language teaching and to review the character and the content of the teaching according to pedagogical and ideological perspectives (Kumaravadivelu, 2005).

The historical development of approaches in grammar teaching is comprehensive. From traditional grammar-based methods in the late nineteenth century, and the development of the Direct Method and Audiolingualism later in the post-war era. Further on superseded by the growing focus on communicative aspects in teaching and various approaches in the last part of the twentieth century. This reflects the diverse trends and approaches that have affected the role of grammar teaching. The current situation where we speak of the concept of postmethod reflects this complexity, as the whole scope of *methods* is now being questioned. The current trends in the field of grammar teaching focus on the teachers' ability to understand and critically analyse methods and approaches that are proposed (Summer, 2012).

2.4   Grammar and the curriculums

In the following, I will look more closely at the two newest curriculums that have applied to upper secondary education in Norway, R94 and LK06. The content of the curriculums is important because the textbooks that have been studied in this thesis are developed on the basis of the related curriculum.

2.4.1 Description of the R94 and LK06 curriculums

In this section, the curriculums will be described in terms of how grammar is emphasized. R94 will be discussed first, followed by LK06, which superseded the R94 curriculum in 2006. LK06 included a range of fundamental changes to the organization and structure of upper

secondary school in Norway. The latest revision of the English subject curriculum in LK06 came into force in the autumn of 2013. The revision included several changes to the former structure, which will be described later in the section. The focus will be on how grammar is emphasized in R94 and LK06 respectively, and how it is perceived.

2.4.2 The Reform of 1994- R94

R94 introduced a solid change in the Norwegian education system and gave students between the age of 16 and 19 a legally established right to participate in three years of upper secondary education (NOU, 1994). The students in upper secondary schools had 13 different basic courses to choose from, all of them developed to ensure a valid competence, either general or vocationally oriented (R94). The university admission certification could be achieved through the general study program and was useful for those who wanted to continue their academic career. The Norwegian government claimed that R94 focused on ensuring a broad education for all, providing the students with more adaptable study programmes (NOU, 2003). Furthermore, the main aim of R94 was to introduce a system of evaluation that aimed to reflect the depth of the students' different competence (NOU, 2003). The focus of this thesis is on the general study program, because that is most similar to the current program for general studies.

The R94 curriculum applied to the English foundation course of General and Business studies and to the advanced English course in vocational studies. The English foundation course consisted of 187 hours of teaching during the first year, which left the students of the General and Business studies with approximately 5 hours a week for students of the General and Business studies and 150 hours over 2 years for students of for instance *Arts, craft and Design studies* and *Health and social studies*. The aim of the foundation course was to provide the pupils with a basic introduction to manage the English language on different levels and in different settings (UDIR, 2001). The advanced courses that followed, prepared the pupils for further studies and degrees. The curriculum consists of one core curriculum in addition to individual syllabuses for each subject. The core curriculum deals with the superior elements and learning objectives, which aim to describe the competence the students should obtain in the subjects after the course is finished. The individual syllabuses provide learning aims that apply to that subject only. Many of the learning objectives are concerned with developing vocabulary suited for the different branches of studies.

R94 can be seen as learner centred curriculum, with an emphasized focus on developing communicative competence (Burner, 2005). It is stated that, "in order to develop ability to take responsibility for own learning, the pupils must get an opportunity to work systematically with planning, compete and evaluate their own learning, individually and together with fellow students and teacher "(General information, R94, my translation). R94 was developed at a time when CLT was the preferred method for L2 instruction and the learning, and the learning objectives in R94 are to a large extent influenced by the functional movement in the 1970s and 1980's (Burner, 2005). The CLT approach allows learners to be in charge of their own learning, and emphasizes communication and real- life situations (Lightbown, 2000, Nassaji & Fotos, 2011). This focus is reflected in the aims and guidelines of the curriculum, in which developing communicative competence is present:

> The superior aim of education is that the students should achieve a high level of communicative competence. The optimal communicative competence in English as a foreign language (EFL) is to understand authentic speech in all forms of authentic communication, and to be able to use correct and idiomatic English in different situations.

(Assessment, R94, my translation).

The common learning objectives for English reflect the emphasis on communicative skills and underscore the focus on developing communicative competence. The aims of the pupils' study of English are:

- Acquire English suitable for informal and formal situations, and gain knowledge about how the social interaction can affect language use
- Develop one universal vocabulary, and a specialized vocabulary linked to the specific branch of study
- Acquire a precise and correct pronunciation and enough knowledge about English pronunciation to achieve this
- Be able to understand meaning and coherence in oral speech and in writing, and be able to express oneself so that purpose and coherence is clear
- Acquire sufficient knowledge about the language as a system to be able to understand grammatical explanations and correct errors
- Be familiar with social and cultural conditions and ways of life in societies where English is used, and develop will and social skills order to communicate in different situations, and interact with people from different culture
- Be able to use tools such as dictionaries, grammars, work of references and available information technology

(Aims of studying English, R94, my translation)

Despite the functional approach that is reflected in the R94, the curriculum also contains formal elements (Burner, 2005). Two of the aims above are of interest:

- [The learner should] acquire sufficient knowledge about the language as a system to be able to understand grammatical explanations and correct errors

- [The learner should] be able to use tools such as dictionaries, grammars, work of references and available information technology

By reading the aims in R94, the curriculum includes linguistic competence, in which grammar is incorporated. Based on the historical context in which the curriculum was developed this was not expected. In the parts of R94 concerned with testing and assessment, Canale & Swain's (1980) four competences (described in section 2.3.3) are relevant (Burner, 2005). *Grammatical competence*, *socio- cultural competence*, *discourse competence* and *strategic competence* are reflected in R94 (Burner, 2005). In addition, R94 also includes social- and socio- cultural competence (Burner, 2005). Three points of assessment in R94 have relevance for grammar teaching:

- To what extent the student is able to use correct grammar, vocabulary and pronunciation (linguistic competence)'
- To what extent is the student able to interpret and use the language suitable for different contexts (sociolinguistic competence), as well as
- To what extent is the student able to understand and achieve coherence between speech and in writing (discourse competence)'

(Points of assessment relevant for grammar teaching in R94)

Despite the functional approach the curriculum is grounded on, linguistic competence also receives attention in R94. However, in the specific competence aims, grammar is not mentioned in any of them. R94 emphasizes that "competence in a foreign language develops through work with the four skills (Aims 1- 4) by using the content stated in aims 5 and 6" (R94, my translation). The four skills that are described are *understanding oral English* (aims 1a- 1e), *understanding written English* (aims 2a- 2d), *use of oral English* (aims 3a- 3d), and *use written English* (aims 4a- 4c). The content in aim 5 is dealing with knowledge about the countries in which English is spoken, but only the U.S and the Great Britain is mentioned explicitly. The aims in 6 deals with being able to use the relevant knowledge in aims 1- 4 and link it to the students' specific branch of study. Examples of learning objectives in the four

skills are shown in the table below. The numbers indicate the original numbers found in the curriculum:

1c	understand a verbal instruction
1d	collect relevant information from oral sources suited different needs
1e	understand the speaker's attitudes and intension
2a	understand written presentations about general topics
2b	understand the essence of professional literature that is specific for the branch of study. e.g. articles, descriptions, instruction manuals and instruction booklets
	2c understand professional text to a detail
3a	master common forms of communication, as interaction and presentation linked to society and work
3b	express and give grounds for own attitudes and opinions in interactions and discussions
3c	give a coherent oral presentation about a topic, for instance case- circumstances or an experience
3d	present central aspects about Norwegian culture
4a	be able to take written notes, e.g. write the keywords from oral and written sources and refer to the essence in written texts, speech and lectures etc.
4b	be able to express own attitudes and opinions in writing
4c	be able to write texts in different genres, e.g. narrative, formal letter, application, report, coherent reasoning

(Learning aims in R94, my translation)

A majority of the learning objectives in R94 deal with the pupils' ability to *understand, convey* and *express*. Developing communicative abilities, abilities to discuss, cooperate with others and use knowledge to understand and interpret different texts stand out as the important features. It is stated that language learning consists of both *knowledge* and *skills*, and furthermore pointed out that knowledge about language, language use, communication, language learning and knowledge about socio- cultural aspects shall contribute to increase the students' proficiency in English (General aims, R94). The knowledge focused on in R94 is civilization, literary texts, socio- linguistic aims and affective aims. The latter is referred to in for instance "Be familiar with social and cultural conditions and ways of life in societies where English is used, and develop will and social skills order to communicate in different situations, and interact with people from different culture " (R94). The skills that are referred to are listening, reading, speaking and writing. Communicative competence receives focus, and the terms *being able to discuss*, *present*, *express opinions* and *take part in conversations* are stated repeatedly in the learning objectives and aims.

2.4.3 The 2006 curriculum- the Knowledge Promotion (LK06)

The current curriculum that applies to upper secondary education is referred to as the Knowledge Promotion (LK06). LK06 was introduced in 2006 as a part of a school reform in Norway, and it is the latest reform that applies to the 10- year compulsory school and the upper secondary education and training in Norway (NOV, 2007).

Today, English is a compulsory subject in the first year of the program for general studies (Vg1) and also the first two years of the vocational education program. This thesis will only deal with textbooks used in the first year of the program for general studies (Vg1), and will not include the vocational education program. It is stated in the curriculum that learners of English in the first year of the program for general studies are to have 140 English teaching hours, á 60 minutes each per unit. After the first year of English instruction, the learners have the choice to omit English from their study program for the last two years of education.

The new curriculum introduced a fundamental change in the organization and outline of teaching in upper secondary schools. LK06 consists of one core curriculum and specific subject curriculums, similar to R94 at this point. The core curriculum is superior for all subjects and describes the superior aims of education, 'The aim of education is to expand the individuals' capacity to perceive and to participate, to experience, to empathize and to excel' (core curriculum, LK06, p. 5). In the objectives of English it is stated that:

> To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts. Thus, we need to develop a vocabulary and skills in using the systems of the English language, it`s phonology orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations. We must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, we must also be able to take cultural norms and conventions into consideration.

(The Knowledge Promotion, 2006)

By reading the quote, LK06 focuses on developing communicative competence. In order to master the language for communicative purposes, various skills are demanded both orally and in writing. The grammar of English is explicitly stated as a skill the students will have to develop in order to gain that competence. English is structured into four main subject areas, *language learning*, *oral communication*, *written communication* and *culture, society and literature* (UDIR, 2013). As pointed out by UDIR (The Norwegian Directorate of Education and Training), these areas must be considered together as a part of the teaching (UDIR, 2013).

The main subject area of *language learning* focuses on what is involved in the process of learning a language. The pupils should be able to "evaluate and use different situations, working methods and learning strategies to further develop one's English-language skills" as well as "evaluate own progress in learning English" (UDIR, LK06). Secondly, the main subject area of *oral communication* deals with the communicative aspect of how to use the English language when learning English. The area covers the knowledge about the usage of English, which involves applying suitable listening, speaking and conversational strategies in varying communicative settings. This subsequently involves managing intonation, vocabulary patterns and grammatical structures. Furthermore, the main subject area of *written communication* involves developing suitable reading and writing strategies. The main aim is to stimulate the joy of reading, developing greater knowledge of orthography, vocabulary and grammatical structures by writing. Finally, the last area *culture, society and literature* focuses on cultural understanding in a broad sense.

Together with these four main areas, the curriculum provides specific competence aims the students should be able to fulfil after certain years, which is similar in structure to those found in R94. The English subject has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary education, and after the first year in the program for general studies (Vg1) or after the second year of a vocational education programmes (Vg2). The competence aims are designed to ensure that teachers and learners can share a common understanding of the aims and requirements that are expected at the end of the course (UDIR, 2013). The competence aims are incorporated into the four main areas that were described above and they are stated clearly so that they should be easy to adapt (UDIR, 2013).

Developing knowledge about grammar, as well as developing grammatical competence, is integrated in several competence aims. Examples from the competence aims that apply to learners that have finished the first year in the program for general studies (Vg1) are;

- Use patterns for pronunciation, intonation, word inflection and various types of sentences in communication

- Evaluate and use different situations, working methods and learning strategies to further develop one's English-language skills

- Write different types of texts with structure and coherence suited to the purpose and situation

> - Use patterns for orthography, word inflection and varied sentence and text construction to produce texts

<div align="right">(Competence aims after Vg1, LK06)</div>

These, among other competence aims described in the LK06 curriculum, reflect an emphasis on linguistic competence, including vocabulary, pronunciation, orthography and grammar (Guldal & Otnes, 2011). Guldal & Otnes (2011) point out that the verb 'use' is used several times, and this puts the focus on how the learners should be able to *use* the various grammatical structures that they learn. They should learn to express themselves in different situations where the grammatical structures are put to use. This is also reflected in the written purposes in LK06:

> …we need to develop a vocabulary and skills in using the systems of the English language, it`s phonology orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations.

<div align="right">(English subject curriculum, purposes, LK06).</div>

Trends in internal research on second language learning and teaching can be said to have influenced parts of the increased focus on linguistic accuracy in the LK06 (Slemmen, 2008). The Common European Framework of Reference for Language: learning, teaching, assessment (CEFR) describes common guidelines for learners of foreign languages across Europe, and provides a common foundation for the formulation of learning materials for language courses, guidelines for curriculums, exams, and teaching materials all over Europe (The Council of Europe, 2001). Even if CEFR does not focus primarily on grammar teaching, it has still affected the emphasis on the importance of assessment and the existence of common goals in acquiring a foreign language (UDIR, 2013, Slemmen, 2008).

LK06 introduces five basic skills that are to be developed across all the subjects in the curriculum. These basic skills are understood as *oral skills, the ability to read in English, digital competence, numeracy,* and *the ability to express oneself in writing* (UDIR, 2013). Most importantly, these basic skills apply to all subjects and they are taught across the curriculum to contribute to the learners' overall development (UDIR, 2013). UDIR (2013) describes the basic skills as fundamental for learning in all subjects at school, as well as a prerequisite for the learners to show their qualification in the different subjects. The five basic skills are emphasized differently, depending on the relevance for each subject (UDIR, 2013). The basic skills are described for each subject, hence also English. In terms of grammar, "the

ability to express oneself in writing" is most relevant. In the framework for the basic skills, grammar is mentioned within written accuracy: "*Construct* means to master spelling, grammar, sentence construction, cohesion and text binding on paper and screen together with other modes of expression such as pictures, figures and symbols if relevant." (Framework for basic skills, LK06, 2013). By introducing the basic skills, the new curriculum increased the focus on overall abilities and skills among the learners (Austad, 2009). The newest curriculum incorporates grammar to a larger extent then before by focusing on developing knowledge in how to use the language more accurate.

The newest changes that applied to the English subject curriculum were valid from August 2013. The revision included changes in organization and structure, but only the changes that applied to upper secondary education will be described here. Firstly, three points were emphasized more clearly in the description of the purposes of learning English; *English as a world language*, *English as a work language* and the expanded notion of what constitutes a *'text'* (UDIR, 2013, my translation). Secondly, the main subject area of communication was separated into four parts; *language learning*, *oral/direct communication*, *written communication* and *society and literature*. Further on, the basic skills were described more elaborately, as well as they were integrated within the different competence aims in the curriculum. In addition to this, the skills were rearranged and some of the names were changed. *Being able to express oneself in writing and orally* was separated into *oral skills* and *being able to write*. *Being able to use digital tools* was changed into *digital competence*.

2.4.4 Comparison of R94 and LK06

An increased focus on grammar can be assumed in LK06 based on international trends discussed in chapter 2. LK06 was developed at a time when grammar and written accuracy gained renewed attention in ESL teaching (DeKeyser, 2005, Ellis, 2006, Lightbown & Spada, 2008). R94 on the other hand, was developed when CLT was the preferred method in SLT and should therefore provide less focus on linguistic skills and written accuracy (Lightbown, 2000). However, Burner (2005) claims that despite R94's functional approach, it contains quasi-functional and purely formal elements. This should have implications for ELT (Burner, 2005). Both R94 and LK06 focus on linguistic knowledge in the aims and purposes of the education in English, but grammatical knowledge is not mentioned explicitly in any of the learning aims in R94. Additionally, LK06 contains a higher number of competence aims, and aims that deal with grammar knowledge (see section 2.4.3). LK06 includes a wider selection

of content and emphasizes grammar in the competence aims (examples). The difference between how grammar is included in the specific learning aims can be seen in the table below:

Learning aims in R94 and LK06:

	Total number of learning aims	*Learning aims that are concerned with grammar*	*% learning aims that are concerned with grammar*
R94	21	0	0.00%
LK06	27	2	7.41%

As seen by the table, LK06 both contains a higher number of learning aims in total and learning aims that deal with grammar. In R94, grammatical competence is only mentioned in the overlying aims and not in any of the learning aims. As none of the learning aims in R94 are concerned with grammar, and this supports the view of the increased focus on grammar in LK06. In LK06, two competence aims deal with grammatical competence: "use patterns for pronunciation, intonation, word inflection and various types of sentences in communication" and "use patterns for orthography, word inflection and varied sentence and text construction to produce texts" (Competence aims, LK06).

The competence aims in R94 focus more on practical issues, such as project works and collaboration, in addition to knowledge about cultural- and socio- cultural aspects (Burner, 2005). Compared to the R94, the learning objectives in Knowledge Promotion shows a greater diversity in content, and the incorporated basic skills leads to a general higher focus on written and oral accuracy (Austad, 2009). In LK06, we can see a larger focus on grammar as a part of developing language knowledge and improving the interdisciplinary basic skills. Developing competence in grammar can be seen as a part of achieving the required competence described in the basic skills. Compared to R94, LK06 includes developing work methods and strategies for learning and also a notion of self- evaluation, which can contribute to a greater awareness of own language skills.

The learning objectives in LK06 are less specific than those found in R94. The idea of CLT was at forefront at the time R94 was developed. The focus is on understanding written and oral English in addition to be able to use English orally and in writing. Linguistic accuracy is not pointed at, the focus of the written skills is rather on the level of understanding, interpreting and expressing. Communication is seen as the main aim, and this lead to a focus on meaning, collaboration and real- life settings. The ability to act, perform and express is

focused on in R94, whilst developing grammar skills, correct orthography and spelling are given less attention. This reflects the core of CLT (Lightbown, 2000, Spada & Lightbown, 2008, Summer, 2012).

The communicative focus could however be interpreted differently among teachers (Austad, 2009). For some, communicative competence might include only oral competence, whilst others might think that it referred to oral proficiency only (Austad, 2009). Even if linguistic accuracy is mentioned in the aims of the teaching in English, none of the specific learning aims emphasize grammatical and linguistic accuracy. A teacher would probably focus more on the specific learning aims then on the superior aims and purposes of education, which causes a less focus on grammatical knowledge as a part of communicative skills. The aims and learning objectives in LK06 are designed to ensure an equal education for all learners in Norway, ensuring that all teachers were to base their teaching on these aims (NOU, 2007). However, less specific aims can also lead to more diversity in how teachers interpret aims and thus how they teach. The teacher will be able to plan and organize their teaching with a greater independence than earlier, within the framework of the curriculum. In this sense, the teacher is also given more responsibility in terms of covering the competence aims in the curriculum. Based on this, the focus on linguistic accuracy in LK06 can be emphasized differently among teachers, and affect the learners' knowledge. However, the competence aims are designed to ensure an equal education, and a strong focus on assessment should participate to ensure that all the elements stated in the competence aims receive attention.

The frameworks and proposals for grammar teaching in the beginning of 21st century participated to a renewed focus on grammar in L2 classrooms (Nassaji & Fotos, 2011). Nassaji & Fotos (2011) point out that even if the goal of second language acquisition is to develop a communicative competence, the focus on grammar must be incorporated into the communicative instruction. Furthermore, Guldal & Otnes (2011) state that there is no doubt that the Knowledge Promotion emphasises that grammar knowledge shall be used for communicative purposes, both orally and in writing. But in addition to develop a communicative competence, LK06 also reflects the importance of developing knowledge about grammatical structures and other linguistic features. Grammar is emphasised as necessary in order to communicate in writing or orally and having a function in the communicative contexts (Guldal & Otnes, 2011).

2.5   Research questions

Because grammatical knowledge is more emphasised in the newest curriculum, I have chosen to look at the amount and content of grammar tasks in textbooks used in the first year of upper secondary education in Norway, which altogether comprises three years. The main reason for choosing the foundation course is that the first year of upper secondary school is the last year English is an obligatory subject. The reason I have chosen to look at textbooks is because textbooks are a central part of English teaching and research shows that Norwegian teachers use them extensively (Drew, 2007, Ibsen & Hellekjær, 2003). I have used four different textbooks from both R94 and LK06.

The thesis aims to investigate how the curriculum is perceived through the grammar presented in the textbooks. It will be an analysis of how the different textbooks treat grammar, seen in relation to the corresponding curriculums. I have analyzed the books according to the research questions, which are based on a set of criteria:

1. Is the increased focus on accuracy in LK06 reflected in a higher percentage of grammar tasks in the LK06 textbooks?

2. Because LK06 is more extensive and developed in terms of what constitutes linguistic competence, is there an increased diversity in the content of the tasks in the LK06 textbooks compared to the R94 textbooks?

3. In traditional language pedagogy, deductive learning was the preferred method. In later years, learners have turned out to benefit from a combination of both inductive and deductive teaching when acquiring the grammar of a language. Is this reflected by a higher percentage of inductive tasks compared to deductive tasks in the LK06 textbooks?

4. Has the development towards *focus on form* in SLA research contributed to grammar being treated less isolated from the rest of the language in the newest textbooks?

A summarizing research question can be formulated: how many grammar tasks are provided in each textbook, and how do they differ according to the specified criteria?

3.0   Methodology

Four different textbooks will be investigated for this study, and they are used, or have been used in the program for general studies. I have chosen to look at two different textbooks used within the R94 curriculum, and two from the LK06 curriculum. The first R94 book that has been investigated is *Passage*, published by Cappellen in 2003. The second R94 book is *On the Move*, published by Gyldendal Norsk Forlag in 1994. In terms of the Knowledge Promotion that was introduced in 2006, several different textbooks have been used. The first LK06 book that has been examined is *Gateways*, published by Aschehoug in 2011. The second LK06 textbook is *Access to English*, published by Cappellen Damm in 2014. The two latter provide online resources, containing grammatical activities and descriptions of grammatical features, which function as a supportive tool for the learners to use. It would have been desirable to look at more textbooks, but due to practical issues regarding time aspects and access to resources, this was not possible. However, an examination of the chosen textbooks can help enlighten the question of whether the LK06 books show an increased emphasize on grammar, seen in relation to the specified criteria.

I have investigated how the textbooks are structured, and how many grammar exercises there were in each textbook. I did a quantitative analysis of the percentage of grammar exercises compared to the total number of exercises found in each textbook. Furthermore, I compared and contrasted the content and diversity of the grammar tasks in the textbooks. I have also examined whether the grammar tasks are inductive or deductive, in order to evaluate the total percent of inductive tasks. The books will be compared in terms of their total number of tasks, total number of grammar tasks, the diversity in content, and in terms of each book's percentage of inductive tasks. Based on the results, I will examine whether the LK06 books contain a higher percentage of grammar tasks, an increased diversity of the content in the tasks and whether grammar appear to be less separated from the rest of the language in the LK06 textbooks. In order to compare the textbooks, the results will be viewed in percentages. The results of the issues that have been investigated will be presented in tables and figures.

As discussed earlier in section 2.1.1, the term grammar can be defined in many ways. I described a formal- and a functional view, in which the former focuses on the form and structure of language, and the latter includes the functional aspect of grammar like meaning

and social interaction (Guldal & Otnes, 2011, Tomlin, 1994). A definition of grammar usually includes the structural aspects of language, such as syntax and morphology. It can also include semantics, pragmatics, phonology and vocabulary (Askeland, 2013). In this analysis, the term grammar will be used in accordance with the former, leaving out the notions of semantics, pragmatics, vocabulary and phonology. A grammar task in this study refers to a task that is concerned with the structural aspects of language, including syntax, morphology, and inflection.

A grammar task can be approached in a number of ways. I have chosen to examine the tasks in terms of being deductive or inductive. In an inductive task, the learners will have to work out the grammatical rule themselves out of a given example or a given text, without having been given an explanation of the rule in advance. Contrastingly, in a deductive task, the students will receive an explanation and often an example of the rule or concept in advance (Ellis, 2006, Harmer, 2007, Imsen, 2010). Both deductive and inductive grammar tasks are effective learning tools that can be used in ESL classroom (Samuda & Bygate, 2007). In traditional rule learning, the learning is both deductive and explicit, because of the fact that the rule is explained to the students before they work on a task. Even if the grammatical rule or feature is not explained in each task, a task can still be deductive. One needs to take into account the possibility that the teacher has explained the rule to the learners, or if it is explained somewhere else in the book. The learners in upper secondary education have also been taught a whole lot of grammar earlier in their academic life. To decide whether a task in the examined books is inductive or not based on the explanation given in the books. If a task does not contain any explicit explanation or examples and if there is no explanation of the rule elsewhere in the book, I have categorized it as inductive. I have therefore not counted on the teacher, because this not would have been difficult to measure.

This is a theoretical analysis only and insights about how grammar teaching is performed in the ESL classroom will not be revealed. The extent to which the textbooks influence the teaching will depend on the individual teacher. In relation to grammar tasks, the terms *exercise* and *activity* are often found in textbooks. For simplicity, I will use the term *task* and *exercise* in a broad sense in the analysis of the textbooks. Consequently, I will not distinguish between task, exercise and activity.

The textbooks have been analyzed on the basis of the grammar tasks provided in each book and how the books differ according to the specified criteria. The total number of tasks in each

book has been investigated and the percentages of grammar tasks compared to the total number of tasks in each book have been examined. The average number of grammar tasks per reading text will also be shown in percentage. Furthermore the grammar tasks are examined in terms of content, type and if they are inductive or deductive tasks. The percentage of inductive tasks in each book will be shown. The type of tasks that are found in the books are described in tables, and labelled after a number of selected categories; *Gap- filling* tasks require the students to fill in the blank spaces in sentences. *Translation* tasks require the pupils to translate sentences from Norwegian into English or English into Norwegian. *Explanation* requires the students to explain a grammatical rule or phenomenon. *Composition* tasks demands that the students create text themselves, either sentences or longer texts. Tasks that fit into this category often involve using the grammatical item to complete partial sentences or construct new sentences. *Transformation* tasks refers to those tasks that ask the student to transform word or sentences, using i.e. another tense or change from indirect to direct speech. *Identification* tasks refer to tasks in which the students are asked to identify words that belong to a specific word class. *Matching* refers to tasks that involve matching of words or sentences (Categories adopted from Askeland, 2013). When a task fits into more than one category, it usually consists of several subparts.

The last phenomenon that has been examined is whether the development towards focus on form in SLA research led to a more integrated view of grammar tasks in the LK06 textbooks. This is analyzed based on an evaluation of whether grammatical forms are incorporated into other tasks in the LK06 textbooks. The results will be compared and discussed in chapter 5.

4.0 Results

The textbooks will be compared and contrasted in terms of the mentioned criteria. The books are discussed one by one and compared in the next chapter.

4.1 Passage, a R94 textbook

The first book that has been examined is "*Passage*", published by *Cappelen* in 2003. The content of the book is quite extensive and varied, and the tasks appear to be diverse. The texts are of different genres; short stories, poetry, factual texts and texts designed for listening comprehension. The book contains 10 chapters, each of them addressing different topics. *Passage* is organised traditionally in the sense that the tasks follow directly after each text. The tasks vary in complexity and they count 262 in total. They are labelled "Understanding the text", "speak your mind", "improve your language", "pen to paper", "act it out", "research" and "funnybones". The grammar exercises always appear in the "improve your language" group, together with for instance vocabulary- and pronunciation- tasks. In addition to the activities, each chapter provides revision tasks at the end. The revision tasks are numbered according to which learning aims the curriculum the chapters aim to fulfil. These have also been counted in the total number of tasks. Altogether 14 tasks deal with grammar.

Table 1: Exercises in *Passage*

Chapters	Texts to read	Number of tasks	Number of grammar tasks	% Grammar tasks	Average number of grammar tasks per text
1	7	24	1	4.17%	0.14
2	5	18	0	0.00%	0
3	4	19	2	10.5%	0.50
4	6	30	1	3.33%	0.17
5	10	44	4	9.09%	0.40
6	13	55	4	7.41%	0.31
7	5	22	2	9.09%	0.40
8	10	31	0	0.00%	0
9	3	14	0	0.00%	0
10	3	5	0	0.00%	0
Total	**66**	**262**	**14**	**5.34%**	**0.21**

Passage contains 5,34 percent grammar tasks. All the tasks follow the texts, and tend to deal with the content of the texts or features regarding language use. Four chapters do not contain any grammar exercises at all. There is an average of 0.21 grammar tasks per text to read.

Table 2: Type of grammar exercises in *Passage*

	Topic	Type	Inductive	Deductive
p. 19	Adjectives and adverbs	Explanation, composition		Yes
p. 76	Prepositions	Gap- filling	Yes	
p. 87	Word order	Explanation	Yes	
p. 93	Direct/indirect speech	Transformation		Yes
p. 159	Compound nouns	Composition		Yes
p. 171	Prepositions	Explanation, Gap- filling		Yes
p. 200	Nouns, adjectives, adverbs	Gap- filling		Yes
p. 202	Nouns, adjectives, adverbs	Gap- filling		Yes
p. 211	Nouns, adjectives, adverbs	Gap- filling		Yes
p. 230	Nouns	Composition		Yes
p. 250	The use of against	Translation		Yes
p. 250	Verbs	Composition, Explanation		Yes
p. 255	Plural form of nouns	Gap- filling		Yes
p. 293	Adjectives	Gap- filling, Composition		Yes
% Inductive tasks			**14,2%**	

Passage contains two tasks that are inductive, if it is so that the teacher does not explain the grammatical rule in advance. An extract from the first inductive task is shown below.

(Exercise in *Passage*, p. 76)

> Complete your sentences with *at*, *in* or *to*:
> He goes to School __ Oslo.
> a) Tracy was __ school when the accident happened.
> b) You learn many important skills __ school.
> c) __ our school, the students are very active and friendly
> d) Terry was on her way __ school when she saw a burglar.
> a) Prepositions of time.

The students are given no other explanation than the sentence above. Because *Passage* contains no grammar section, this task is marked inductive. The second task deals with word order. The students are asked to study pairs of sentences in which either comma use, verb tense, word order or punctuation can change the meaning. The students are asked to explain how the changes alter the meaning. An extract from the task is shown below.

(Exercise in Passage, p. 87)

1.	a) The twins, Tessie and Julie, didn't go to the party
	b) The twins, Tessie and Julie didn't go to the party
4	a) He stopped to look at the shop window
	b) He stopped looking at the shop window

4.2 On the Move, a R94 workbook

The second textbook which was examined is *"On the Move",* published by Gyldendal Norsk forlag in 1994, one of the first textbooks designed according to R94. *On the Move* is structured differently from Passage, and it has a workbook in addition to the textbook. The workbook comprises all the exercises, which are related to the texts found in the textbook. The workbook consists of 200 pages. The last 16 pages of the book comprise a separate grammar section, named "some grammar". This section contains explanations of grammatical features, examples of usage as well as exercises connected to the different features.

The workbook comprises 220 tasks all together. The tasks are separated into different labels, like for instance "pre- reading", "usage", "vocabulary" and "grammar". Most of the exercises are concerned with reading comprehension, vocabulary, writing, grammar and listening practice. There are 41 exercises that deal with grammar.

Table 3: Exercises in *On the Move*

Chapters	Texts to read	Number of tasks	Number of grammar tasks	% Grammar tasks	Average number of tasks per text
1	10	45	5	11.1%	0.50
2	9	45	5	11.1%	0.55
3	8	45	5	11.1%	0.63
4	5	28	3	10.7%	0.60
5	6	26	4	15.4%	0.67
6	8	36	5	13.9%	0.62
7	9	35	3	8.57%	0.33
8	13	49	4	8.16%	0.31
9	16	66	7	10.6%	0.44
10	19	3	0	0%	0
Total	**103**	**378**	**41**	**10.8%**	**0.40**

The grammar tasks in *On the Move* comprise 10,8 percent. The grammar tasks in *On the Move Workbook* show diversity in content, and the grammar section covers many grammar features. However, the tasks are very similar in terms of structure and method. Almost all the tasks appear to be written gap- filing tasks, in which the students are supposed to fill in the correct grammatical form in blank spaces. Translation is also used in many of the grammar

tasks. This is similar to the exercises found in *Passage*. *On the move* has an average of 0.40 grammar tasks per reading text, which is almost twice as much as *Passage* does.

Table 4: Type of grammar exercises in *On the Move*

	Topic	Type	Inductive	Deductive
p. 8	To be/ to do	Gap- filling, Composition		Yes
p. 11	Question tags	Explanation, translation		Yes
p. 17	Questions	Composition		Yes
p. 20	Telling the time, it/ there	Explanation, composition, gap- filling		Yes
p. 24	It/ there	Gap- filling		Yes
p. 35	Some/ any	Gap- filling		Yes
p. 37	Verb tense	Gap- filling		Yes
p. 44	Verb tense	Gap- filling, translation		Yes
p. 47	Nouns	Gap- filling		Yes
p. 52	Verb tense	Gap- filling		Yes
p. 59	Nouns	Translation		Yes
p. 62	Quantifiers	Gap- filling, translation		Yes
p. 65	Indefinite article	Gap- filling, translation		Yes
p. 68	Definite article	Translation		Yes
p. 72	Nouns	Composition, translation		Yes
p. 75	Genitive	Composition, Gap- filling		Yes
p. 81	Adjectives	Composition		Yes
p. 88	Adj./ adverbs	Gap- filling		Yes
p. 93	Definite article	Gap- filling		Yes
p. 95	Passive tense	Gap- filling		Yes
p. 98	Verb tense	Translation		Yes
p. 103	Verb tense	Explanation, composition		Yes
p. 108	Word order	Translation		Yes
p. 109	Verb tense	Transformation		Yes
p. 111	Questions, indirect/ direct speech	Transformation, gap- filling		Yes
p. 116	Prepositions	Translation		Yes
p. 120	Verb tense	Gap- filling		Yes
p. 125	Possessive pron.	Composition, translation		Yes
p. 127	Verb tense	Composition		Yes
p. 131	Adjectives	Gap- filling		Yes
p. 140	Prepositions	Gap- filling		Yes
p. 145	Indirect speech	Transformation		Yes
p. 148	Adverbs	Composition, translation		Yes
p. 156	Verb tense,	Translation		Yes
p. 162	Definite article	Gap- filling		Yes
p. 165	Concord	Explanation		Yes
p. 168	Pronouns	Translation		Yes
p. 171	Adjective/adverb	Gap- filling		Yes
p. 174	Verb tense	Gap- filling		Yes
p. 180	Verb tense	Translation		Yes
% Inductive tasks			**0,00%**	

There are no tasks in *On the Move* that can be marked inductive, as none of the tasks invite the students to work out and construct the grammar rules that are performed. Yet, the grammatical features are rarely explained in the exercises. The students are asked to look up the grammatical features in the grammar section to the see explanations and examples. All the necessary rules are described and exemplified there. The grammar tasks appear to be longer and include more work compared to those in *Passage*. Examples of grammar tasks in *On the Move* are shown in appendix 3.

4.3   Gateways, a LK06 textbook

The first LK06 textbook that was examined is "*Gateways*", published by Aschehoug in 2011. The book has 316 pages and is structured differently from the two R94 textbooks that have been examined. *Gateways* consists of four chapters that deal with different topics and provides texts from different genres. Preceding each chapter is a list of aims the student is to focus on. The book contains 369 exercises, and most of the tasks are writing activities, oral activities, listening activities, reading activities and tasks designed to develop digital competence and numeracy. However, only 8 out of 369 are grammatical exercises. The grammatical exercises vary in length, and are spread throughout the book. They are categorized under "language work", together with tasks on vocabulary and pronunciation.

Approximately the last 30 pages of the book contain a section called "Look it up!". This section aims to cover specific aims in the curriculum, like for instance communication strategies, digital competence and dictionary use (Gateways, 2011). The section provides a range of tools and information on how to acquire the English language, including learning strategies and a grammar section. The grammar section constitutes 11 pages, and it is similar to the one found in *On the Move,* except that it does not contain any additional exercises.

Table 5: Exercises in *Gateways*

Chapters	Texts to read	Number of tasks	Number of grammar tasks	% Grammar tasks	Average number of tasks per text
1	8	60	0	0.00%	0
2	14	100	7	7.00%	0.50
3	16	104	0	0.00%	0
4	24	105	1	0.95%	0.41
Total	**62**	**369**	**8**	**2.17%**	**0.13**

Gateways contains the highest total number of exercises, but the lowest number of grammar exercises. It contains notably fewer grammar exercises than both R94 textbooks that have

been examined. The total number of exercises in Gateways is large, but the grammar tasks only comprise 2,17 percent of the total amount of tasks. There is an average of 0.13 grammar tasks per reading text, which is the lowest so far. However, Gateways provides a very detailed section on grammar, in which many grammatical rules are explained and exemplified.

Table 6: Type of grammar exercises is *Gateways*

	Topic	Type	Inductive	Deductive
p. 71	Verb tense	Explanation, identification	Yes	
p. 71	Genitive -s, apostrophe use	Identification, explanation	Yes	
p. 80	Adjectives and adverbs	Explanation, gap- filling, identification		Yes
p. 89	Subject and verb	Identification, explanation		Yes
p. 89	Adjectives and nouns	Matching		Yes
p. 97	Verb tense	Gap- filling		Yes
p. 98	Modal verbs	Gap- filling, explanation		Yes
p. 195	Adjectives	Gap- filling		Yes
% Inductive tasks			**25,0%**	

25% of the grammar tasks in Gateways are inductive tasks. The first inductive tasks require that the students investigate verb tenses, and explain how verbs are marked for tense. They are also asked to identify modal verbs and explain these. The task is shown below.

Exercise in *Gateways, p. 71*

Verbs:
a)   Did you write a summary of the story? If so, which verb tense (present or past) did you use? Why?
b)   Did you use any progressive verb forms (-ing forms) Why or why not?
c)   Find the paragraph on page 70 that starts on line 4 and finishes with line 16. Go through it and find the verbs which are marked for tense (present or past) How can you tell?
d)   In the same paragraph, find the modal verbs. What do they express: ability or future, possibility or likelihood?

In the second inductive task, the students are asked to work out the use of apostrophes to mark genitive and construct the rule. As apostrophes are described to some extent, only the part of constructing the rule is inductive in this task.

4.5   Access to English, a LK06 textbook

The second LK06 textbook I examined is *Access to English*, published by Cappelen Damm in 2014. Similar to *Gateways*, *Access to English* presents specific learning aims for each chapter.

By comparison, Access to English differs from the other LK06 textbook in number and type of exercises. This edition of *Access to English* was published after the revision of LK06 in 2013. Based on that, this edition should include a larger focus on the basic skills, as they were integrated in the competence aims after the revision. The area of communication was also split in two, which suggests that oral and written communication should be more emphasized. The book contains a separate section of grammar, similar to *Gateways* and *On the Move*. The section is named "A short glossary of grammatical terms". The section is 3 and a half page long, and it appears as a work of reference. The section is structured like a diagram and each column deals with different concepts of grammar. The English and Norwegian names are provided, followed by a definition and an example of the feature. Different grammatical features are explained in alphabetical order. For instance, "conjunction" is defined as "words that join words, phases or sentence parts; and, or, for, but etc.", and exemplified by "he lives **and** works in the city", where the conjunction is in bold (p. 281). In this sense, the grammatical features are described simple compared to in *Gateways*.

Access to English comprises five chapters. The chapters deal with a range of topics and contain texts in various genres, which is similar to *Gateways* at this point. Different activities and exercises are provided throughout the book, usually following the texts. Access to English constitutes 216 tasks, and 8 of them are grammar tasks. The grammar tasks appear under the "improve your language" category, which together comprises 50 tasks. Furthermore, the tasks found in *Access to English* vary in the amount of work they require, but are often quite extensive with many subtasks.

Table 7: Grammar exercises is *Access to English*

Chapters	Texts to read	Number of tasks	Number of grammar tasks	% Grammar tasks	Average number of tasks per text
1	11	46	2	4.35%	0.18
2	9	43	1	2.33%	0.11
3	8	46	3	6.52%	0.38
4	12	37	0	0.00%	0
5	16	44	2	4.55%	0.13
Total	**56**	**216**	**8**	**3.70%**	**0.14**

Out of 216 tasks in *Access to English,* only 8 deal with grammar, which make up 3,70 percent. *Access to English* contains the same number of grammar tasks as *Gateways* and both the two LK06 textbooks contain fewer tasks than the R94 textbooks. The book provides an

average of 0.14 grammar tasks per text, which is the lowest of all the books that have been examined.

Table 8: type of grammar exercises in Access to English

	Topic	Type	Inductive	Deductive
p. 44	Word classes: adjectives, adverbs and verbs	Explanation, identification		Yes
p. 56	Word classes: adjectives, adverbs and verbs	Explanation, identification, composition		Yes
p. 94	Verb tense	Translation		Yes
p. 119	Prepositions, question tags	Explanation, gap- filling,		Yes
p. 125	Definite article	Translation		Yes
p. 135	Relative pronouns	Gap- filling		Yes
p. 247	Concord (subject/ verb)	Identification, composition		Yes
p. 273	It is/ there is/ there are	Gap filling		Yes
% Inductive tasks			**00,0%**	

None of the grammar tasks in *Access to English* are purely inductive tasks. The tasks usually include an extensive explanation of the grammatical rule, as well as examples of correct and incorrect use. An example is shown below:

(Exercise from *Access to English*, p. 119)

> Study the examples and try to explain when the prepositions *in, on* and *at* are used with expressions of time.
> *In 1990   on Friday   at four o' clock*
> *In May   on 9th of May   at midday*
> Fill in the correct preposition in the following advertisement:
> "Celebrate the birthday of Robert Burns __ Friday, 25th January. The event will take place in Burn's tavern __ 7 p. m. The restaurant opens __ midday and closes __ 2 a.m."

Compared to the other LK06 textbook, *Access of English* provides more comprehensive explanation of each grammatical phenomenon in the tasks, whilst *Gateways* contains a more extensive grammar section. Yet, all the features that can be found in the exercises are described in the grammar section in *Access to English*.

5.0 Discussion

In this section, the findings will be compared and contrasted in terms of the research questions in section 2.5. How the textbooks reflect the relevant curriculum and the historical context in which the curriculum and textbooks were published will be addressed. The research question will be discussed in order.

Based on trends within SLA research and the fact the LK06 has an increased focus on grammar as a part of linguistic awareness, one could assume that the LK06 textbooks contain a greater number of grammar tasks than the R94 textbooks. Surprisingly, this turned out not to be the case, and the answer on question 1 is therefore *no*. The amount of grammar tasks in the textbooks is shown below. The table indicates the total number of tasks in each book, number of grammar tasks, number of other tasks and the percentage of grammar tasks. *On the Move* contains the largest percentage of grammar tasks seen in relation to the total number of tasks. The two LK06 textbooks, *Gateways* and *Access to English*, both provide 8 grammar tasks, but Gateways has the lowest percentage of grammar tasks if the total number of tasks is included.

Table 9: Grammar tasks in all four textbooks

Textbook	Total number of tasks	Grammar tasks	Other tasks	% Of grammar tasks
Passage	262	14	248	**5.34%**
On the Move	378	41	337	**10.8%**
Gateways	369	8	361	**2.17%**
Access to English	216	8	208	**3.70%**

One could assume that there would be a higher number of grammar tasks in the LK06 books, based on the fact that the curriculum from 2006 includes more emphasis on grammatical competence and linguistic awareness than does the curriculum from 1994 (see section 2.4.4). The increased focus on accuracy in LK06 is however not reflected in a higher percentage of grammar tasks in the LK06 textbooks. Both LK06 textbooks contain notably fewer grammar exercises than the R94 textbooks, and the findings reveal that the number of grammar tasks has in fact decreased. The result was surprising seen in relation to the theoretical background provided in section 2. The R94 and LK06 curriculums seem to be influenced by trends in SLA at the time they were developed. Because of the fact that grammatical knowledge and accuracy is more emphasised in LK06 than in R94, one could expect a higher number of grammar tasks in the LK06 textbooks.

On question 2, the answer is also surprising. Because LK06 is more extensive and developed, and grammar is explicitly mentioned in the competence aims, one could assume a greater diversity in the task types in the LK06 textbooks. This was not the case. The R94 and the LK06 textbooks appear similar in the type of tasks. The R94 books contain more grammar tasks than the LK06 textbooks, and the task types are as diverse as the ones in the newest textbooks. The R94 textbooks contain a majority of gap- filling and translation tasks, however, this does not affect the diversity of task types because the LK06 books contains fewer tasks. The LK06 books include fewer gap- filling and translation task, but they only contain 8 tasks each. The biggest difference that can be seen between the R94 and LK06 books is that the tasks in the LK06 books usually contain more explanations of the grammatical rule the tasks are dealing with. Both *Gateways* and *Access to English* provide more explanation in relation to each task compared to the *Passage* and *On the Move*.

When the communicative approach to ESL teaching rose to prominence, what constitutes the competence to become a competent EFL speaker gained focus. R94 was developed at a time when CLT was the preferred approach in grammar pedagogy, and communicative competence was seen as the main aim of education. The R94 textbooks reflect this as they include many tasks concerning acting, presentation and collaboration. The learning aims do not contain any explicit description of grammar, but rather socio- cultural and cultural issues (see section 2.4.2). Consequently, one would expect that grammar, among other linguistic features, should receive less attention. However, this is not the case for the textbooks that have been investigated in this thesis. The R94 textbooks contain a greater amount of grammar exercises than the newest textbooks, and even if many of the tasks in the R94 books are structured similarly, the diversity of grammar tasks is as good as in the LK06 textbooks.

When addressing question 3, some limitations need to be commented. When discussing inductive and deductive tasks, one must bear in mind that it is difficult to evaluate whether a task is inductive only by looking at the textbook. The teacher could have explained the rule in advance, or the students could have learned it earlier in education (see chapter 3). This was not possible to investigate here, and the results should therefore be evaluated with concern. In addition, the tasks are few in number, which means that the result should be analysed according to that limitation.

In the tasks that have been marked as inductive, it is assumed that the teacher has not explained the rule beforehand. Nevertheless, the percentages suggest that the answer on

question 3 *can* be as expected, but that more books need to be investigated in order to establish a correct answer. *Access to English* contains no inductive tasks and Gateways contains 25.0%, which indicates that there seems to be huge individual variation among the books within the same curriculum. The amount and percentage of inductive tasks in the textbooks can be seen in table 10 below.

Table 10: percent of inductive tasks

	Total number of grammar tasks	*Inductive tasks*	*% Inductive tasks*
Passage	14	2	14,2%
On the Move	41	0	0,00%
Gateways	8	2	25,0%
Access to English	8	0	00,0%

All the four textbooks contain a majority of deductive tasks, in which the rules are explained, exemplified or discussed in the grammar section. Samuda & Bygate (2007) point out that a textbook should provide a variety of tasks, both inductive and deductive, in order to meet the needs of every learner. The weaker students might benefit from traditional deductive tasks, while others might benefit from inductive tasks in which they can participate in figuring out the rule (Ellis, 2006, Samuda & Bygate, 2007). A varied structure and organization of grammar tasks can therefore serve as more suitable regarding the learners' different styles, and their method of learning grammar (Samuda & Bygate, 2007). Even if the LK06 books seem to contain a higher percentage of inductive tasks, deductive tasks stand in great majority in all the textbooks. Seen in relation to the development away from traditional grammar teaching in later years, one could assume a higher percentage of inductive tasks in the LK06 textbooks. Ellis (2006) points out that L2 learners seem to benefit from a mixture of inductive and deductive learning, and one could assume that this should have been reflected in the newest textbooks.

The last question that was asked was if the development towards focus on form in SLA has contributed to grammar are treated less isolated from the rest of the language in the newest textbooks. The LK06 curriculum emphasizes linguistic accuracy, in which grammar are mentioned twice, "use patterns for orthography, word inflection and varied sentence and text construction to produce texts" and "use patterns for pronunciation, intonation, word inflection and various types of sentences in communication" (Competence aims for Vg1, LK06). At the time LK06 was developed, FFI had gained increased support, and grammar was seen as an important factor in order to achieve language skills and develop language accuracy

(Dekeyser, 2005, Spada & Lightbown, 2008). Spada & Lightbown (2008) claim that FFI helps the learners to make more efficient use of their very limited exposure to the language they are learning. Nevertheless, the increased focus on grammatical accuracy and knowledge about the use are not reflected by a greater number of tasks in the LK06 textbooks. The LK06 textbooks do not contain a higher percentage of grammar tasks, nor an increased diversity in the type of grammar tasks.

To some extent one can assume that the surprisingly decrease in percentage of grammar tasks can indicate that grammar now is treated more as an integrated part of language. The increased consensus of that some FFI is beneficial in L2 acquisition can have led to grammar being treated less isolated as a single phenomenon in pure grammar exercises. Both LK06 textbooks provide own sections on how to improve linguistics skills, and they deal with written and oral accuracy. Some of the grammar tasks also appear in connection with tasks on other features of language. The grammar tasks in the LK06 textbooks appear together with tasks on for instance vocabulary, synonyms, semantics and orthography. In the task on page 56 in *Access to English* that deals with adjectives, nouns and verbs, the students are also asked to use the same words and figure out synonyms. Furthermore, in the tasks concerned with *It is- there is/ there are* on page 273 in *Access to English*, the students are first told about two common mistakes Norwegian learners of English tend to make, namely *It is- there is/ there are* and the different ways to translate the word 'mene' in Norwegian. The subtask is concerned with the semantic representation of the word 'mean', which has ambiguous meanings in English.

Grammar, vocabulary, phonology and pronunciation receive less isolated attention in the LK06 textbooks then in the R94 books. Additionally written and oral accuracy gain attention, something that can indicate that the different linguistic features are more integrated in language. Sections on how the students can improve features of their language are provided, like for instance on *coherence* and *learning to write paragraphs.* The latter is especially prominent in *Access to English*, which can be a result of the revision of the LK06 curriculum in 2013. This is not found in the R94 textbooks. A great variety of tasks and activities, both written and oral, are developed to cover the competence aims stated in the LK06 curriculum (Guldal & Otnes, 2011). Pure grammar tasks are few in number, but the tasks on language in general are great in number. The development towards focus on forms in SLA research seems to have led to grammar being treated less separate from the rest of language learning in the LK06 textbooks.

50

According to Ellis (2006), implicit knowledge can be seen as the primary knowledge important for SLA. He also claims that competence in an L2 is primarily a matter of implicit knowledge (Ellis, 2006). Whether grammar instruction leads to implicit knowledge or not, remains a question. Learners often experience that they can complete their grammar tasks in the textbook, but continue to make mistakes when they apply the rules in communicative context and in writing. This can be an indication of that the learner only inherit explicit knowledge abut that grammar, hence they are not able to access the knowledge in communicative settings (DeKeyser, 2005, Ellis, 2006). Implicit knowledge of grammar, on the other had, is held unconsciously and can only be accessed and verbalized if it is made explicit (DeKeyser, 2005, Ellis, 2006). DeKeyser (2005) points out that implicit knowledge can become explicit it the learners loose awareness of its structure over time. Based on research provided in chapter 2, SLT should include both explicit instruction and natural exposure to language in order to entail implicit knowledge of grammar (De, Keyser, Ellis, 2006).

The discussion continues on how to best teach grammar- implicitly or explicitly, deductively or inductively. By looking at the history of grammar pedagogy and approaches to grammar pedagogy, approaches and methods will probably continue to develop and influence how we look at grammar teaching in the future. Grammar is complex and requires work from the learners (Crystal, 2003, Lightbown 2000, Spada & Lightbown, 2008). No one will acquire the grammar of a language similarly and simultaneously, and a variety of tasks, tools and activities should be provided to ensure the best possible development for each individual learner of a L2 (DeKeyser, 2005, Ellis, 2006). The textbooks are important tools in the ESL classroom, which makes them important to study in order to get an insight of what they contain and portray (Drew, 2007, Ibsen & Hellekjær, 2003). L2 learners get very limited exposure to the target language and a considerable amount of research suggest that some focus on language form is necessary in order to acquire all the important features of language (DeKeyser, 2005, Ellis, 2006, Spada & Lightbown, 2008).

6.0   Conclusion

The main purpose of this thesis was to examine how grammar was treated in four textbooks and whether the content of the books reflects the aims in the curriculum. I have looked at textbooks used within R94 and LK06, and the results are summarized below.

The results reveal that the number of grammar tasks in fact has decreased in the LK06 textbooks, and that the newest textbooks not show an increased diversity in the type of tasks. This is surprising, based on the fact that grammatical knowledge and linguistic accuracy is more emphasised in the newest curriculum. In terms of the percentage of inductive tasks in the different textbooks, it is difficult to provide a conclusion based on the books that have been examined. There was a large difference in percentage within the two LK06 textbooks, but the high percentage of inductive tasks in *Gateways* can indicate that the newest textbooks in average contain more inductive tasks. Concerning the last question, grammar appears to be treated less isolated in the LK06 textbooks. This is based on the fact that the grammar tasks in Gateways and Access to English sometimes appear together with other linguistic features, and that written accuracy receive attention in separate section. Grammar is described as important for linguistic knowledge and therefore also incorporated in these sections.

The main weaknesses of the study are that only four books have been investigated. In order to achieve better validity and more comprehensive results, more books from each curriculum should have been examined. Supposedly, this would have led to a more clear result on my research questions. However, the findings of this thesis can be seen as an indication of how R94 and LK06 textbooks emphasise grammar.

This study has shown that further investigation of the quality of textbooks used is necessary and valuable. It was desirable to examine more textbooks in order to increase the validity of the study. Further research should investigate whether the students' grammar skills have in fact increased after the introduction of LK06. Research should also aim to illuminate whether the linguistic knowledge that is described in the LK06 is reflected in the knowledge the students inherit. It would be interesting to investigate the extent to which teachers use textbooks in their teaching, and what the teachers emphasize when they teach grammar. Textbooks have been studied more extensive in other countries, and this might suggest that it is insufficient research on how Norwegian teachers use the textbooks and if the textbooks are beneficial for the learners in ESL classrooms (Askeland, 2009).

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Appendix 1- Reform of 1994

Læreplan for videregående opplæring
Engelsk
Felles allment fag for alle studieretninger

Oslo, oktober 1993
Kirke-, utdannings- og forskningsdepartementet

Forord

Læreplanverket for videregående opplæring omfatter all opplæring under

> lov om videregående opplæring
> lov om fagopplæring i arbeidslivet

Læreplanverket består av to deler:

1. Læreplan, generell del, for grunnskole, videregående opplæring og voksenopplæring. Generell del angir overordnede mål og retningslinjer for den samlede virksomheten i grunnskolen og videregående opplæring.

2. Læreplaner for videregående opplæring.

Denne læreplanen gjelder det felles allmenne faget engelsk på grunnkurs og videregående kurs I i yrkesfaglige studieretninger, og på grunnkurs i de øvrige studieretninger.

Denne planen skal inngå som en del av læreplanene for de ulike opplæringsløp.
Når læreplanene for alle løp foreligger, vil de enkelte læreplaner bli satt sammen til én læreplan for hvert løp. Det innebærer at det må foretas enkelte justeringer i planene.
I denne forbindelse vil det også bli vurdert om det er elementer i læreplanene som overlapper hverandre. Språklig gjennomgang vil bli foretatt når den endelige læreplanen foreligger.
Veiledende utstyrslister, metodiske veiledninger, oversikt over opplæringstilbud og annen informasjon om videregående opplæring vil bli utgitt separat.

Departementet forventer at skolene i løpet av en overgangsperiode på 5 år fra 01.08.94 har skaffet nødvendig utstyr til å kunne bruke informasjonsteknologi i opplæringen.

Denne læreplanen er midlertidig fastsatt fram til den endelige læreplan for det enkelte opplæringsløp i studieretningen foreligger.

Kirke-, utdannings- og forskningsdepartementet,   15.10.93

Innhold

Kapittel 1:   Generell informasjon

1.1   Hvorfor lære engelsk?

Engelsk er et internasjonalt språk som er i bruk over hele verden. I mange land er engelsk morsmål eller andrespråk, og i svært mange andre land er engelsk det første fremmedspråket alle lærer. Økende internasjonalisering gjør at stadig flere må beherske engelsk for å kunne klare seg i yrke, forhandlinger, studier og på reiser. Alt peker i retning av at betydningen av engelsk som verdensspråk vil øke i tiden framover.

Engelsk er fremfor alt et internasjonalt fagspråk og vitenskapenes språk. De fleste yrkes-grupper møter fagstoff på engelsk for eksempel i bruksanvisninger og i instruksjonshefter. Uten solide engelskkunnskaper vil man lett komme til kort når det gjelder å orientere seg i den kunnskapsutvikling som til stadighet foregår i alle fag og i alle studier. I denne sammen-heng er det også verdt å være klar over at engelsk er data- og mediespråket.

Norge har lenge hatt nær kontakt med USA og Storbritannia, og litteratur og kultur fra det engelske språkområdet er en del av vår felles referanseramme. Vi utsettes daglig for en massiv språkvirkning fra engelsk gjennom fjernsyn, film, tidsskrifter osv., og engelske tekster i musikk og medier er en sentral del av de unges opplevelsesverden. I Norge bruker vi dessuten ofte engelsk når vi kommuniserer med mennesker med en annen språklig bakgrunn. Denne språklige påvirkningen gir eleven bakgrunn og motivasjon som kan utnyttes konstruktivt i mer formell læring.

Å kunne engelsk er altså klart nyttig. I tillegg kan det å lære seg fremmedspråk ha positiv innvirkning på språkutvikling og språklig bevissthet generelt, også for utvikling av morsmålet. Ved å lære et nytt språk kan man trekke sammenlikninger og få nye perspektiver. Språk og kultur henger nøye sammen, og ved å studere et fremmedspråk får man innblikk i andres kulturarv og tenke- og levemåte. Dette kan også styrke egen identitet og gi grunnlag for nye impulser og kritisk refleksjon.

I enhver engelskklasse er det stor spredning når det gjelder ferdighet i engelsk, fra dem som har engelsk som morsmål til dem som hele tiden har strevet med faget. Det må derfor legges til rette for tilpasset opplæring, slik at den enkelte elev kan få gunstige utviklingsmuligheter og selv kan ta ansvar for læring og framgang. En forutsetning for at elevene kan utvikle evnen og viljen til å ta ansvar for egen læring, er at de får mulighet til å arbeide systematisk med å planlegge, gjennomføre og vurdere sin egen læring, individuelt og sammen med medelever og lærer. Elevene skal trenes opp til å identifisere og løse problemer som oppstår i arbeidet med å lære språket, og engelskfaget skal bidra til at elevene får tro på seg selv og egne evner.

En viktig drivkraft for all språklæring er elevenes egen motivasjon. I videregående opplæring kan elevene få fornyet interesse for å lære engelsk på en måte som er nært knyttet til faglige interesser.

1.2   Engelsk i videregående opplæring

Engelsk er et felles allment fag i alle studieretninger. Faget skal gi grunnlag for videre språkopplæring.

I studieretningene for allmenne og økonomisk/administrative fag, musikk/dans/drama og idrettsfag skal alle elever ha 187 årstimer (gjennomsnittlig 5 uketimer) som er kravet til generell studiekompetanse.

I yrkesfaglige studieretninger skal alle elever ha 150 årstimer (gjennomsnittlig 4 uketimer), Modul 1 på 2 uketimer i grunnkurs og Modul 2 på 2 uketimer i VK 1.
Dette utgjør 4-timersfaget. Elever på yrkesfaglige studieretninger som ønsker generell studiekompetanse, må også lese Modul 3 på 37 årstimer (gjennomsnittlig 1 uketime)
(se Vedlegg 1).

Kapittel 2:   Mål og hovedmomenter

Språkopplæring består av en *kunnskapsdel* og en *ferdighetsdel*. Kunnskap om språk, språkbruk, kommunikasjon, språklæring, og læring om samfunns- og kulturforhold skal bidra til å høyne den generelle språkferdigheten. Slik kunnskap er verdifull i læringen, ikke minst fordi den gir en felles referanseramme.

Gjennom arbeidet med faget skal eleven

   tilegne seg en engelsk som er tjenlig både i uformell omgang og i formelle situasjoner, og få kunnskap om hvordan den sosiale sammenheng påvirker språkbruken

utvikle et variert ordforråd av allmenn art, og et spesialisert ordforråd knyttet til den enkelte studieretning

tilegne seg tydelig og god uttale og nok kunnskap om engelske uttaleregler til å oppnå dette

kunne gripe mening og sammenheng i tale og skrift, og selv kunne uttrykke seg slik at hensikt og sammenheng trer tydelig fram.

tilegne seg nok kunnskap om språket som system til å kunne forstå grammatiske forklaringer og rette feil

bli fortrolig med sosiale og kulturelle forhold og væremåter i samfunn der engelsk brukes, og utvikle vilje og sosial ferdighet for å kommunisere i ulike situasjoner, og samhandle med mennesker fra andre kulturer

kunne nytte ulike hjelpemidler som for eksempel ordbøker, grammatikker, oppslagsverk og tilgjengelig informasjonsteknologi

Engelskfaget har også klare holdningsmål og opplevelsesmål som ikke er lette å vurdere, men det er en forutsetning at opplæringen i engelsk skal ha som mål å skape glede, interesse og et ønske om å fortsette med å lære engelsk livet ut.

Fremmedspråklig kompetanse utvikles gjennom arbeid med de fire ferdighetene (Mål 1-4) ved hjelp av et innhold som er konkretisert i mål 5 og 6.

Mål 1 Forståelse av muntlig engelsk

Eleven skal utvikle gode ferdigheter i å forstå ulike former for muntlig språk, fra det uformelle til det mer formelle.

Hovedmomenter

Eleven skal

1a   kunne forstå dagligtale om allmenne emner

1b   kunne forstå hovedinnholdet i et lengre innlegg, også når faguttrykk fra egen studieretning benyttes

1c   kunne forstå en muntlig gitt instruksjon

1d   kunne hente relevant informasjon fra en muntlig kilde etter ulike behov

1e   kunne forstå talerens holdning og intensjon

Mål 2 Forståelse av skriftlig engelsk

Eleven skal utvikle gode ferdigheter i å forstå ulike typer engelske tekster, alt etter tekstens art og

struktur og formålet med lesingen.

Hovedmomenter

Eleven skal

2a   kunne forstå skriftlige framstillinger om allmenne emner

2b   kunne forstå hovedinnholdet av faglige tekster som er typiske for studieretningen, for eksempel artikler, arbeidsbeskrivelser, bruksanvisninger, instruksjonshefter

2c   kunne forstå sentrale fagtekster i detalj

2d   kunne hente ut relevant informasjon fra en tekst etter ulike behov

2e   kunne forstå tekstens budskap og særtrekk

Mål 3 Bruk av muntlig engelsk

Eleven skal opparbeide gode ferdigheter i å kommunisere muntlig i ulike situasjoner, og skal kunne avpasse språkbruken etter situasjonen.

Hovedmomenter

Eleven skal

3a   kunne mestre vanlige former for kommunikasjon, som samtale og formidling knyttet til samfunns- og yrkesliv

3b   kunne uttrykke og grunngi egne holdninger og meninger naturlig og greit i samtaler og diskusjoner

3c   kunne gi en sammenhengende muntlig framstilling av et emne, for eksempel presentere et saksforhold eller en opplevelse

3d   kunne formidle en del sentrale sider ved norsk kultur

Mål 4 Bruk av skriftlig engelsk

Eleven skal opparbeide gode ferdigheter i å kommunisere skriftlig, alt etter formålet med skrivingen og hensynet til mottakeren.

Hovedmomenter

Eleven skal

4a   kunne ta skriftlige notater, for eksempel skrive stikkord fra muntlige og skriftlige kilder og referere hovedinnholdet i skrevne tekster, foredrag, forelesninger osv.

4b   kunne uttrykke og grunngi egne holdninger og meninger skriftlig

4c   kunne skrive ulike typer tekst, som f.eks. fortelling, formelt brev, søknad, rapport, sammenhengende resonnement

Mål 5   Den engelskspråklige verden

Eleven skal ha noe kunnskap om engelskspråklig litteratur og emner fra samfunns- og kulturlivet i engelskspråklige land.

Hovedmomenter

Eleven skal

5a   - ha oversiktskunnskap om den engelskspråklige verden
       - ha kunnskap om historiske og geografiske forhold i USA
       - ha kunnskap om samfunnsforhold og sosiale forhold, skikker og verdisyn i USA
       - ha kunnskap om utdanning, arbeid, næringsliv og miljø i USA
       - kunne gjengi og drøfte innholdet i minst to noveller eller utdrag fra et skuespill, lest eller sett

5b   - ha kunnskap om engelsk som internasjonalt språk
       - ha kunnskap om historiske og geografiske forhold i Storbritannia
       - ha kunnskap om samfunnsforhold og sosiale forhold, skikker og verdisyn i Storbritannia
       - ha kunnskap om utdanning, arbeid, næringsliv og miljø i Storbritannia
       - kunne gjengi og drøfte innholdet av et litterært verk

Mål 6   Engelsk knyttet til den enkelte studieretningen

Eleven skal kunne forstå og bruke engelsk (Mål 1-4) i sammenhenger som er relevante for studieretningen.

Hovedmomenter

Eleven skal

6a   kunne forstå og bruke engelsk om faglige og tverrfaglige emner på det årstrinn og i den studieretning der eleven befinner seg

6b   kunne forstå og bruke engelsk om spesialiserte faglige emner på det årstrinn og i den studieretning der eleven befinner seg

Kapittel 3: Vurdering

3.1   Hvorfor vurdering?

Formålet med vurdering er å sikre en nasjonal standard i opplæringen, slik at vi får et godt og

likeverdig opplæringstilbud for alle. Vurdering innebærer at resultatet av opplæringen vurderes i lys av de mål som er formulert i læreplanen.

Vurdering vil ha ulike hensikter, bl.a.
å informere eleven, foresatte, lærer og opplæringssted i arbeidet fram mot et læringsmål, om hvor langt eleven er kommet i utvikling fram mot en kompetanse
å veilede, motivere og utvikle eleven
å motivere læreren til kontinuerlig å vurdere sin undervisningspraksis
å informere samfunnet, arbeidslivet og videre utdanning om hvilken kompetanse eleven har oppnådd

3.2   Hva skal vurderes?

Målene for opplæringen slik de er fastsatt i den generelle delen av læreplanen og i kapittel 2 i denne læreplanen, danner utgangspunkt for vurderingen.
Det er elevens *helhetlige kompetanse* som skal vurderes, slik den er beskrevet i opplæringens mål.
Vurderingen av elevene skal vise *i hvilken grad* de har nådd målene i læreplanen.

3.3   Hvordan skal vurdering skje?

Det skilles mellom to hovedtyper vurdering:
Vurdering underveis.
Avsluttende vurdering.

Vurdering underveis har til hensikt å informere og motivere elever og lærere i arbeidet med å nå opplæringsmålene. Slik vurdering kan være formell eller uformell. Et nyttig hjelpemiddel i vurderingsarbeidet underveis kan være at eleven fører arbeidsbok, loggbok,dagbok e.l. knyttet til gjennomføring av opplæringen. Formell vurdering underveis kommer til uttrykk i terminkarakterer. Lærere vil finne idéer og hjelp til vurderingsarbeidet i en metodisk veiledning.

Avsluttende vurdering kommer til uttrykk i en standpunktkarakter og i et dokumentert resultat av en avsluttende eksamen.

3.4   Spesielle forhold som gjelder faget

Målet for opplæringen er at eleven skal oppnå en høy grad av kommunikativ kompetanse. Optimal kommunikativ kompetanse i engelsk fremmedspråk vil være å kunne forstå autentisk

engelsk i alle typer autentisk kommunikasjon og å kunne bruke korrekt og idiomatisk engelsk i alle typer situasjoner. I norsk utdanningssammenheng vil imidlertid målet nødvendigvis settes lavere enn den optimale kompetansen.

Faget engelsk har både innholds- og ferdighetsmål. Innholdsmålene består av emner og arbeidsstoff, og ferdighetsmålene inneholder krav til forståelse og produksjon. Gjennom arbeidet med innholdet i faget og de fire ferdighetene skal eleven kunne forbedre sine språkferdigheter fra grunnskolen og oppnå en høyere grad av kommunikativ kompetanse i engelsk.

Det som skal legges til grunn for sluttvurderingen, er i hvilken grad eleven er i stand til å forstå og formidle mening, dvs. hvilket nivå av kommunikativ kompetanse eleven har nådd. En skal vurdere

i hvilken grad eleven er i stand til å beherske korrekt grammatikk, vokabular og uttale (lingvistisk kompetanse)

i hvilken grad eleven er i stand til å tolke og å anvende et tjenlig språk i ulike sammenhenger (sosiolingvistisk kompetanse)

i hvilken grad eleven er i stand til å oppfatte og selv oppnå sammenheng i tale og skrift (diskurskompetanse)

i hvilken grad eleven er i stand til å benytte tjenlige alternative kommunikasjons-måter for å kompensere for manglende ferdigheter (strategikompetanse)

i hvilken grad eleven er i stand til å benytte sin kunnskap om andres kulturer i tolkning av tekster og i samhandling med andre (sosio-kulturell kompetanse)

i hvilken grad eleven kan og vil anvende sin språklige kompetanse (sosial kompetanse)

På alle grunnkurs skal elevene gjennomføre ett eller flere prosjektarbeid. I minst ett skal både felles allmenne fag og studieretningsfag inngå.

Vedlegg 1

Timetall og moduler

Elever i yrkesfaglige studieretninger skal ha 150 timer over to år (Modul 1 i grunnkurs, Modul 2 i videregående kurs I). Elever i de øvrige studieretningene skal ha 187 timer på grunnkurset

Moduler	Årstimer	(gjennomsnitt uketime
Modul 1: Mål 1 - 4 　　　Mål 5, hovedmoment 5a 　　　Mål 6, hovedmement 6a	75	2
Modul 2: Mål 1 - 4 　　　Mål 5, hovedmoment 5b 　　　Mål 6, hovedmoment 6b	75	2
Modul 3: Alle mål	37	1

Elevene skal arbeide med mål 1-4 (de fire ferdigheter) i alle moduler. I modul 1 skal elevene under mål 5 og 6 arbeide med hovedmomentene 5a og 6a. I modul 2 skal elevene arbeide med hovedmomentene 5b og 6b.
Arbeidsstoffet knyttet til mål 5 og 6 må balanseres slik at omfanget i hvert av dem ikke utgjør mer enn 60% eller mindre enn 40% i de enkelte modulene.

Modul 3 er en påbygning av modul 1 og 2, hvor elevene videreutvikler sine ferdigheter og kunnskaper i engelsk ved å arbeide mot de samme mål.

Merknad til vedlegg 1

Utgangspunkt for undervisningstimetallet er samlet timetall på årsbasis (Årstimer). Gjennomsnittlige uketimer er årstimetall dividert på 38. Konf. arbeidstidsavtalen hvor det forutsettes at undervisningen skal legges over 190 dager fordelt på 38 uker*

* Spesielt organiserte tilbud for voksne kan gjennomføres på kortere tid (komprimert løp). For grupper eller enkeltelever som har behov for det, kan opplæringen strekkes over lengre tid.

Vedlegg 2

Vurdering i engelsk

Standpunktkarakterer

Det gis én standpunktkarakter i 2 - timers-faget etter første år (Modul 1).

Det gis én standpunktkarakter i 4 - timersfaget etter andre år (Modul 1 og 2).

En elev som tar Modul 3 separat etter tidligere å ha fullført 4-timersfaget (Modul 1 og 2), får èn standpunktkarakter for hele 5 - timers-faget.

Det gis én standpunktkarakter i 5 - timers-faget.

Resultat av prosjektarbeid skal inngå i standpunktkarakterene.

Eksamen

Elever:

5 - timers-faget: Elevene kan trekkes ut til skriftlig eller muntlig eksamen.
Eksamensoppgavene til skriftlig eksamen utarbeides sentralt.

4 - timers-faget: Elevene kan trekkes ut til en kombinert skriftlig og muntlig eksamen.
Eksamensoppgavene utarbeides lokalt etter sentrale retningslinjer.

<u>Privatister:</u>

5 - timers-faget: Privatister skal opp til skriftlig og muntlig eksamen. Det gis to karakterer
              på vitnemålet. Eksamensoppgavene vil være de samme som for elever.

4 - timers-faget: Privatister skal opp til kombinert skriftlig og muntlig eksamen. Det gis én
              karakter på vitnemålet.
                   Eksamensoppgavene vil være de samme som for elever.

Retningslinjer for den praktiske gjennomføringen av eksamen vil bli gitt i egne skriv.

Appendix 2- The Knowledge Promotion (LK06)

English subject curriculum

Purpose

English is a universal language. When we meet people from other countries, at home or abroad, we need English for communication. English is used in films, literature, songs, sports, trade, products, science and technology, and through these areas many English words and expressions have found their way into our own languages. When we want information on something of private or professional interest, we often search for it in English. In addition, English is increasingly used in education and as a working language in many companies.

To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts. Thus, we need to develop a vocabulary and skills in using the systems of the English language, it`s phonology orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations. This involves being able to distinguish between oral (spoken) and textual (written) styles and formal and informal styles. Moreover, when using the language for communication we must also be able to take cultural norms and conventions into consideration.

Language learning occurs while encountering a diversity of texts, where the concept of text is used in the broadest sense of the word. It involves oral and written representations in different combinations and a range of oral and written texts from digital media. When we are aware of the strategies that are used to learn a language, and strategies that help us to understand and to be understood, the acquisition of knowledge and skills becomes easier and more meaningful. It is also important to establish our own goals for learning, to determine how these can be reached and to assess the way we use the language. Learning English will contribute to multilingualism and can be an important part of our personal development.

In addition to language learning, the subject of English shall contribute to providing insight into the way people live and different cultures where English is the primary or the official language. The subject of English shall provide insight into how English is used as an international means of communication. Learning about the English-speaking world and the increasing use of English in different international contexts will provide a good basis for understanding the world around us and how English developed into a world language. Literary texts in English can instil a lifelong joy of reading and a deeper understanding of others and of oneself. Oral, written and digital texts, films, music and other cultural forms of expression can further inspire personal expressions and creativity.

Thus, English as a school subject is both a tool and a way of gaining knowledge and personal insight. It will enable the pupils to communicate with others on personal, social, literary and interdisciplinary topics. The subject shall help build up general language proficiency through listening, speaking, reading and writing, and provide the opportunity to acquire information and specialised knowledge through the English language. Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds. Thus, language and cultural competence

promote the general education perspective and strengthen democratic involvement and co-citizenship.

Main subject areas

The subject of English is structured into main subject areas with competence aims. The main subject areas supplement each other and must be considered together.

The subject of English is a common core subject for all the upper secondary education programmes. Learning in this subject shall therefore be made as relevant as possible for pupils by adapting each subject to the different education programmes.

English has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary school and after the first year in the programmes for general studies (Vg1) or after the second year of a vocational education programmes (Vg2).

Overview of main subject areas:

Year	Main subject areas			
1–10 **Vg1** **Vg2** **(vocational education programme)**	Language learning	Oral communication	Written communication	Culture, society and literature

Language learning
The main subject area Language learning focuses on what is involved in learning a new language and seeing relationships between English, one's native language and other languages. It covers knowledge about the language, language usage and insight into one's own language learning. The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language.

Oral communication
The main subject area Oral communication deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies. The main subject area involves developing a vocabulary and using idiomatic structures and grammatical patterns when speaking and conversing. It also covers learning to speak clearly and to use the correct intonation.

The main subject area involves listening to, understand and using English in different situations where communication needs to be done orally. General politeness and awareness of social norms in different situations are also an important element. This also involves adapting the language to purposeful objectives and adapting the language to the recipient, i.e. by

distinguishing between formal and informal spoken language.

The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area.

Written communication

The main subject area Written communication deals with understanding and using English language through reading, writing and using suitable reading and writing strategies.

The main subject area includes reading a variety of different texts in English to stimulate the joy of reading, to experience greater understanding and to acquire knowledge. This involves reading a large quantity of literature to promote language understanding and competence in the use of text. Reading different types of texts can lay the foundation for personal growth, maturation and creativity and provide the inspiration necessary to create texts.

The main subject area includes writing different texts in English in different situations where written communication is necessary to stimulate the joy of writing, to experience greater understanding and to acquire knowledge. This also involves adapting the language to purposeful objectives and to the recipient, i.e. by distinguishing between formal and informal written language. The main subject area involves developing a vocabulary and using orthography, idiomatic structures and grammatical patterns when writing. It also covers creating structure, coherence and concise meaning in texts.

The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area.

Culture, society and literature

The main subject area Culture, society and literature focuses on cultural understanding in a broad sense. It is based on the English-speaking countries and covers key topics connected to social issues, literature and other cultural expressions. This main area also involves developing knowledge about English as a world language with many areas of use.

The main subject area involves working with and discussing expository texts, literary texts and cultural forms of expression from different media. This is essential to develop knowledge about, understanding of and respect for the lives and cultures of other people.

Teaching hours

Teaching hours are given in 60-minute units:

PRIMARY SCHOOL

Years 1-4: 138 teaching hours

Years 5-7: 228 teaching hours

LOWER SECONDARY LEVEL

Years 8-10: 222 teaching hours

PROGRAMME FOR GENERAL STUDIES

Vg1: 140 teaching hours

VOCATIONAL EDUCATION PROGRAMME

Vg1: 84 teaching hours

Vg2: 56 teaching hours

Basic skills

Basic skills are integrated in the competence aims where they contribute to the development of competence in the subject, while also being part of this competence. In the subject of English, the basic skills are understood as follows:

Oral skills in English means being able to listen, speak and interact using the English language. It means evaluating and adapting ways of expression to the purpose of the conversation, the recipient and the situation. This further involves learning about social conventions and customs in English-speaking countries and in international contexts. The development of oral skills in English involves using oral language in gradually using more precise and nuanced language in conversation and in other kinds of oral communication. It also involves listening to, understanding and discussing topics and issues to acquire more specialised knowledge. This also involves being able to understand variations in spoken English from different parts of the world.

Being able to express oneself in writing in English means being able to express ideas and opinions in an understandable and purposeful manner using written English. It means planning, formulating and working with texts that communicates and that are well structured and coherent. Writing is also a tool for language learning. The development of writing proficiency in English involves learning orthography and developing a more extensive repertoire of English words and linguistic structures. Furthermore, it involves developing versatile competence in writing different kinds of generalised, literary and technical texts in English using informal and formal language that is suited to the objective and recipient.

Being able to read in English means the ability to create meaning by reading different types of text. It means reading English language texts to understand, reflect on and acquire insight and knowledge across cultural borders and within specific fields of study. This further involves preparing and working with reading English texts for different reasons and of varying lengths and complexities. The development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are advancingly more demanding. Furthermore, it involves reading English texts fluently and to understand, explore, discuss, learn from and to reflect upon different types of information.

Numeracy in English means being able to use relevant mathematical concepts in English in different situations. This involves familiarity with units of measure used in English-speaking countries and to understand and to communicate in figures, graphic representations, tables and statistics in English. The development of numeracy in English involves using figures and calculations to develop a repertoire of mathematical terms in English related to daily life and general and technical fields.

Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadapted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources.

Competence aims - competence aims after Vg1 – programmes for general studies and Vg2 – vocational education programmes

Language learning
The aims of the studies are to enable pupils to
- evaluate and use different situations, working methods and learning strategies to further develop one's English-language skills

- evaluate own progress in learning English

- evaluate different digital resources and other aids critically and independently, and use them in own language learning

Oral communication
The aims of the studies are to enable pupils to
- evaluate and use suitable listening and speaking strategies adapted for the purpose and the situation

- understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme

- understand the main content and details of different types of oral texts about general and academic topics related to one's education programme

- listen to and understand social and geographic variations of English from authentic situations

- express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation

- introduce, maintain and terminate conversations and discussions about general and academic topics related to one's education programme

- use patterns for pronunciation, intonation, word inflection and various types of sentences in communication

- interpret and use technical and mathematical information in communication

Written communication
The aims of the studies are to enable pupils to
- evaluate and use suitable reading and writing strategies adapted for the purpose and type of text

- understand and use an extensive general vocabulary and an academic vocabulary related to one's education programme

- understand the main content and details in texts of varying length about different topics

- read to acquire knowledge in a particular subject from one's education programme

- use own notes to write texts related to one's education programme

- write different types of texts with structure and coherence suited to the purpose and situation

- use patterns for orthography, word inflection and varied sentence and text construction to produce texts

- produce different kinds of texts suited to formal digital requirements for different digital media

- evaluate different sources and use contents from sources in an independent, critical and verifiable manner

Culture, society and literature
The aims of the studies are to enable pupils to
- discuss and elaborate on culture and social conditions in several English-speaking countries

- present and discuss current news items from English language sources

- discuss and elaborate on the growth of English as a universal language

- discuss and elaborate on different types of English language literary texts from different parts of the world

- discuss and elaborate on English language films and other forms of cultural expressions from different media

- discuss and elaborate on texts by and about indigenous peoples in English-speaking countries

- select an in-depth study topic within one's education programme and present this

Appendix 3- Grammar exercises in *On the Move*

14 GRAMMAR

Change the following statements into questions –
using words like what, where, how, why, etc.

Example:
Britain consists of four countries.
How many countries does Britain consist of?

1   The UK is short for the United Kingdom of
    Great Britain and Northern Ireland.

2   Scotland has 5 million inhabitants.

3   Most people associate Scotland with kilts and
    bagpipes.

4   Wales became a part of Britain in the Middle
    Ages.

5   Welsh sounds completely different from
    English.

6   Snowdonia National Park is situated in Wales.

7   Many of the Welsh coal mines were closed
    because they were uneconomic.

8   The troubles in Northern Ireland started four
    centuries ago.

9   The IRA wants a united Ireland.

72 GRAMMAR

SIMPLE PRESENT OR PRESENT CONTINUOUS TENSE?

Fill in the open spaces with the right form of the verb.
Check the grammar section on page 192 if necessary.

1   I _____ TV to radio. (prefer)

2   Susan _____ TV for four hours every
    night. (watch)

3   Listen! Who _____ on the radio? (talk)

4   Bruce Springsteen _____ Europe this
    week. (tour)

5   My father never _____ to pop music.
    (listen)

6   He _____ sorry for young people
    today. (feel)

7   Sting _____ on a new album at the
    moment. (work)

8   His new album _____ good! (sound)

9   I _____ the guitar in a local pop group.
    (play)

10 We _____ a concert next Saturday.
    (give)

(*On the Move Workbook*, p. 17)   (*On the Move Workbook*, p. 44)

49 PRONUNCIATION

LONG AND SHORT VOWEL SOUNDS

Practise pronouncing these groups of words and place them in the chart according to their vowel sounds:

look, luck, lark, lock, Luke
dark, duke, dock, duck
card, cud (drøv), cod (torsk), could, cord, cooed

50 GRAMMAR

SOME / ANY

Fill in *some* or *somewhere* / *-one* / *-thing* or *any* (*-where* / *- one* / *-thing*) in the open spaces.
Check the grammar section on page 192 if necessary.

_____ teenagers have part-time jobs

because they don't have_____ left of their

allowance when the week is over. Others are bored

and want _____ to do besides homework.

_____ teenagers will take _____

job to earn _____ money. In _____

places it is difficult to get a job. "I simply can't find

_____ to do _____ ," a lot of

people today seem to say. _____ parents

don't want their children to do _____ but

school work. With a good education you can get

_____ kind of a job, they say. But it is nice

to have _____ money in your pocket. It is

embarrassing to be short of money when you are

out with friends. When all your friends are having

steak, it is hard to say you don't want _____.

Besides, waitresses usually expect you to order

_____ when they ask: "Can I get you

_____ ?"

35

(*On the Move Workbook*, p. 35)