



University of
Stavanger
FACULTY OF ARTS AND EDUCATION

MASTER'S THESIS

Programme of study:

Master in Literacy Studies

Spring 2017

Open

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Thesis title:

A case study of the effect of formative assessment on the English writing development, accuracy and motivation of pupils in a Norwegian 7th grade.

Keywords:

Young language learners, formative assessment, digital feedback, writing development, accuracy, motivation

No. of pages: 111

+ appendices/other: 16/91

Stavanger, 12 May, 2017

Abstract

This thesis is based on a study of the effect of formative assessment on 7th grade pupils' written English development, accuracy and motivation in a primary school in Norway. The pupils were provided feedback digitally by the teacher as they wrote stories on Google Chrome Book during a two-week intensive writing project. The ability to express oneself in writing and digital competence are two of the five basic skills in the Norwegian *LK06* curriculum. The research was conducted in a primary school class of 38 pupils, aged approximately 12, and their teacher. Mixed methods were used (i.e. quantitative and qualitative), where the data collection consisted of pre- and post-project semi-structured interviews with the teacher, classroom observations, an analysis of six pupils' texts, and a pupil questionnaire.

The study showed that formative assessment had a positive effect on both the pupils' writing development and accuracy. This was first and foremost verified by the pupils' accomplished corrections in their texts based on the formative assessment provided by the teacher. The amount of work the pupils put into improving their texts showed that they were able to take advantage of the provided formative assessment in order to develop their texts, their meta-language, and take an active part in their own learning. Furthermore, the formative assessment also had a positive effect on the pupils' motivation, especially when they were writing on computers in the first part of the writing project, despite the fact that the feedback led to a good deal of work for the pupils. The pupils' motivation was also revealed in the eagerness and dedication they showed throughout the entire writing project. The teacher's experience of formative assessment was positive and she was convinced that providing formative assessment was more beneficial than summative assessment. Finally, the pupils experienced the formative assessment provided by the teacher as helpful, understood its value, and how it helped their development as writers.

The present study has contributed to the limited research on the writing of young language learners and the effect of formative assessment on their writing provided through digital feedback. As far as the researcher is aware, digital feedback to young learners' writing in English has not previously been researched in a Norwegian context, and the researcher is unaware of similar research outside of Norway. The research has provided insight into the process of how the pupils developed as writers and became more accurate in their writing. Since a new curriculum is planned from autumn 2020 in Norway, where 'deep learning' is one of the key words, pupils will need to use their abilities to analyse, solve problems and

reflect on their learning to construct a lasting understanding. Hence, it is recommended that other teachers consider teaching writing in similar ways as conducted in this writing project.

Acknowledgements

First and foremost, I would like to express my gratitude to my supervisor, Ion Patrick Francis Drew, who has throughout the year inspired and encouraged me, provided invaluable comments and help, but most of all for being who he is.

In addition, I would like to thank the teacher for allowing me into her class, patiently answering all my questions and e-mails throughout the entire project, and her motivation and belief in my project. She is an amazing teacher, and her persistence in providing the pupils with both knowledge and confidence is admirable. Furthermore, I would like to thank her pupils who welcomed me into the classroom, who answered my questions, and, who were truly dedicated throughout this writing project.

My gratitude also goes to my wonderful and patient family, my husband Trond Gjermund Haugen and my two children Olav and Linn, who have supported and motivated me throughout the entire process of writing this thesis. You are the best!

Finally, I would like to thank my peer Silje Haarr, who has throughout the entire study motivated and believed in me.

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1.0. Introduction

1.1. The present study

This thesis is based on a case study of the effect of formative assessment¹ on the writing development, accuracy and motivation of pupils in a Norwegian 7th grade English as a foreign language (EFL)² class. Formative assessment is often referred to as informal, ongoing assessment during teaching and learning (McKay 2011: 21), in contrast to summative assessment, which assesses the final product. Formative assessment is a strategy to raise pupils' achievement (Clarke 2014: 7) (see section 3.4.1.) The pupils wrote on a Google Chrome Book (computer) and were logged into a writing project in Google Classroom set up by the teacher. Google Classroom is a part of G-suite, Google's educational applications (formerly known as Gafe; Google Apps for education). All the pupils in this constituency have their own Google account, and thereby access to all of Google's learning tools. The feedback from the teacher was in the form of comments on different features in the texts based on a criteria list provided by her (see Appendix 7). One of the aims in the writing project was to monitor pupils' ability to use verbs in the past tense correctly. There was more focus on accuracy in the first part of the writing process when the pupils were working on computers, whereas the second part, when pupils were working with a printed text of their writing, focused on a combination of both accuracy and content. As the pupils wrote, the teacher was able to monitor each pupil's writing and to provide feedback directly to the pupil's text. The thesis also aims to investigate the effect of formative assessment on the pupils' motivation and how the teacher and the pupils experienced using formative assessment.

The research method was a mixed methods approach, which is a combination of quantitative and qualitative methods (Dörnyei 2007). However, most of the methods were qualitative: two interviews with the teacher, observations of the pupils and the teacher in class, and an analysis of six pupils' texts. The quantitative method was a pupil questionnaire, where the first part involved statements and answers on a Likert-scale, and the second part was open questions where the pupils could write about what they liked the most and least about the writing project. However, the analysis of the pupils' texts can, in addition, be

¹ http://preceptor.healthprofessions.dal.ca/?page_id=1242: 'Assessment is the process of gathering information in order to make a determination about a student's learning. Feedback is a method of providing information about a student's learning or skill acquisition in order to plan future learning goals and to ameliorate behaviour and skills.' The researcher uses assessment and feedback interchangeably in this thesis, although only assessment in combination with formative and summative.

² Referred to as L2 interchangeably in the thesis

considered as partly quantitative since some of the data from the pupils' texts have been quantified. The choice of methods was based on the aim to investigate how formative assessment affected the pupils' writing development, accuracy and motivation, and how the teacher and pupils experienced using formative assessment.

1.2. Relevance and background

As far back as 1960, Bruner (1960: 10) wrote: 'One thing seems clear: if all students are helped to the full utilization of their intellectual powers, we will have a better chance of surviving as a democracy in an age of enormous technological and social complexity.' In modern literate societies today, the need for writing is important and many tasks during a day require the skill of reading and writing (Grabe and Kaplan 1996: 3). Grabe and Kaplan further state that writing is a technology and a set of skills that need to be practised and learned through experience. Writing in English is taught from the 1st grade in Norway and throughout compulsory school until and including the 10th grade. The 21st century is a digital world and, according to Struve (2014: 4), digital tools are a natural part of our everyday lives. Pupils who attend school today are well acquainted with digital devices, such as computers and the Internet.

To the author's best knowledge, no other research has investigated 7th graders' writing on computers and how pupils' writing development, accuracy and motivation are influenced by formative assessment. A new curriculum³ is planned from autumn 2020⁴ in Norway, where 'deep learning'⁵ is one of the key words. Deep learning concerns pupils' gradual development of concepts, methods and context. The pupils will need to use their abilities to analyse, solve problems, and reflect on their learning to construct a lasting understanding. This is why it is important that more research within the area of combining formative assessment and writing on computers is carried out. The aim of this thesis is to add to the already existing research and bring new perspectives to the topic of formative assessment in English writing in Norwegian schools today.

³ <https://www.regjeringen.no/no/dokumenter/meld.-st.-28-20152016/id2483955/>

⁴ <https://www.udir.no/laring-og-trivsel/lareplanverket/forsok-og-pagaende-arbeid/nye-lareplaner---2020/>

⁵ <https://www.udir.no/laring-og-trivsel/lareplanverket/forsok-og-pagaende-arbeid/nye-lareplaner---2020/>

1.3. Research questions

The aims of this thesis are to investigate how formative assessment affects pupils' written development, accuracy and motivation, and how pupils and the teacher experience using formative assessment. The study thus addresses the following research questions:

- What is the effect of formative assessment on the pupils' written development and accuracy?
- What is the effect of formative assessment on the pupils' motivation to write?
- How does the teacher experience using formative assessment?
- How do the pupils experience using formative assessment?

The researcher has different expectations when it comes to the possible findings.

Based on research presented in Chapter three, there is a clear indication that formative assessment will have a positive effect on the pupils' writing and their written accuracy. By providing the pupils with individual adapted feedback, they are provided the opportunity to develop and progress at their own pace and within their 'Zone of Proximal Development', i.e. their zone of potential learning (Vygotsky 1978) (see section 3.2.1). By receiving individual feedback from the teacher, the researcher expects to find that the pupils are more motivated when they write. However, it is uncertain whether the pupils are mature enough to value the feedback and to fully understand the importance formative assessment has on their writing development and accuracy. Furthermore, it is uncertain whether young language learners (i.e. aged 12-13) are capable of utilizing the formative assessment they are given as a part of developing as foreign language writers.

Furthermore, the researcher is curious to find out how the teacher experiences using formative assessment. Based on personal experience concerning the amount of time needed to provide proper formative assessment and to complete a writing project, when one is often the only teacher and responsible for the entire process of organizing the use of computers, the author is uncertain whether the teacher will find using formative assessment practical in the daily work in the classroom.

1.4. Outline of the thesis

Following this chapter, Chapter two presents background information about teacher education, the English subject and curriculum in the obligatory school system in Norway, and digital competence. Chapter three addresses literature and theories concerning the teaching and learning of young language learners, the writing skill, and giving feedback, especially to writing. Furthermore, research on EFL writing in a Norwegian context is presented in this

chapter. Chapter four presents the methods used in the research, a description of the participants, and the process of collecting the data. Chapter five presents the findings from the interviews, observations, analysis of the pupils' texts and the pupil questionnaire. The findings are discussed in Chapter six, before conclusions are drawn in Chapter seven.

2.0. Background

2.1. The school system in Norway

All children in Norway start school the year they turn six and attend a 10-year obligatory school, where the 1st to 7th grade constitutes primary school and the 8th to 10th grade constitutes lower secondary school. Children who live in Norway for more than three months have both the right and duty to attend school.⁶ All public schools are free of charge, which also includes books and necessary materials. The 10-year obligatory school was introduced by Reform 97 in 1997⁷, whereas nine years had previously been the norm. Furthermore, in 1994 all pupils in Norway were given the right to attend three years of upper secondary school. In 1998, a new 'Education law'⁸ was passed due to the changes referred to above in Norwegian schools in the 1990s.

The Norwegian government states that:

Schools should give everyone a good start in life, promote social equality, prepare students for the labour market and help ensure Norway's future prosperity. They should give both society and each individual child the best possible preparation for the future. Although Norwegian schools have many strengths, there are still too many students who never achieve good literacy and numeracy skills. The government's new programme will play an important part in tackling this problem.⁹

This law has had and will have an impact on teacher education in Norway, which is the subject of the next section.

2.2. Teacher education

Most teachers who teach in a Norwegian primary school have taken a 4-year Bachelor of Education in which English is an optional subject. To teach English in the 5th to 7th grades in Norway, a minimum of 30 credits is required.¹⁰ However, figures from Statistics Norway in 2014 showed that only 43% of the teachers in primary schools had the credits needed to teach in English, compared to more than eight out of ten in the subjects Norwegian and mathematics.¹¹ Among these, there are more unqualified teachers in English in grades 1 to 4 than in grades 5 to 7.

⁶ <http://www.nyinorge.no/no/Ny-i-Norge-velg-sprak/Ny-i-Norge/Barn-og-skole/Skolesystemet/Grunnskolen/>

⁷ https://snl.no/Norsk_utdanningshistorie

⁸ <https://lovdata.no/dokument/NL/lov/1998-07-17-61>

⁹ <https://www.regjeringen.no/en/topics/education/innsikt/larerloftet/id2008159/>

¹⁰ https://lovdata.no/dokument/SF/forskrift/2006-06-23-724/KAPITTEL_16#KAPITTEL_16

¹¹ <http://www.ssb.no/utdanning/artikler-og-publikasjoner/kompetanseprofil-i-grunnskolen>

In 2014, the Norwegian government introduced the programme ‘Promotion of the status and quality of teachers – joint effort for a modern school of knowledge’¹² to create schools where pupils learn more.¹³ This programme will have an impact on the English subject in Norway since the government states that all pupils should benefit from teachers who are specialised in English, mathematics and Norwegian. Furthermore, from 2017 teachers will have to complete a 5-year MA degree to qualify, compared to the previous 4-year BA education. This investment has also provided teachers who do not have the credits required to teach in the subject the option to take the necessary credits while working.

2.3. English in the school system in Norway

English is the only compulsory foreign language in Norwegian schools and is considered a core subject, i.e. it is only one of three subjects in which pupils can sit a school-leaving written exam (the other two being Norwegian and Maths).¹⁴ English became a compulsory subject in Norway in the 1960s, when pupils were taught English from what was then the 6th grade (which is the 5th grade today). Even though research is not clear whether starting to learn English at a younger age is better (Pinter 2015: 29), pupils in Norway have been taught English from the 1st grade¹⁵ since the Reform in 1997. Hours taught per year, 60 minute units, are 138 during the 1st to the 4th grades, 228 hours from the 5th to the 7th grades, and 222 hours from the 8th to the 10th grades.¹⁶ The guidelines for what is to be taught in the different grades are stated in the current *Knowledge Promotion* curriculum (*LK06*).

2.3.1 The *Knowledge Promotion* curriculum (*LK06*)

The *Knowledge Promotion* curriculum (*LK06*) was implemented in August 2006¹⁷ and replaced the curriculum from 1997 (*L97*). Numerous changes regarding the principles for national control of the schooling, i.e. changes in content, structure and organisation from the 1st grade to the last year in upper secondary school, came with the introduction of *LK06*. The aim of *LK06* is to improve all pupils’ results when it comes to learning. The Norwegian school must be an inclusive one in which all pupils should have the same opportunities to

¹² <https://www.regjeringen.no/no/dokumenter/Larerloftet/id2001933/>

¹³ <https://www.regjeringen.no/en/topics/education/innsikt/larerloftet/id2008159/>

¹⁴ <https://www.udir.no/regelverk-og-tilsyn/finn-regelverk/etter-tema/eksamen/Udir-4-2016-trekkordning-ved-eksamen/>

¹⁵ <https://www.regjeringen.no/no/dokumenter/stmeld-nr-23-2007-2008-/id512449/>

¹⁶ <http://www.udir.no/kl06/ENG1-03/Hele/Timetall>

¹⁷ <https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/kunnskapsloftet/id534689/>

develop at their own individual level. The *LK06* curriculum stresses that each pupil should receive adapted learning and teaching, which increases each pupil's learning potential.¹⁸

One important change with *LK06* was that five basic skills¹⁹, namely the ability to express oneself orally and in writing, the ability to read, the ability to use digital tools, and numeracy, were implemented in all subjects in every grade. According to The Ministry of Education and Research:

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 communicate 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.²⁰

Teaching reading and writing, including in English, are emphasized from the 1st grade. *LK06* is a curriculum built on specific competence aims for what the pupils are expected to learn.²¹ The competence aims for English are stated after Year 2, 4, 7 and 10. These are further divided into four main areas: 'Language learning', 'Oral communication', 'Written communication' and 'Culture, society and literature'.²² The Year 7 Language learning aims relevant for the pupils in this study are²³: 'identify and use different situations and learning strategies to expand one's English-language skills', 'describe his/her own work in learning English' and 'use digital resources and other aids in one's own language learning'. Relevant aims in 'Written communication' are: 'use reading and writing strategies', 'understand and use a vocabulary related to familiar topics', 'take notes to create different types of texts', 'write coherent texts that narrate, retell and describe experiences and express own opinions', 'use basic patterns for orthography, word inflection, sentence and text construction to produce texts' and 'use digital tools and other aids to find relevant information and to create different types of texts'. Finally, a relevant aim from 'Culture, society and literature' is 'communicate short texts about topics one has chosen'.

¹⁸ <https://www.udir.no/laring-og-trivsel/tilpasset-opplaring/lareplaner-og-vurdering/>

¹⁹ http://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter?lplang=eng

²⁰ http://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter?lplang=eng

²¹ <https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/kunnskapsloftet/id534689/>

²² <https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal?lplang=eng>

²³ <http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/kompetansemal-etter-7.-arstrinn>

2.4. Digital competence

Digital competence is one of the basic skills in the *LK06* curriculum and is therefore relevant to the pupils in the present study, who will be using Google Chrome Book with a Google account to revise their texts after they receive feedback from the teacher. The 21st century is a digital world and as the world becomes more and more digitalized, the importance of bringing this technology into school is vital. Teachers need to develop and adapt their teaching and learning to what is relevant for the pupils in order to ensure that the future generation are both capable of taking advantage of and able to navigate in a digital society. Even though writing by hand seems to have a supporting role when learning how to read (Sjaastad et al. 2015: 18), the question of using digital tools in education is not ‘all or nothing’, but on the contrary a ‘both – and’ (Sjaastad et al. 2015: 34). Additionally, digitalization of society and our global community are two of many reasons why developing good literacy skills is of importance (Weigle 2011: 1). Using computers and word processing provides learners with the opportunity to produce a good quality final written product due to the possibility to edit and redraft easily (Pinter 2015: 77).

2.5. Summary

The English subject has a strong position in the Norwegian education system and is one of the core subjects in the curriculum. The pupils start learning English from 1st grade and throughout the entire obligatory 10 years of schooling. Furthermore, English is one of three subjects in which pupils can sit a school-leaving written exam. Digital competence is one of the five basic skills in the curriculum and, due to the fact that the world is increasingly becoming more and more digital, it is of great importance that the pupils are provided skills to take advantage of the possibilities in the digital world.

3.0. Theory and literature review

3.1 Introduction

This chapter aims to present theory and research connected to the teaching and learning of young language learners, the L2 writing process and the effects of feedback in general, and on writing development in particular. First, section 3.2 provides insight into teaching young language learners, covering the topics motivation, adapted teaching and learning, multiple intelligences and learning styles, and the role of the teacher. Second, theory and research regarding writing and writing in a second language is presented in section 3.3. Third, section 3.4 addresses theory and research on giving feedback, first in general and then specifically to writing. Research on L2 writing in a Norwegian context is the subject of section 3.5 before a summary of the chapter is provided in section 3.6.

3.2. Teaching and learning of young language learners

As Bruner (1960: 17) puts it: ‘The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.’

According to Pinter (2015: 1), the pupils’ age in primary L2 education varies throughout the world. Pinter defines young language learners as being from the age of five to 14, Vale and Feunteun (2012: 1) as from seven and over, while McKay (2011: 1) states that young language learners are those who receive formal schooling in the first six or seven years. Thus, since the pupils in this thesis are in their 7th school year, i.e. approximately 12 years-old, they are defined as young language learners.

The differences in teaching a foreign language to young language learners and adults is first and foremost that young language learners are often more enthusiastic and lively in comparison to adults (Cameron 2016: 1). Young language learners aim to please the teacher rather than their peer group. Even though they may not fully understand why and how to do an activity, they will still attempt to have a go (Cameron 2016: 1). Brewster et al. (2008: 27) further point to the fact that young language learners are developing conceptually and the youngest ones will only recently have started their schooling. They are still learning and developing in their first language. They learn more slowly, tend to forget things quickly, lose interest quicker, and are less able to keep motivated in difficult tasks. Furthermore, they have not evolved a meta-language which teachers can take advantage of in teaching (Cameron 2016: 1).

There has been a debate concerning the effect age has on acquiring a second language. One of the reasons why an early start in language learning is regarded as positive is that psycholinguists have pointed to a ‘sensitive period’ in childhood for learning (Pinter 2015: 29). Furthermore, young learners seem to have an intuitive grasp of language and to be more attuned to the phonological system of a new language. Young learners are generally less anxious and less inhibited compared to older learners (Pinter 2015: 29). Young learners spend more time learning the second language, which may have a positive effect in the long term (Pinter 2015: 29; Brewster et al. 2008: 3; Dahl 2015: 4).

Lenneberg (1967: 176) proposed the ‘Critical Period Hypothesis’, in which he claims that automatic acquisition from exposure to the L2 disappears after puberty. However, Lenneberg does not claim that people will not acquire a second language after puberty, but a more conscious and laboured effort is required. However, Pinter (2015) refers to research that shows that the advantages of younger learners seem to disappear at the age of 16. Younger learners have minimal advantages compared to older learners (Blondin et al. 1998). They claim that older learners seem to use more efficient strategies, have a more conceptual and mature view of the world to rely on, a sharpened sense of discourse, and an understanding of why they are learning the new language.

However, pupils in Norway start learning English in their first year of schooling. A new language offers an opportunity to broaden the pupils’ horizons and awaken their early enthusiasm and curiosity about languages (Pinter 2015: 32). Although younger is not necessarily better, also affirmed by Dahl (2015), it can be if the circumstances and variables are considered carefully. Girard (1974), cited in Brewster et al. (2008: 3), points to six important conditions for teaching languages: Having appropriately trained teachers, proper timetabling with sufficient timing, appropriate methodology, continuity and liaison with secondary schools, provision of suitable resources, and integrated monitoring and evaluation.

Even if these conditions for teaching languages are present, it is important to emphasise that pupils do not learn at the same pace or in the same manner (Vale and Feunteun 2012: 35). Pinter (2015: 2) argues that each pupil is unique and pupils within the same age range can be significantly different as far as abilities in the subjects are concerned. To maximize each pupil’s learning, the teacher needs to provide both support and challenges (Brewster et al. 2008: 27). Cameron (2016: 1-2) distinguishes between a learning-centred perspective and learner-centred teaching. Learner-centred teaching places the pupil at the centre when thinking and planning the lessons. While this is an improvement compared to having the subject and curriculum in the centre, it is not enough. By only focusing on the

pupil, there is a danger of losing sight of what has to be done at school and the potential each pupil has. A learning-centred perspective has the longer view in sight and the goal is to move each child towards increasingly demanding challenges. According to Cameron (2016: 2), the teacher has to keep sight of the longer view and expose the pupils to increasingly demanding challenges to make sure that the learning potential is developed. The next section will address how theories from Piaget, Vygotsky and Bruner in developmental psychology inform about pupils as language learners.

3.2.1. Developmental psychology: theories from Piaget, Vygotsky and Bruner

Piaget sees the child as an active learner and states that learning occurs through actively solving problems:

Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it...An operation is thus the essence of knowledge; it is an interiorized action which modifies the object of knowledge (Piaget 2003: 176).

Young children function in the world which surrounds them and this has an influence on their mental development (Cameron 2016: 2). According to Piaget, it is action and not development of the first language which is fundamental to cognitive development: ‘...the general characteristics of monologues of this category is that the words have no social function. In such cases speech does not communicate the thoughts of the speaker, it serves to accompany, to reinforce, or to supplement his action’ (Piaget 1997: 16). Children construct knowledge by actively understanding their environment (Pinter 2015: 5-6).

There are two ways development and knowledge occur as a result of activity: assimilation or accommodation. Assimilation is when an activity does not make any change to the child, whereas accommodation involves an adjustment and new knowledge is created for the child. Even though each child is a unique learner, Piaget (1997) points to similarities within age bands, and suggests that there are four universal stages of development that all children go through. The relevant stage for this research is the final one: the formal operational stage from eleven years onwards.

Even though Piaget’s ideas have been challenged for underestimating what children are capable of and for not being child-friendly (Cameron 2016: 3; Pinter 2015: 10), most developmental psychologists support the existence of some stage-like development in children. However, the stages are thought to be less rigid than Piaget suggested. As an example, Donaldson (1978), cited in Cameron (2016: 4), shows that very young children are

able to succeed in ways of thinking that Piaget considered as too advanced for them when appropriate language, objects and tasks were used. However, what Piaget can contribute to teachers is the idea that the child is an active learner, thinker and ‘sense-maker’. Nonetheless, the sense-making is limited by the pupils’ experiences, which is an important key to understanding how pupils react to activities and exercises in the language classroom (Cameron 2016: 4). In addition, Pinter (2015: 10) points to the fact that teachers should know the changing needs and interests of different age groups and constantly reflect and monitor these in order to be able to choose suitable materials. Piaget emphasized the biological basis of development with the stage theory. However, the social dimension is a large part of a child’s life, which was neglected by Piaget (Cameron 2016: 4; Pinter 2015: 10).

According to Vygotsky (1978: 25-26, 90), the social environment and the cultural context, i.e. the influence of peers, teachers and parents, and language play an important role when it comes to children’s learning and development. While Vygotsky agreed with Piaget that children are active learners and construct learning for themselves (Pinter 2015: 10), he emphasised the powerful effect of the social context. Learning is something happening with and within the pupil. However, the work of Vygotsky emphasises the importance of the adult and of language in pupils’ learning. Vygotsky’s (1978: 85) ‘Zone of Proximal Development’ (‘ZPD’) describes the difference between what the pupil knows at the present and the potential knowledge advancement gained with help from a more knowledgeable peer or adult. Vygotsky argued that the ‘ZPD’ is a fertile ground for learning since it starts with the learner’s current level and what the learner can achieve with the help of others. Learning through instruction and mediation is characteristic of human intelligence and children can and do understand much more with the help of adults (Cameron 2016: 6). The goal is to gradually move from the reliance of adults to independent action, from thinking aloud to thinking inside the head, also called ‘internalization’ (Vygotsky 1978: 45). Vygotsky’s ideas can help teachers to build a theoretical framework when teaching a foreign language (Cameron 2016: 7-8), i.e. what the pupil is to learn next, and how teachers can both support and challenge pupils through carefully chosen exercises (Brewster et al. 2008: 19).

Offering support in a systematic manner is often referred to as ‘scaffolding’. Bruner and his colleagues introduced the term ‘scaffolding’ in 1976 (Pinter 2015: 12) and they built their work on both Piaget and Vygotsky. Scaffolding is an instructional strategy where the goal is to give the child confidence to take control of the task. Support is given by the adult as soon as the child is unable to proceed with the given task (Pinter 2015: 12). Bruner considered language to be the most important tool for cognitive growth and he investigated how adults

used language to help children solve problems, stay on track, and motivation to finish the task (Cameron 2016: 8).

3.2.2. Motivation

Motivation for schoolwork is a prerequisite for pupils to achieve optimal learning and development, and one of the biggest challenges for a teacher is to motivate pupils (Skaalvik and Skaalvik 2016: 9-11). According to Dörnyei (1998: 117), ‘Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning’. Brewster et al. (2008: 218) further state that being motivated to learn a language is the first impetus. McKay (2011: 24) points to the fact that young language learners are especially vulnerable to criticism and failure. Pupils’ self-esteem is closely linked to how they perform at school and they are sensitive to criticism, praise and approval. If teachers fail to help pupils to succeed and feel good about themselves, the consequence might be pupils who are less motivated and have a lower self-esteem. However, when focused feedback is given in the pupils’ context and with care, the pupils will not find it hurtful (Robertson 2016: 59). Hattie (2009: 48) argues that it can be hard to motivate pupils, yet even easier to demotivate them. The aim is to provide the pupils with an inner motivation to engage in given exercises with an aspiration to learn (Klemp et al. 2016: 101). Motivation from within is a forceful power (Skaalvik and Skaalvik 2016:66).

Motivation consists of both cognitions (what the pupils think, which goals they have and which expectations they have for their own learning), emotions (interests, engagement, pleasure provided by the work, or anxiety to fail) and behaviour (Skaalvik and Skaalvik 2016: 14). It is the pupil’s behaviour which is the easiest to observe for the teacher, but this alone does not provide a full picture of how motivated the pupil is. Although it might provide the teacher some clues of how motivated the pupil is for the provided exercise, it does not provide the teacher with information about why the pupil is motivated or not, or what the pupil is motivated for.

Theories of achievement motivation try to explain and understand the pupil’s behaviour, and relevant theories to this this thesis will be presented in the following section. First, the theory of mastery expectations refers to the pupil’s expectations to master given exercises, namely whether the pupil believes that the given exercises will and can be solved. The pupil’s mastery expectations have a huge impact on the motivation for school work (Skaalvik and Skaalvik 2016: 19). Pupils with a high degree of mastery expectations see a

bigger value in working with subjects, provide a higher effort in their school work, show a higher engagement, and are more enduring when faced with challenges. According to Hattie (2009: 170), mastery learning is that all pupils can learn if they are provided clear expectations of what it means to ‘master’ the material taught.

Second, the theory of expectancy-value presupposes that motivated behaviour (effort, endurance and choice of activities) is a result both of the pupils’ expectations to succeed and the value the activity or the school subjects has for the pupils. When a pupil can find the inner value in a school subject, it is a strong driving force and the need for outer stimuli or incentives are reduced.

Third, the theory of self-determination focuses not only on how motivated the pupils are, but also on the type of motivation and distinguishes between inner and exterior motivation. Inner motivated learning behaviour is achieved when the content in the activity is interesting, and the activity alone gives joy and satisfaction. Inner motivation gives the best learning results (Skaalvik and Skaalvik 2016: 66). Exterior motivation, on the other hand, is when an activity is carried out to gain a reward of some kind. Even though the inner motivation has the strongest effect on the pupils’ motivation, it is not realistic to believe that all pupils will have an inner motivation in all the subjects.

Fourth, is the theory of self-esteem where ‘self-esteem’ refers to respect, value and acceptance of oneself, but not to think that one is better than others. Self-esteem is to accept oneself and feel good about oneself, but there can still be a wish to further improve (Skaalvik and Skaalvik 2016: 84). Low self-esteem is to devalue oneself and the consequences can be that negative feedback or assessment may cause insecurity, anxiety to fail, and worry about what others think. Self-esteem is strengthened when being appreciated, accepted in and being a part of a group. On the other hand, self-esteem is weakened when this is not the case.

Finally, there is the theory of social relations, which concerns the importance of social relationships and how pupils need to relate to both teachers and peers at school. There are two dimensions in these relationships: an outer and an inner. The outer dimension is how each pupil is treated, talked about and to by the teachers and the peers, i.e. with respect, kindness, allowance to participate in lessons and in play time, and the feeling of making a difference. The inner dimension deals with the pupil’s actual experience of social relationships, i.e. feeling included, respected and provided the attention needed to progress in the subjects. The importance of having a supportive teacher is shown in the pupils’ engagement in their schoolwork. Pupils have a higher inner motivation and the pupils tend to seek more help from

the teacher (Skaalvik and Skaalvik 2016: 96). There is a danger that pupils can lose their motivation if they do not feel appreciated and respected by the teachers.

To sum up, motivation is one of the most important factors in L2 learning. Pupils need to experience success and mastery through adapted teaching and learning. However, it is important to remember that adapted teaching and learning is not to remove challenges, since it is through these that the pupils have an opportunity to prosper, learn and develop. Adapted teaching and learning will be further addressed in the next section.

3.2.3. Adapted teaching and learning

The principle of adapted teaching and learning is central in the Norwegian school. Each pupil has the right to receive individual adapted teaching and learning. However, this is not an individual right, yet is to be practised through variation and adaption to the diversity in the group of pupils within the fellowship. Bruner (1960: 9) affirmed this by stating that good teaching which emphasized the structure of a subject is most likely more valuable for less able pupils, and that less able pupils are often thrown off the track by poor teaching. Yet, he stressed that the pace or content of courses do not have to be identical for all pupils. Adapted teaching and learning is, according to The Norwegian Directorate for Education and Training, an instrument to maximize each pupil's learning.²⁴ They further define adapted teaching and learning as those measures schools implement to make sure that each pupil receives the most from ordinary teaching. These measures can be how the teaching is organised, pedagogical methods, the work which is done related to the learning environment, and follow-up with how the local work with the curriculum and assessment is completed.

The Norwegian Directorate for Education and Training point to the fact that pupils can reach the different goals in the curriculum in different ways.²⁵ The different subject curricula provide the opportunity to adapt the content through different areas in the subjects, learning strategies, working methods, and organisation. The competence aims are constructed with adapted teaching and learning in mind and provide teachers opportunities to adapt the teaching content in various ways. How the pupils work to achieve the different aims can therefore be different. The aim is to develop the pupils' competence so that all pupils, regardless of their abilities and prerequisites, experience being appreciated. Furthermore, the

²⁴ <http://www.udir.no/laring-og-trivsel/tilpasset-opplaring/hva-er-tilpasset-opplaring/>

²⁵ <http://www.udir.no/laring-og-trivsel/tilpasset-opplaring/hva-er-tilpasset-opplaring/>

competence aims are constructed in a manner which makes it possible for most pupils to achieve them, but with a different degree of achievement.²⁶

Piaget pointed to certain similarities within pupils' age groups, whereas Vygotsky (1978) emphasised the importance of social interaction with teachers, parents and peers. Bruner (1960: 33) stated: 'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. It is a bold hypothesis and an essential one in thinking about the nature of a curriculum. No evidence exists to contradict it; considerable evidence is being amassed that supports it'. By law, each pupil has a right to receive adapted teaching and learning and is seen as a unique learner. In this research, the pupils received feedback both directly in the text and through oral interaction with the teacher. The teacher adapted the oral feedback to the pupils, both in terms of the type of feedback and the challenges the pupils received from the teacher.

The issue of pupils' uniqueness is addressed in the next section.

3.2.4. Multiple intelligences and learning styles

Gardner (1983), cited in Pinter (2015: 13), suggested that intelligence has no distinct character, but is shown in different ways in children and referred to these multiple intelligences as 'frames of mind'. These intelligences are linguistic (sensitivity to sound, rhythm and meaning of words), logico-mathematical (capacity to detect logical and numerical patterns), musical (appreciate pitch, rhythm or melody), spatial (ability to see the visual word accurately), bodily/kinaesthetic (use body expressively), interpersonal (detect and respond to moods and temperaments), intrapersonal (knowledge of how to discriminate inner feelings to guide own behaviour), and natural (distinguish and classify varieties). Even though Hattie (2009: 195) found it hard to discern the meaning of some of the meta-analyses regarding learning styles, Hattie concludes that their effect is somewhat important.

In educational literature, these intelligences can be related to the term 'learning styles' (Pinter 2015: 13). Each pupil is unique and Dunn and Griggs' (2004: 22) 'Learning Style Model' illustrates the variables which may affect the ability to concentrate and learn. Some of the variables are regarded as biologically imposed and some more inclined to develop and change as one gets older and more mature.

The elements in the Learning Style Model are grouped according to five key stimuli. The first is environmental, which covers where we learn the best, i.e. preference to sound,

²⁶ <http://www.udir.no/laring-og-trivsel/tilpasset-opplaring/lareplaner-og-vurdering/>

light, temperature and seating. Most classrooms are similar, yet some variables occur. Hence, there is an assumption that this is an environment most pupils can learn in (Dunn and Griggs 2004: 23).

The second element is emotional, which points to what motivates pupils to learn, persistence, responsibility, and the need for structure. It is important that teachers remember that even though pupils mostly behave appropriately, it can be difficult for them to concentrate over a period of time, especially since they may have little choice in what is taught and do things without being able to affect the content of their school day.

The third element is sociological and this concerns with whom we best concentrate on a task. Some pupils prefer to work alone and learn most from this way of working. Other pupils may prefer to work with a friend, in pairs or in a group. Some pupils prefer variation. It is of importance that teachers are aware of these preferences and therefore vary how pupils work.

The fourth element is physiological and points to when and how we physically engage most in learning. Pupils learn through different perceptual differences, i.e. the preference of listening to new input, or visual stimulus, kinaesthetic (use of body in an expressive way) or tactile, which is the preference to touch things and feel. Dunn and Griggs (2004: 24) state that no more than 30% of pupils are able to remember 75% or more of what they see or hear. However, some of these pupils remember more when they are allowed to use their hands (tactile) and/or use their bodies (kinaesthetic). In addition, these pupils tend to dislike and often fail in their school work, due to the amount of work which has to be done sitting quietly on a chair. Furthermore, Brewster et al. (2008: 34) point to research by Berman (1998), which found that in an average class of adults, 29% are visual learners, 34% auditory and 37% kinaesthetic. Teachers should thus vary how they choose perceptual methods, so that more pupils have the chance to learn and produce their best work. Another physiological element is that people are different when it comes to when they learn the best.

The last element is the psychological, which is how pupils process and respond to information and ideas. Some pupils can be impulsive and more interactive in contrast to more careful and reflective pupils, and personality features can be divided into cognitive categories, e.g. the analytic or global pupil. An analytic pupil places attention on details, whereas a global pupil uses a more holistic approach when learning. The Learning Style Model has shed light on how the dominance of the brain affects how pupils learn and process information (Dunn and Griggs 2004: 82). The left part of the brain is analytic and processes information part by part, while the right side of the brain is global, which processes information through a

comprehensive approach. Even though Levy (1983), cited in Dunn and Griggs (2004: 83), concluded from research about the brain that pupils never learn with only one half of the brain, analytic pupils prefer it when information is provided piece by piece. In contrast, global pupils prefer to vision and understand the total picture first, before concentrating on the details.

By using methods and activities based on the multiple intelligences and learning styles, teachers incorporate variation in the classroom for all learner types and intelligences (Hyland 2014: 42-43). However, it is not only important for teachers to be aware of the fact that all pupils have stronger and weaker sides in their multiple intelligences and learning styles, but it also matters for the pupils. To enable pupils to understand their strengths and how they learn best, they need to be introduced to and taught the different intelligences and learning styles. Since our cognitive architecture has limitations, pupils need effective learning strategies when faced with and learning new material (Hattie 2009: 30). By teaching pupils in multiple intelligences and learning styles, pupils become active learners with self-knowledge, where they are able to help themselves and to make qualified choices in their individual learning, i.e. they become meta-learners. This is relevant to this study, as the teacher's aim was to help each pupil with how to become better writers and what each pupil had to do to accomplish this. For example, the teacher had dictionaries for those pupils who preferred to have a book compared to those who would check spelling online.

3.2.5. The role of the teacher

The amount of knowledge and skills pupils have to learn in the modern world today is vast, and all this, according to Pinter (2015: 99), is impossible to teach pupils during the time they are at school. It is therefore the schools' and teachers' responsibility to teach pupils how to learn, namely metacognition, by providing them with strategies which they can use outside the classroom (Brewster et al. 2008: 31).

The quality of the teacher and the nature of the teacher-pupil relationship are the most critical aspects contributed by the teacher (Hattie 2009: 126). Hattie further states that the teachers who are most likely to achieve above average effects on pupils' achievement are those who use particular teaching methods, who have high expectations for all the pupils, and who have created a positive pupil-teacher relationship.

Pinter (2015: 100) points to four types of strategies which can be developed. First are social and affective strategies, which concern how the pupils' emotional states and feelings

can affect their learning. The role of the teacher is to lead discussions about the social aspects of learning, e.g. the importance of listening to each other, taking turns in games, or controlling fear of speaking in the classroom. Second are strategies related to raising awareness of what language learning is. The role of the teacher is to explain that learning a language takes time, the importance of practising, and that making mistakes is a part of the learning process. Third are metacognitive strategies concerning reflection in the ongoing process of planning, monitoring, and evaluating language learning. The role of the teacher is to raise the pupils' awareness of their individual learning in each step through asking questions. Finally, there are direct or cognitive strategies, which develop the pupils' ability to work with linguistic information effectively. The role of the teacher is to use training strategies to help the pupils' in their language learning, e.g. rehearsing, organization, using meaningful and visual clues, predicting and using deduction while the pupils are reading or listening.

Nordenbo et al. (2008:7) carried out a systematic review of 70 studies regarding teacher competences and pupil achievement in pre-school and school for the Ministry of Education and Research in Oslo. These studies presented three primary findings. First is the teacher's competence to enter into a social relation with respect to the individual pupil. Second is the teacher's competence to teach the entire class, from being a visible leader at the start to gradually allowing and encouraging the pupils to develop, establish and maintain the rules themselves. Finally, the teacher needs to have competence in both the teaching-learning process and in the subject taught.

Teacher beliefs have an effect on pupils' achievement (Nordenbo et al. 2008: 60). The teacher's view of the potential of the pupil has an influence on the pupil's achievement. Greater pupil achievement is an outcome from believing that all pupils can progress (Hattie 2009: 35). Greater pupil achievement is also reached when the teacher believes that every pupil learns individually and in their own way. Furthermore, when the teacher believes that it is the responsibility of the teacher to organise and adapt their teaching to the pupils, pupil achievement is influenced in a positive manner. What matters is teachers who are willing to experience, learn from errors, seek and learn from feedback from the pupils, and foster effort, clarity and engagement in learning (Hattie 2009: 35).

Nordenbo et al. (2008: 7) found that teacher competences influence pupils' learning. To be an effective and successful teacher, a number of competences are needed, one of these being the teacher's theoretical insight into the subject being taught. Theoretical knowledge in the subject can contribute to the teacher's confidence in exceeding the boundaries of the subject and utilising different methods in teaching materials. Possessing broader subject

knowledge is regarded as a precondition for being able to present, explain and exemplify a topic in several diverse ways. However, a teacher needs more than simply profound knowledge within the subject to further pupils' learning. Other elements need to be present to foster pupils' achievement, e.g. beliefs, personality and behaviours.

According to Hattie (2012: 18), teachers are amongst the most powerful influences in learning. This is why it is of importance that teachers understand and take their role seriously; the effect of what they do and say in the classroom is enormous. Moreover, William (2009: 4) points to the importance of effective classrooms, where pupils may learn material twice as fast as other pupils in less effective classrooms. However, Hattie (2009: 22) emphasizes that: '...this has become a cliché that masks the fact that the greatest source of variance in our system relates to teachers – they can vary in major ways. Not all teachers are effective, not all teachers are experts, and not all teachers have powerful effects on students'. Yet, the role of the teacher is to be directive, influential, caring, and actively and passionately engaged in the learning and teaching process (Hattie 2012: 18). In addition, in order for the teacher to create a good classroom climate, Hattie (2012: 28) points to the seven C's: a teacher has to care, have control, be able to clarify, challenge all the pupils, captivate through the teaching, facilitate, confer, and consolidate. Hyland (2014: xv) states that a strong teacher is a reflective teacher who relates the activities in the classroom to relevant theory and research.

Furthermore, Hattie (2012: 22) states that teachers are the major players in the education process and they have the biggest influence on pupils' achievement. Hattie (2012: 22) further states: 'We *must* consider ourselves positive change agents for the students who come to us... My point is that teachers' beliefs and commitments are the greatest influence on student achievement *over which we can have some control...*'. Hattie found that there are large differences between low and high-effect teachers. The consequence of this effect is that pupils in a high-impact teacher's classroom have almost a year's advantage compared to the pupils in a low-impact classroom. The differences between these teachers are the attitudes and expectations they have planning their teaching, i.e. what to teach, difficulty of level, how to progress, and how their teaching is affecting the pupils. Hattie (2012: 23) claims: 'It is some teachers doing some things with a certain attitude or belief system that truly makes the difference'. This is further emphasized by Drew (2003: 353), who claims that the most crucial factor which sets literacy standards in schools is the teacher and the teacher's competence. In order to promote early literacy, Drew argues that the teacher needs to be a good language model, have insight into how young language learners develop, know how to integrate reading and writing meaningfully into the total language learning programme, recognise linguistic

problems in pupils' writing and be able to use different strategies, including process writing and electronic aids in the promoting of writing. Bruner (1960: 12) pointed to the fact that schools may be wasting precious years by postponing the teaching of many important subjects since they are regarded as too difficult. Bruner believed that there is a danger that the pupils are underestimated and a consequence is that they do not acquire their potential level of learning and knowledge.

However, William (2009: 17) states that just telling teachers what to do in the classroom does not work. Teaching is too complex and it is impossible to prepare teachers for all the situations which can occur in a classroom. It is vital that teachers are supported to systematically reflect on their practice, utilize their accessible knowledge base, and learn from their mistakes.

3.3. Writing

Literacy skills involve reading and writing different texts for different purposes (Cameron 2016: 124). While daily life is full of written texts in most societies today, schools probably incorporate written texts more than homes. Writing is permanent, which makes it suitable for recursive teaching (Simensen 2007: 195). Weigle (2011: 19) claims that writing is not only an individual product, but also a social and cultural act. Besides, writing may help pupils to find and share their own voices and to construct and convey meaning in their lives (King 2000: 303). Writing in a first language is linked to formal education (Weigle 2011: 4) and has a close relationship to academic and professional success. Grabowski (1996: 75) concludes that:

Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties... The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.

Sjaastad et al. (2015: 18) point to studies in brain research which show that writing by hand has an influence on memorizing letters, academic skills and later reading skills. James and Engelhardt (2012: 41) show that writing letters by hand activates parts of the children's brain, identified as 'reading circuit'. They conclude that writing by hand supports learning how to read. However, the scope of learning how to write by hand has decreased recently due to the use of computers in school (Sjaastad et al. 2015: 18).

Writing is one of the five basic skills in the *LK06* Norwegian curriculum and is incorporated in all the subjects.²⁷ The consequence is that teachers in all the different subjects are also teachers of writing. School has a responsibility to prepare pupils for the different roles of writing they will face later in life due to the importance writing has in today's world.

According to the Norwegian Centre for Writing Education and Research (The Writing Centre), there are five reasons why it is important to improve the skills in writing.²⁸ The first is that there is more writing in society today, which requires higher skills in writing. Secondly, knowledge is developed and measured through writing. Thirdly, writing provides depth in one's personal learning. Fourth, active learning is stimulated through teaching writing. Finally, better skills in writing improve one's reading.

Writing is a complex skill which progresses from copying known words and sentences to writing in a genre and for an audience (Pinter 2015: 74). Pupils who start reading at school often also enjoy writing, which is why both reading and writing are taught in parallel. English native-speaker pupils start with what is called 'emergent writing' (Pinter 2015: 74), which starts with pretend writing and develops to writing words, short texts and the use of punctuation. While older pupils also have to practise word and sentence level writing, they are also preparing for freer writing (Pinter 2015: 77). According to Thornbury (2010: 3), 'From a learner's perspective, the ability both to recognise and to produce well-formed sentences is an essential part of learning a second language.' In addition, the introduction of genres will develop the pupils' understanding of different readers of their texts. Grabe and Kaplan (1996) state that genre is a key notion when it comes to writing development and learning through writing.

According to Drew and Sørheim (2004: 69), the age from ten to 16 is a key stage in a writer's development. The pupils in the present research were 11-12 years old and, according to McKay (2011: 7), pupils at the age of 11 to 13 years are beginning to develop the ability to manipulate thoughts and ideas. They are able to predict, hypothesize, classify and are developing a sense of metaphor and puns. From the age of 12, their understanding of time has developed, hence they are able to talk about recent events and plans for the future (McKay 2011:7).

In the current research, the pupils were asked to make a mind map (see Appendix 9a, 10a, 11a, 12a, 13a and 14a) where they could manipulate their ideas in the exercise they

²⁷ <http://www.udir.no/laring-og-trivsel/lareplanverket/grunnleggende-ferdigheter/skriving/skriving-som-grunnleggende-ferdighet/skriving-som-grunnleggende-ferdighet2/>

²⁸ <http://skrivestien.skri vesenteret.no/5-grunner/tesrgrunn-nummer-1/>

chose. They were also asked to write a story in the past tense, which, according to McKay (2011: 7), they are mature enough to do as far as understanding of time is concerned.

L1 learners can use their oral language when they are learning how to read and write, whereas L2 learners have to rely on the background of their first language in their language learning (McKay 2011: 12, Pinter 2015: 67). The ability to write effectively both in the L1 and L2, the topic of the next section, is becoming increasingly important in our global community (Weigle 2011: 1).

3.3.1. Writing in a second language

According to Sandvik (2012: 1) and Hyland (2014: xv), learning how to write is one of the most important skills when it comes to learning a second language. At the same time, while writing is in general a complex operation, it is even more so in a second language (Simensen 2007: 196). Cameron (2016: 155) argues that to become a fluent writer, it is necessary to write often and at length.

Pinter (2015: 65) claims that it is controversial to introduce reading and writing in a second language to pupils who are not literate in their first language. On the other hand, Pinter argues that most pupils show interest and are motivated in both reading and writing in the L2 as soon as they start to learn the new language. Pinter further states that reading and writing in a second language can consolidate what the pupils are learning orally. Parallel to learning and developing literacy skills in the second language, the pupils are still learning and developing these skills in their first language. Hence, teachers need both knowledge of how literacy develops in the first language and how this development may have both a constructing and conflicting influence on the development of literacy in the second language. The teacher can benefit from exploring how the pupils learn to read and write in their L1, and can use a process which is similar in the L2.

Hyland (2014: 2) points to guiding concepts when teaching L2 writing. Historically, there have been different orientations and theories supporting how teachers understand L2 writing and providing teachers with appropriate methodologies to use in the classrooms. The orientations presented by Hyland (2014: 2) focus on language structures, text functions, themes or topics, creative expression, composing processes, content, genre, and contexts of writing. Within these orientations, teachers normally use an eclectic range of methods, i.e. they adjust to the pupils, the age group, and the goal of the exercise.

While there are similarities in L1 and L2 writing, there are also important differences which teachers need to be aware of (Hyland 2014: 31). Silva (1993: 669) states that ‘L2 writing is strategically, rhetorically and linguistically different in important ways from L1 writing.’ Some of the differences which Silva points to are the linguistic proficiencies, sense of audience and writer, learning experiences, and classroom expectations. Furthermore, Hyland (2014: 36), referring to findings of research in L1 versus L2, claims that the general composing process patterns mostly seem to be the same in L1 and L2. Skilled writers compose differently from beginners both in L1 and L2. Writing strategies in L1 can be transferred to L2, but not necessarily. Compared to L1 writers, L2 writers generally plan less, produce shorter texts, find it harder to set goals and generate material, revise more but reflect less on their writing, are less fluent, produce less accurate and effective texts, and are less inhibited by teacher-editing and feedback. In addition, the writer’s cultural expectations of how the text is organized can interfere with the literacy development in L2. When these expectations differ, they influence the effectiveness of the communication, also known as ‘contrastive rhetoric’ (Hyland 2014: 45). Awareness of these cognitive, social, cultural and linguistic differences can help teachers to improve their teaching (Hyland 2014: 31).

Canale and Swain (1980) state that to be able to write successfully in English, different competences are needed: grammatical (i.e. knowledge of grammar, vocabulary, and the language system), discourse (i.e. knowledge of genre and the rhetorical patterns that create them), sociolinguistic (i.e. ability to use language in different contexts and understanding the reader) and strategic competence (i.e. ability to use different strategies in communications). Thornbury (2010: 4) states that: ‘Learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. Seen from this perspective, grammar is a tool for making meaning’. However, it is important to remember that this is the ultimate goal in teaching L2 writing and many adult L2 writers never manage to become skilled writers.

Individual differences are an important reason why the ability to express oneself in writing differs. No two learners are the same and they bring their writing experiences, personal goals, aptitudes, abilities and levels of motivation to class (Hyland 2014: 32, 37; Thornbury 2010: 26). Moreover, these individual variables can influence the pupils’ acquisition of L2 writing skills. However, it is important for teachers to take advantage of the ideas and practices the pupils bring to the lessons to make sure that they broaden their repertoire and participate effectively in new situations (Hyland 2014: 51).

In order for pupils to participate effectively and develop their writing, the tasks the teacher assigns are central. Hasselgreen (2012: 230) states that teachers need suggestions to tasks which may provide evidence of what the pupils are able to manage and how writing can be carried out. Hyland (2014: 112) concludes that the text is the core of writing material, whereas the task is the heart of the teaching unit. Tasks in second language writing need to be selected to motivate pupils and avoid anxiety (McKay 2011: 251; Weigle 2011: 103). Young L2 language learners especially require more support and time compared to writing in the L1 since they are not yet proficient in the L2. Hyland (2014: 113) further divides tasks into ‘real-world tasks’ (based on pupils’ target communicative goals) and ‘pedagogic tasks’ (made to develop the pupils’ genre knowledge and composing skills). The goal of many pedagogical tasks is to promote discrete skills, such as the usage of verbs in the past tense in the present research. These tasks are chosen on the basis of ‘metacommunicative criteria’, which are skills the pupils will need later in real-world writing. However, Cameron (2016) points to the approach which has been used in the UK when it comes to teaching writing at the primary level. Writing carried out by young language learners should have a clear ‘audience, purpose and topic’ (Cameron 2016: 156). Hence, writing must be more than simply practising grammar or vocabulary.

As outlined in section 3.2.4, pupils have different learning styles. Some pupils prefer to plan more before starting to write, some work better when they are allowed just to write and then organize (‘zero drafting’), whereas others prefer a rough plan (Hyland 2014: 132). However, independent and extended writing is the goal of L2 writing and how the pupil prefers to accomplish this should be adapted to each pupil. Tasks should engage pupils and provide them the opportunity both to show and extend the skills they have acquired. Extended writing tasks need to be designed carefully (Hyland 2014: 133).

Giving pupils different tasks to choose from can be an advantage (McKay 2011: 250). Pupils are then allowed to write something they are interested in, which is motivating. The teacher in the current research provided the pupils with five different tasks to choose from to ensure that they could all have several options to write about.

In terms of language differences, the English and Norwegian languages are generally close and belong to the same language family. However, Drew (1998: 94) points to two forms of errors which may be problematic for Norwegians; concord and incorrect choice of aspect. There are no distinctions between the predicator and the different subjects in Norwegian, and Norwegians tend to use the progressive instead of the perfective aspect. The pupils in this thesis recently started to learn English irregular verbs in past tense. Even though both the

English and Norwegian languages contain verbs which are irregular, there is no direct transfer between the two languages in this respect. Transfer, according to Ellis (1994: 301), is the influence of the similarities and differences between the target language and previously acquired language. Ellis (1994: 305) further points to the tendency of ‘over-use’ or ‘over-indulgence’. He explains this when L2 learners overgeneralize, e.g. regular past tense inflection to irregular verbs in L2 English, i.e. ‘costed’. Finally, Olsen (1999: 25) talks about ‘code-switching’, which is the insertion of L1 words into L2 without any change. Olsen states that this strategy is used by very weak learners, even though she believes that this may be done impulsively by the writer.

3.3.2. Process writing

Drew and Sørheim (2004: 76) define process writing as a set of strategies to help writers to improve their texts. From a theoretical point of view, the word ‘process’ can be linked to an understanding of writing as a complex cognitive skill which involves upper level processing, i.e. the expression of intention and meaning (composition), and lower level processing, i.e. the use of appropriate rules of grammar and spelling (transcription) (Simensen 2007: 203). Simensen further points to the theory of learning how to write in a L2, where the L2 learner may have problems working with both upper and lower processes or goals at the same time. Few or even no lower levels processes are fully internalized for L2 pupils at lower and intermediate levels, depending on the ability of each pupil. This is relevant for the pupils in this research, as they have not fully developed as writers in their L2, e.g. their grammar and spelling. The intention of process-oriented writing is to allow the learner to work with one level at a time, while the long-term goal is to enable pupils to work with both levels at the same time (Simensen 2007: 203).

The writing process can be divided into different stages: pre-work/pre-writing (how the writing project is planned and what is done before the pupils start writing), during (when writing, how the pupils respond to feedback and how they value this feedback), drafting (whether and how they are working with the feedback they are provided and whether this motivates them, and whether the feedback makes them more aware of their own meta-cognition about their progress as writers), and the final product (what is done with the finished text, whether the text has developed from the first drafts and how the final product is assessed). While process writing can help pupils to develop as writers, they also need help in learning how to write and to understand how texts are shaped by topic, audience, purpose, and

cultural norms (Hyland 2014: 14). Writing is not a linear process, but a process of planning, drafting, revising and editing (Hyland 2014: 11). This is even more the case when pupils are writing on a computer, since the computer enables pupils to easily revise and work on different parts of their texts as they are writing.

The pupils in this thesis started their writing process by choosing from five different tasks (see Appendix 6). In the pre-work part, each pupil made a mind map and was provided criteria for what the text should contain. Pre-activities aim to help the pupil to get started (Drew and Sørheim 2004: 77). However, the teacher did not provide criteria concerning the length of the text. The teacher's purpose and aim of the writing process was first and foremost how to help the learners to use irregular verbs correctly. In other words, the focus was more on accuracy than fluency. According to Vale and Feunteun (2012: 76), it is important to recognise the value of errors and risk-taking in the process of learning a language. Vale and Feunteun further state that teachers have focused mainly on accurate production of linguistic patterns in contrast to encouraging pupils to express their personalities in the second language. However, it is important that there is a balance between accuracy and fluency throughout the year when it comes to giving feedback to writing in L2. Nygaard (2010) points to the importance of correcting errors in the primary school in order to achieve good results in accuracy. According to Edge (1989: 20), the pupil becomes more accurate and conscious about correctness when errors are addressed. Even though the teacher in the current study also commented on vocabulary and content throughout the entire writing process, most of the feedback concerned accuracy. Thornbury (2010: 117) further states that if a pupil only receives positive feedback, it may be the case that there is no incentive to restructure their mental grammar. He argues that not only focus on meaning, but additionally form, provides the pupil a clear message about errors.

3.3.3. The triangle of writing

The triangle of writing is a didactic tool which illustrates the connection between purpose, content and form in a text.²⁹ To make writing matter and important for pupils, teachers need to think through what kinds of exercises the pupils are provided, the purpose of the exercises and how to communicate this to the pupils. Preparations and clear instructions for writing tasks are important (McKay 2011: 251).

²⁹ <http://www.skriivesenteret.no/ressurser/skrivetrekantene-videoforedrag-med-jon-smidt-ny/>

The purpose of the text, according to the Norwegian Centre for Writing Education and Research³⁰, has perhaps not been well enough communicated in the teaching of writing in Norway, i.e. why the pupil is writing the text, what the text is going to be used for, who will read it, and how will it be assessed. The teacher is often the reader of the texts. However, it might be expedient to use other pupils as readers of texts, or write letters and articles for a newspaper. Exercises like these provide pupils with an authentic reader and the writing has a clear purpose.

The content of the text is connected to the purpose of the text. It is valuable for pupils to receive clear and well-defined exercises to be able to write good texts and for the writing to be meaningful. Furthermore, pointing to and using what the pupils already know can be helpful to create relevant content, e.g. prewriting exercises or help to check sources.

The form of the text is to provide the pupils with examples and models for how to write their texts. The pupils need knowledge concerning different genres and how the form of the text changes according to the genre. The form of the text interacts with the text's purpose and content. To become good writers, it is important that the teacher and the pupils focus on reading, but also discuss texts in the classroom.

3.3.4. The use of computers in writing

The 21st century is a digital world and, according to Struve (2014:4), digital tools are a natural part of our everyday lives. In other words, pupils who attend school today are well acquainted with digital devices, such as computers and the Internet. Moreover, digital competence is a basic skill in the *LK06* curriculum³¹ (Sjaastad et al. 2015: 9). Bringing this technology into school in an increasingly digitalized world is vital and integrating it into language classrooms is inevitable (Wang 2015). Hyland (2014: 143) emphasises the huge impact of technology in L2 classrooms. Teachers need to develop and adapt their teaching and learning to what is relevant for pupils in order to ensure that the future generation are both capable of taking advantage of and able to navigate in a digital society. Digitalization of society and our global community are two of many reasons why developing good literacy skills is of importance (Weigle 2011: 1).

The Internet is a valuable source for pupils and teachers to seek information in all languages around the world (Wang 2015). However, it is important that pupils are guided,

³⁰ <http://www.skriivesenteret.no/ressurser/skrivetrekanter-videoforedrag-med-jon-smidt-ny/>

³¹ <http://www.udir.no/laring-og-trivsel/lareplanverket/grunnleggende-ferdigheter/rammeverk-for-grunnleggende-ferdigheter/2.1-digitale-ferdigheter/>

learn how to behave online, and develop a criticism to all the sources which are available. Furthermore, teachers need to be aware that technology is a tool and that pupils' learning achievement comes with adapted instruction and teaching (Wang 2015).

There are three important differences when it comes to writing by hand or with a keyboard (Sjaastad et al. 2015: 17). First of all, writing by hand utilises only one hand, 'unimanual', whereas two hands are used when writing on a keyboard, i.e. 'bimanual'. It is normally more time-consuming to write by hand. Secondly, the visual attention is higher when writing by hand since the attention is pointed at the tip of the pen. The visual attention is more separated from the haptic aspect, relating to the sense of touch. When a keyboard is used, this means that writing with a keyboard is divided into two distinct areas, separated in place and time: the motoric area (keyboard) and the visual area (screen). Thirdly, when writing by hand, the writer has to design each letter compared to writing on a keyboard, where the letters are already designed. The job when writing on a computer is not to design the letters, but to track them on the keyboard.

Trageton (2012: 18) studied research within the 'writing to read-tradition', where writing is considered as easier than reading. Trageton also investigated children's writing, both by hand and on computer, and argues that writing on a computer is easier than writing by hand. Writing letters by hand is a complex task and young language learners possess immature fine motor skills, which is why learning to write ought to be on a computer. Furthermore, facilitating early writing on computers may prevent pupils feeling failure and frustration during the first years of schooling.

According to Hattie (2009: 221), most of the studies related to the usage of computers in the classroom are related to instruction. Fewer studies are about pupils' use of computers in learning. However, Hattie found from his meta-analyses that computers are most effective when there is a diversity of teaching strategies, i.e. the method of teaching with computers is different from when the teacher instructs the pupils. In addition, the use of computers is more effective when the teacher is confident about using the computer as a teaching and a learning tool and there are several opportunities for learning, e.g. deliberate practice and increased time on task. Hattie also states that the use of computers is more effective when the pupil, not the teacher, is in control of the learning. Finally, using computers is more effective during peer learning (working in pairs is more effective than alone or in groups) and feedback is optimized (pupils find computer feedback less threatening). However, Brewster et al. (2008: 207) point to the importance of necessary technical support with respect to computers.

Without this, both the pupils and the teacher can become frustrated and the activity ends up being time-wasting.

Word processing enables pupils to have a good quality end-product due to easier and less time-consuming editing and redrafting processes (Pinter 2015: 77). Word processing is a necessity for all language classes in this information age (Wang 2015). The use of computers allows the pupils to cut and paste, delete and copy, import images, change formatting, and print to publishable quality. The computer's spelling program helps pupils to check spelling and grammar, and pupils may also have access to Internet pages which translate words from their first language into the target language, e.g. Google translate. However, it is important for teachers to illustrate that translation options online can make wrong translations since the programme does not understand the content of a sentence, but utilizes a word-by-word technique. When writing on a word processor, pupils are able to move back and forward in the text and improve different parts of the text as they are writing.

Åkerfeldt (2014) studied how different sources in writing used by pupils affect their writing. The study concluded that the pupils who used digital tools spent more time editing their texts, jumped back and forth in their texts, and faced fewer obstacles in the text's layout. Besides, the pupils visualized their thoughts as they used the screen as 'a tool for thinking'. According to Åkerfeldt (2014: 188): 'The pupils' writing process moves from linear writing to a composing process, where the linear logic is, in some way, put out of play and replaced with a more spatial and simultaneous way of writing text. Sjaastad et al. (2015: 10) refer to a meta-analysis of 26 studies published between 1992 and 2002, where the pupils who wrote on computers scored significantly higher in writing quantity and quality compared to those who wrote with pencil and paper. Hyland (2014: 147) further points to greater motivation and more time spent on writing when using computers in writing. Due to more time spent on writing, an advantage with writing on the computer is longer compositions.

3.4. Giving feedback

According to Pinter (2015: 131), the purpose of assessment is to provide teachers with evidence about pupils' performance, progress and whether pupils are achieving the goals of the subject. In other words, teachers need to know how effective their teaching is and pupils are interested in how they are performing in the subject (Nicol and Macfarlane-Dick 2006: 205). Feedback is among the most powerful influences on achievement (Hattie 2009: 173). Assessment does not need to be stressful and competitive, but foster a positive self-image and

self-esteem in a collaborative environment (Klemp et al. 2013: 18; Nicol and Macfarlane-Dick 2006: 205; Pinter 2015: 141). Furthermore, Thornbury (2010: 16) claims that learners who do not receive instruction seem to be at risk of fossilising sooner than those who do receive instruction. Thornbury defines fossilisation as a language plateau beyond which it is very difficult to progress.

However, Hattie (2009: 173) stresses that feedback is not only teachers providing the pupils with advice. Teaching and learning can be synchronized when teachers are open to and seek feedback of what the pupils know, understand, where errors are made, where misconceptions occur, and when pupils are not engaged. Learning can become visible by the help of feedback to teachers. Good feedback practice provides the teacher with information on how to shape the teaching (Nicol and Macfarlane-Dick 2006: 205).

Hattie and Timperley (2007: 81) and McKay (2011: 18) state that feedback is one of the most powerful influences on learning. However, feedback can be positive or negative. While pupils may have a strong unease about receiving feedback, the teacher can reduce this unease by making the assessment tasks and scoring procedures as fair and transparent as possible by preparing the pupils for what the assessment will involve and how it will be scored (Hyland 2014: 232). Dysthe and Hertzberg (2009: 37) also point to the international studies conducted by Black and William (1998), Hattie and Timperley (2007), and indicate that effective feedback must answer three questions: where is the pupil going? (the aim, feed up), where is the pupil (feed back), and how is the pupil going to move forward (feed forward). McKay (2011: 11) underlines the importance of the teacher knowing the pupils' cognitive, social, emotional and physical stage of development for effective assessment, where the assessment tasks should relate to the pupils' experience of the world. McKay (2011: 14) emphasizes that young language learners experience overall success and a sense of progression when assessed. However, when focused feedback is provided in the pupils' context and with care, the pupils will not find it hurtful (Robertson 2016: 59). The aim is to provide the pupils with an inner motivation to engage in given exercises with an aspiration to learn (Klemp et al. 2016: 101).

However, the work of Vygotsky (1978: 84) emphasises the importance of the adult and of language in pupils' learning (see section 3.2.1). According to Vygotsky's 'Zone of Proximal Development' (1978: 85) (see section 3.2.1), teachers need to investigate what the pupil is able to do on his/her own and what can be done with the help of others.

3.4.1. Summative and formative assessment

The purpose of assessment is to provide head teachers, school authorities, parents, teachers and pupils with evidence of learning and how pupils are progressing (Pinter 2015: 131). There is a distinction between summative and formative assessment. Summative assessment is provided at the end of a course (Simensen 2007: 252) and is often associated with a certificate (Pinter 2015: 132). Summative assessment focuses on the longer term (Clarke 2014: 13). At the end of a theme, a period or year the teachers want to find out whether the pupils have progressed (McKay 2011: 22). Summative assessment does not feed back into the next round of teaching (Cameron 2016: 222). Thus, the pupil has no opportunity to improve the product which was assessed.

The intention of formative assessment, on the other hand, is to increase motivation by making the assessment a part of the continuous learning process (Brewster et al. 2008: 245). As mentioned in Chapter one, McKay (2011: 21) defines formative assessment as an often informal, ongoing assessment during teaching and learning, whereas Clarke (2014: 7) states that formative assessment is a strategy in raising pupils' achievement. Formative assessment consists of four basic elements (Clarke 2014: 5). These elements are underpinned by the belief that each pupil can improve and by the awareness of the importance of the pupil's high self-esteem. The four elements are sharing learning goals, effective questioning, self- and peer evaluation, and effective feedback. Furthermore, Kvithyld and Aasen (2012: 28) state that it is not effective to correct errors in a pupils' text if these corrections are not revised by the pupils.

According to Yan and Cheng (2014), the intentions of the teacher to conduct formative assessment are higher when the teacher shows a favourable instrumental attitude, a positive subjective norm and perceived behavioural control through a high level of self-efficacy. Black and William (1998: 81) state that classrooms in many countries are treated as a black box. Input from the outside has an impact on what is conducted in the classroom, i.e. pupils, teachers, resources, management rules, standards, tests, and so on. The expected outcomes are pupils who are more competent and knowledgeable, teachers who are satisfied, and better test results. Yet, Black and William (1998) question what happens in the box, and the importance of studying what happens inside to be sure that the outputs are as good as intended. Black and William (1998: 82) found from their research review that improving formative assessment raises standards. They found that for assessment to function formatively, teachers need to use the results and adjust the teaching and learning accordingly. Furthermore, they found evidence that there is room for improvement, and the first issue was

effective learning. In addition, feedback should be about the qualities of pupils' work and how to improve it and one should avoid comparison with other pupils. They also found evidence of how to improve formative assessment. If pupils are more focused on rewards, such as grades or class ranking, they tend to look for ways to obtain these rather than improving their learning (Black and William 1998: 85). The goal in a classroom should be to create a culture of success, based on the belief that all pupils can achieve. In addition, pupils should be trained in self-assessment in order to understand the main purposes of their learning and what they have to do to achieve. Nicol and Macfarlane-Dick (2006) refer to research on formative assessment and how these processes can help pupils to take control of their own learning and to become self-regulated learners. This is where formative assessment can be powerful if it is communicated correctly.

Formative assessment is a statement about the function that the feedback serves (William 2009: 9). William further points to the difference in effective and ineffective uses of formative assessment, and distinguishes between long-cycle, medium-cycle and short-cycle. Examples of long-cycle formative assessment are to examine how parts of the curriculum are taught if the results are poor; the assessment might not have an impact for at least a year. Medium-cycle assessments focus on shorter cycles of assessment, i.e. between one and four weeks. Improved student engagement and teachers talking to each other can be the result if this form of assessment is carried out well. However, it is the shortest cycles of assessment, minute-to-minute, day-by-day, which have the greatest influence on pupils' achievement. The teacher needs to be aware of pupils' achievements before they leave the classroom and adjust the teaching for the next lesson. Short-cycle formative assessment is the most powerful form due to the increase in pupil engagement and improvement of teachers' classroom practice based on the pupils' needs. This provides the teacher with the knowledge of where the pupils are in their learning, where they are going, and the steps needed to arrive there (William 2009: 11).

3.4.2. Assessment for learning

Assessment for learning is about the purpose of assessment, in contrast to formative assessment, which is about the function the assessment serves. Assessment for learning is defined by Slemmen (2011: 63) as a planned process where the information regarding the pupils' knowledge can be used by both the teacher and the pupil. This information is used by the teacher to adapt the teaching and the pupils can adjust their own learning strategies (see

section 3.2.4). When a teacher has the knowledge of what the pupils know and are capable of, the teaching and learning activities can be adapted to the pupils' needs. Furthermore, the teacher receives information about the effect the teaching has on the pupils. If the pupils do not reach the goals intended by the teacher, the teacher ought to reflect on whether the teaching has to be altered.

William (2009: 8) defines 'Assessment for learning' as:

...any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

The pupils should be provided the opportunity to adjust the learning activities to attain optimal learning in the classroom. The pupils need feedback which indicates whether they are on the correct track. Communication between the teacher and each pupil is necessary to achieve this, e.g. through oral or written feedback. This feedback is helpful for the pupils in order to advance in their learning. Through self-assessment, pupils can understand more about the learning process and become more involved in their own learning. Pupils who learn to assess their own work move from being 'other-regulated' to 'self-regulated' (Cameron 2016: 235). Giving constructive feedback and questions which promote reflections are central parts of the process of assessment.

3.4.3. Giving feedback to writing

Much international research has been conducted on how to provide feedback to writing (e.g. McKay 2011; Hyland 2014) and how effective feedback can be if provided appropriately (McKay 2011; Hyland 2014; Hattie and Timperley 2007). One of the most important tasks for a L2 writing teacher is to provide feedback (Hyland 2014: 177). The goal of the feedback is to develop, improve and consolidate the pupils' writing. By receiving guidance and response from experts, pupils achieve cognitive growth through Vygotsky's (1978) 'Zone of Proximal Development' (see section 3.2.1). In order to give the pupils proper feedback in L2 writing, teachers need criteria and knowledge of how to use these criteria when giving constructive feedback (Hasselgreen 2012: 230). Hasselgreen points to the importance of the teacher's ability to describe each pupil's level, demonstrate progress and set goals. Schulz (2009: 58-

59) stresses that the chosen assessment strategies ought to help teachers to reveal what the pupils can and cannot do. Furthermore, it is critical that the teacher creates a supportive and flexible environment in the classroom, where all the pupils are allowed to progress at their own pace.

Feedback can be provided in writing from the teacher, conferencing between the teacher and pupil, and from peers. Ferris (2013: 21) emphasizes that teachers should provide computer-based feedback, since it is legible, it is clearer and less cryptic, and it is permanent and can be saved for future reference or analysis. However, all feedback has to be specific and detailed enough to make a difference for the pupil (Cameron 2016: 238). In addition, it has to be achievable for the pupil. Even though oral feedback has become more important, teacher written response is often used in L2 classrooms (Hyland 2014: 178). The feedback provided to the pupils in this thesis was both oral and written feedback from the teacher, which is why these will be addressed in the following.

The most common type of written feedback has been handwritten commentary on the pupils' paper (Hyland 2014: 180). A variation on commentary is rubrics, which set out the criteria that have been used to assess the text and how the pupils have performed according to these. Another method is minimal marking, which is a type of in-text, form-based feedback. The teacher sets 'correction codes' and marks errors in the text with this code. The pupil has to find and identify the mistake and correct it. Research suggests that this marking is more effective and makes the correction neater and less threatening (Hyland 2014: 181). However, it is important that the teacher checks whether the pupil understands what the mistake is and is able to correct it. Otherwise, the correction codes will only confuse the pupil and not enhance learning.

The feedback from the teacher can respond to different aspects of the pupils' texts, e.g. structure, organization, style, content, and presentation. However, teachers need to consider the pupils when planning the feedback. Furthermore, if there are criteria for what is to be assessed, the teacher needs to stick to these. Assessment must assess what it claims to assess and what has been taught, also known as 'validity' (Hyland 2014: 217). The key to effective feedback is to reinforce the patterns which have been taught in order to become a part of the process of learning (Hyland 2014: 185). Written feedback from teachers can be an important strategy for improving pupils' L2 writing, although this stage in the writing process requires careful reflection in order to be used effectively.

Oral feedback, conferencing, has important advantages (Hyland 2014: 192). Conferences are opportunities for scaffolding of learning (McKay 2011: 258). Hyland states

that the most successful conferences are when the pupils are active participants, ask questions, clarify meaning, and discuss their texts through a dialogue rather than simply listening to the teacher. Furthermore, oral feedback is an advantage for pupils who are auditory learners (see section 3.2.4). However, it is important that the teacher is aware of the fact that pupils may lack the experience and language to be able to take advantage of the conference. Conferencing is in addition time-consuming and teachers need to be aware of dividing their attention among all the pupils. Furthermore, as with all teaching, the potential of success or failure in conferencing lies in planning and preparation (Hyland 2014: 195).

3.5. Research on L2 writing in a Norwegian context

This section provides an overview of some of the research conducted on L2 writing and giving feedback in Norway. According to Hasselgreen and Drew (2012: 5), there has traditionally been a priority for research in language learning to concern older or adult language learners. However, Hasselgreen (2012) and Drew (2010: 197) point to the fact that this tradition is starting to change as there have been more international conferences on young language learners and books on the subject have been published, e.g. Cameron (2016) and Pinter (2015). In this section, studies on writing concerning older language learners will be presented first, followed by studies on younger language learners.

Nygaard's (2010) study investigated the accuracy in written English at the second level of upper secondary vocational education in Norway. Nygaard analysed 190 creative texts written by 95 pupils during the autumn and spring semesters of one school year. The texts were written on computers and timed. The texts were divided into three corpora based on different correction strategies used by the teachers. The distribution and frequency of mistakes were measured and the analysis aimed to find out whether there had been any progress in the accuracy of the pupils' written English from the autumn to the spring. Nygaard found that all the three groups had progressed in accuracy. However, it was the group which received a combination of direct correction and underlining which had the greatest reduction of mistakes even though the three correction methods were each effective to a certain extent. Nygaard stated that language teaching is helpful, correction and feedback are effective strategies, and using computers promotes accuracy in writing. Finally, due to the low level of accuracy in general in written English when pupils start upper secondary vocational education, Nygaard discussed possible changes in English language teaching in primary and lower secondary schools, e.g. paying attention to mistakes and the danger of not

correcting errors, promoting extensive reading, pupils' motivation for learning English, teacher qualifications, the national curricula, and exposure to the target language.

According to Nygaard (2010) it is important that teachers of young language learners start correcting spelling mistakes in order to develop accuracy in L2 writing, even at the primary level. Nygaard further points to the potential computers have in promoting accuracy in writing, which is relevant to the present research.

Another relevant study from upper secondary schools is by Vik (2013), which focused on assessment of English in two different upper secondary schools at the first year level (Vg1). Assessment for learning was a reform initiated by the Norwegian Directorate for Education and Training in 2014 and the thesis evaluated how these two upper secondary schools had approached the assessment of English in this period. It was a comparative study since one of the schools was an experimental school with a 'whole school' approach, whereas the other school offered similar courses, yet without a 'whole school' approach. Focus group interviews with pupils and teachers were the main research methods. The findings showed that the 'whole school' approach focused more on formative assessment, in contrast to the other school, which focused more on summative assessment. Vik pointed to the fact that the teachers did not use the methods of writing assessment they thought were most beneficial for the pupils because of organizational challenges and lack of time.

In addition, Bø (2014) studied English language writing in an upper secondary school. The research was a case study of the manner, beliefs and effects of feedback on writing. The study investigated the teachers' and students' experiences and attitudes to English writing and feedback, and how the feedback was provided by the teachers and received by the students. Furthermore, some of the students' drafts were analysed to discover how the feedback had influenced their writing development. Bø found that most teachers gave post-product feedback, even though the teachers expressed a desire to provide more oral feedback. It was clear from the analysis of the students' texts that those which had been revised on the basis of feedback received from the teacher had improved.

One study on writing from lower secondary schools in Norway is by Maier (2006), who conducted research on changing practices in the teaching of written English in recent decades. It was a case study based on interviews with teachers with more than twenty years of experience, where the teachers had taught English during three different Norwegian curricula periods: *M74*, *M87* and *L97*. Maier found that the teachers had changed their practices to some degree. However, Maier found that the teachers had not been offered significant opportunities for in-service training, and hence process writing and ICT in particular were

used to a small degree. Maier emphasized the importance of giving teachers training in teaching methods and available technology introduced in the new curricula.

Seker (2016) also studied L2 writing in a lower secondary school. However, the main aim of Seker's research was to find out the effects of group writing activities on pupils' writing and motivation to write in English. The students were provided four group writing activities and the project lasted for six weeks. The study found that the students became more motivated when writing in groups, and there was an increase in the average T-unit length, subordinate clause per T-unit ratio, and the noun and verb types ratio per T-unit. The students expressed through a post-project interview that they were more motivated to write in English when writing in groups.

An example of research among young language learners is Hasselgreen et al.'s (2011) longitudinal study between 2008 and 2011, where the researchers investigated the writing and story-reading of young learners roughly aged between 9 and 13 years. The project 'Assessment of Young Learner Literacy ('AYLLIT') was linked to the 'Common European Framework of References for Languages' (CEFR) and is relevant for teachers since it provides them with greater insight into and tools for assessing the literacy of young learners.

In another study, Raaen and Guldal (2012) researched the development of formal aspects of written English from grades 7 to 10. According to Raaen and Guldal, grammar teaching had been a controversial theme in the 1980s and there seemed almost to be a campaign not to teach grammar. However, the new national curriculum, *LK06*, had more pronounced formal requirements, which could bring about a more balanced view of formal language instruction. The aim was to investigate how formal aspects of pupils' writing developed from grades 7 to 10 and whether development of language accuracy could be seen as separate from the development of language complexity. All primary schools in a municipality were invited to allow their 7th graders to be a part of the study. Three years later the lower secondary schools these pupils attended were also included. A total of 172 pupils at the end of the 7th grade and 149 pupils at the end of 10th grade participated. The test for both grades 7 and 10 consisted of free writing. The pupils received pictures and were asked to describe them and/or write a story.

Raaen and Guldal found that the average text length produced by pupils in grade 7 was 133 words and 279 words in grade 10. They also found that there was a clear improvement in both sentence structure and orthography. As far as the introduction of *LK06* and its balanced view of formal language instruction were concerned, and whether this was one of the reasons

for explaining the improvements, Raaen and Guldal pointed to the fact that the new curriculum had possibly not been consolidated properly.

Another study, conducted by Drew (2003), compared L1 and L2 writing among Norwegian 7th graders. The pupils had to write a narrative text in both English and Norwegian within a time limit. The Norwegian texts were translated into English, and the two texts were compared. Drew pointed to differences between the pupils' L1 and L2 writing regarding fluency and grammatical complexity, e.g. types of sentences, subordination, and noun phrase modification. On average, the L1 texts were longer, and contained more subordination and noun phrase modification than the L2 texts. Drew (2003: 354) suggested an earlier start to language learning and literacy, sufficient contact time, high teacher competence, and extensive L2 reading in order to reduce the gap between the L1 and L2 texts.

Larsen (2016) compared timed narrative English L2 texts written by two groups of Norwegian 7th grade pupils. The first group attended an experimental Early Years Literacy Program (EYLP), whereas the second group were taught English by the dominant textbook approach used by most Norwegian primary school teachers. The pupils' texts were analysed quantitatively in terms of fluency, and grammatical and lexical complexity. The experimental group, which participated in the EYLP, scored higher than the control group across all the measures of fluency, and grammatical and lexical complexity. Two factors were highlighted as the reasons for their higher scores: more reading in the EYLP program, and the reading material itself. The pupils attending the EYLP program read comparatively much more differentiated reading material, whereas the pupils in the textbook approach mainly read the texts in the textbook.

Finally, Drew (2010) conducted a longitudinal study of young language learners' development in written English. The study analysed and compared the progression in fluency, and grammatical and lexical complexity of 4th to 6th graders. It measured the length of texts, the number of simple and complex noun phrases, the number and length of T-units, the number of lexical verb, noun and adjective types, and the degree of subordination. Drew found that the length of the pupils' texts more than trebled throughout this period, whereas the T-unit length only marginally increased. Furthermore, the study showed that the pupils' language gradually became more complex and richer. Finally, Drew pointed to an evident coherence between the pupils' development in writing and the language in the books the pupils were reading. He argued that young learners have a potential as writers of English in Norwegian primary schools. However, he stated that sufficient time to develop a second

language is a prerequisite for learners, especially since both basic oral and written skills need to be developed simultaneously.

In the light of the afore-mentioned research, the present thesis aims to add to the field through knowledge concerning young language learners' motivation for writing, writing development and accuracy in writing through the use of computers, and the effect of formative assessment provided by the teacher.

3.6. Summary

This chapter has provided an overview of theory and research relevant to the development of pupils' writing and writing as a process in a second language. The starting point concerned teaching young language learners and how different developmental psychologies inform about pupils as language learners. Subsequently, the importance of motivation, adapted teaching, and the role of the teacher were addressed. Writing, a fundamental part of this thesis, was elaborated on in sections on L2 writing, process writing, the triangle of writing, and the use of computers to write. There were also sections on giving feedback, the difference between summative and formative assessment, assessment for learning, and giving feedback in writing. Finally, an overview was provided of related research in the field in the Norwegian context.

4.0. Methodology

4.1. Introduction

The aim of this chapter is first to describe the writing project (section 4.2) and then the methodology which was used to answer the four research questions raised in the thesis. The first research question asks what effect formative assessment had on the pupils' writing development and accuracy, the second the effect of formative assessment on the pupils' motivation to write, the third how the teacher experienced using formative assessment and, finally, how the pupils experienced using formative assessment. This research is a case study and the notion of case study is explained in section 4.3. The researcher has chosen to use mixed methodology, but predominantly qualitative methods. There is a general description of mixed methods research in section 4.4. Section 4.5 elaborates on the qualitative and quantitative methods, from a general description to a more detailed presentation of the methods chosen in this research. The data collection procedure is presented in section 4.6. Section 4.7 provides an overview of the data analysis procedures and section 4.8 addresses validity and reliability. Ethical issues are covered in 4.9 and, finally, the limitations of the research are addressed in section 4.10.

4.2. The writing project

The writing project was a two-week intensive experimental one, where the research intention was to investigate the effect of formative assessment on the pupils' development of writing, accuracy and motivation, in addition to how the pupils and the teacher experienced using formative assessment. The project was the teacher's initiative, but the timing was decided in order for the researcher to be able to follow the project and collect data in the autumn semester of 2016. Furthermore, the research may be considered as evaluation research, which includes making judgements about the merit or value of instructional methods (Borg and Gall 1989: 742), in this case the writing project. The pupils were to write a story in the past tense and were provided five different tasks to choose from, e.g. 'The Lost Jewels' and 'The Flying Pig' (see Appendix 6). During the first three weeks of the autumn semester, the teacher and the pupils had worked intensively with verbs in the past tense, including irregular verbs, and how the pupils could use past tense verbs in English. The pupils were still practising irregular verbs from a list the teacher had made for the writing project and which would be part of the teaching throughout the 7th grade (see Appendix 15).

In collaboration with the other teachers in the 7th grade, the teacher was provided extra lessons from other subjects in weeks 43 and 44 (October 2016) to conduct the writing project.

The length of the writing project was decided by the teacher, who decided that the number of lessons would be sufficient for the pupils to both finish within the period and not lose focus, which may have been the case if the project had lasted longer. The pupils were divided into two groups and each group received the same amount of time to write. Normally the pupils would have three English lessons a week, each of 45 minutes, namely 135 minutes a week. The writing project was conducted over two weeks, which meant that the pupils would normally have had 270 minutes of English available, or six lessons. However, for this writing project the pupils had one lesson in week 42, seven lessons in week 43 and three lessons in week 44, a total of 11 lessons or 495 minutes. In other words, each pupil spent 225 minutes more during the writing project compared to the normal amount of time in English.

Although the pupils were experienced in how to use and write on computers, this was the first time they had used Google Chrome Books. A Google Chrome Book is a portable computer which has a durable battery capacity and is easy to use.³² There are not many differences between an ordinary lap top and Google Chrome Book. Saving of all working documents are web based, the computer has a very small internal hard drive. The teacher was also the first teacher at the school to use the brand new Google Chrome Books and had first priority to book the Google Chrome Books in all the lessons needed for the project. The Google Chrome Books were stored in the teachers' room, where they were charged. The school had bought a small trolley with wheels, which made it easy to transport the computers around the school. The Google Chrome Books were for all the pupils in the school; the teachers had to sign for them when they needed them. Each pupil has a Google account³³, where they logged on and were invited by the teacher to log onto projects, in this case 'Writing a story in past tense'. The teacher had an account in Google Classroom, in which she could create projects and assignments for the pupils.³⁴ Once the pupil had made a document in the project made by the teacher, the teacher immediately gained access to the pupil's text and could observe and comment in the text while the pupil was writing.

The pupils received a code from the teacher and when they entered this code, they were connected to the same project. However, the pupils could not see the other pupils' texts unless they were invited by other pupils to be a part of their document. In other words, Google Drive gave the pupils the possibility to collaborate on texts, provide feedback to each other, or help each other. In this project, however, the pupils were not allowed to receive help from

³² <https://www.google.com/chromebook/about/>

³³ <https://support.google.com/accounts/answer/27441?hl=en>

³⁴ https://support.google.com/edu/classroom/answer/6020279?hl=en&ref_topic=7175444

other pupils and share their texts with each other, as the teacher wanted to see what they could do by themselves. This was also the reason why the teacher chose not to have the writing project as homework. It was only what the pupils could manage alone with the feedback that was interesting to monitor. The pupils had used their Google accounts earlier in the year to do their homework and none of them experienced problems with logging into their account and using the system. All the teachers in the 7th grade in the school were familiar with and used Google Accounts and Google Classroom.

The week before the writing project started in week 43 (24th to 28th October) the pupils did not have any ordinary lessons because of an annual project about the United Nations. The 7th grade was in charge of a social gathering for the entire school on Friday 21st of October 2016. During that week, the pupils had a working programme where the teachers had listed what they wanted the pupils to do throughout the week. Making a mind map for the writing project in weeks 43 and 44 was the task in English. A mind map is a learning technique where information and facts are organised from the centre of the map through lines, drawings, words and colours.³⁵ This may enable the pupils to both organize and structure their thoughts, ideas and story, and be a resource and help during the writing process. Normally, the pupils do not have any specific tasks in the subjects. However, the English teacher wanted the pupils to be prepared when the researcher came in week 43 (October).

The English teacher explained the intention of the writing project to the pupils in week 42 and gave them the five different tasks they could choose from. She also went through the criteria lists for Step 1 (lowest), Step 2 and Step 3 (highest), the three proficiency levels in which the pupils were divided (see Appendix 7a, 7b and 7c). The lists for Step 1 and Step 2 contained fourteen elements which the pupils were required to incorporate in their texts, e.g. the format the text was to be written in, the title of the text, descriptions of people and places, the use of adjectives, spelling checks, the use of the past tense, and reading the text out loud. The only difference between the lists for Step 1 and Step 2, was that Step 1 was written in Norwegian, whereas Step 2 was written in English. The list for Step 3 had fifteen elements, the added criterion was to vary sentences, for instance using linking words (see Appendix 16). In this project, the pupils were not part of the process of making the criteria, although the teacher sometimes allowed them to take part in this process. There was a different criteria list for each step in the writing project. The criteria list for the pupils in Step 1 was written in

³⁵ <http://www.mindmapping.com/>

Norwegian. However, criteria for both Step 2 and Step 3 were written in English. Step 3 had an extra criterion: 'I have varied my sentences, using link words for instance'.

The pupils worked with the mind map, where they had to choose which task they wanted to write about and furthermore elaborate on their ideas. The pupils spent approximately 45 minutes in Week 42 making the mind map. The teacher decided that the pupils would write a story, which is a well-known genre for them. By choosing this genre, the teacher knew that the pupils would be familiar with how to structure and write their text.

On Monday 31st of October 2016, all the pupils had one English lesson to finish their mind map. Again the teacher explained the entire process of the writing project and the goals for and the reasons why they were having it. The goals were: 'I know how to write an English story by the help of a criteria list.' And 'I can alter my text based on the feedback given by my teacher.' The steps in the writing project were firstly to choose the task and make the mind map. Secondly, they had to write the text and work with the feedback the teacher gave them. The pupils were provided formative assessment by their teacher as they were writing on the computer (see section 3.4.1). The targeted feedback was provided to each pupil directly in the text and the feedback appeared as a square next to their texts. The pupils could choose when to read and address the feedback they received. This made the pupils more aware of writing as a process. Thirdly, when the pupil had finished their text and had it approved by the teacher, the text was printed and the pupil had to work with the printed text based on a checklist, which were separate from the criteria lists (see Appendix 8a, 8b and 8c).

There were three different check lists, one for Step 1 which was in Norwegian, one for Step 2 and one for Step 3. Examples of tasks from the checklist were 'Underline all the adjectives in the text with a **RED** pencil. Have you used enough in order to write a good description' and 'Underline the sentences where you have described the people with a **GREEN** pencil. Have you describe them well enough? Have a look at the criteria list'. Step 2 and Step 3 had an extra task:

Write down the first word of each sentence in the table below. If you have many sentences starting with the same words, you should try to start some of the sentences by using link words. You have gotten an own list with these words. Underline the linkwords with an orange pencil when you have rewritten your text.

In other words, there was a correspondence between the criteria list and the checklist. The pupils used different coloured crayons to check whether they had done what the criteria list told them to do, e.g. the pupils had to underline all the adjectives with a red pencil. By doing this, it became quite visible to the pupil whether there were enough adjectives in the text or

not. If there were too few adjectives, the pupil wrote in by hand where more could be added. This procedure was also carried out in connection with describing persons and places, but these were marked with other colours. Not only did the pupil gain a visual overview of the text, but he/she was also forced to work harder and at a deeper level with the text, namely with metacognition. Finally, when the teacher had approved the work with the printed text, the pupils were allowed to write the alterations in their texts on the computer. The pupils would soon read their texts to the 5th graders in the school so that they would have a readership for their texts.

A teacher who works full time in Norway is expected to work about ten hours per week in pre-lesson preparation and post-lesson work. These hours are not included in the working hours at school, but are hours which are spent to e.g. prepare lessons and provide feedback to pupils. The teacher in the study was told by the researcher to note how much time she had worked at home giving feedback during this project. She spent approximately 11 hours giving feedback to the texts at home in week 43. In week 44, she read the texts and gave some feedback, which took approximately two hours. The difference in this project compared to the teacher's previous practice was that a good deal of the feedback had already been provided to the pupils in class and they had started to work with the feedback in the lessons. This meant that many errors had been corrected and the teacher could generally provide much more feedback than if she only gave feedback at home.

4.3. Case study

Dörnyei (2007: 151) defines a case study as the study of a single case, e.g. a school. Because of the type of data the researcher needs to collect about e.g. the school, class and pupils, it is natural that the researcher spends time in the natural surroundings (Dörnyei 2007: 152), in the case of this research in the classroom. Dörnyei further points to the advantage of having a plan of how to gather data, since observing in an institution may lead to an overflow of data. The positive effect of a case study is that it provides a wide description of the case, often through qualitative methods. As van Lier (2005: 195) summarizes: 'Case study research has become a key method for researching changes in complex phenomena over time. Many of the processes investigated in case studies cannot be adequately researched in any of the other common research methods'. On the other hand, Dörnyei (2007: 155) points out that having a single case has obvious limitations. However, the case study methodology has been regarded as suitable because of the diverse contexts and topics in applied linguistics.

4.4. Mixed methods research

Cresswell (2014: 4) defines mixed methods research as using both qualitative and quantitative methods. Cresswell states that rather than using only one approach, when combining the two methods in research, a more complete picture will be attained. The purpose of mixed methods research is, according to Dörnyei (2007: 163), to collect or analyse data from both qualitative and quantitative methods in some parts or the whole study. In addition, Dörnyei (2007: 163) points to research which shows that combining these methods ‘...can open up fruitful new avenues for research in the social sciences’. According to Borg (2010: 9), there is no automatic correlation between the quality of the research and the research methods chosen. What matters is that the research methods chosen are appropriate for the study. Finally, Dörnyei (2007: 186) points to being able to understand the operation of a classroom, which is a highly complex environment. However, Dörnyei (2007: 62) emphasizes that mixed methods research is a relatively new approach, and the researcher thus ought to be careful when defending the methods chosen. In this case the researcher chose to use a mixed methodology to achieve variation in the thesis data. However, most of the data collected were from qualitative methods.

4.5. Qualitative and quantitative methods

According to Dörnyei (2007: 125), qualitative and quantitative methods are different in how they approach sampling data. Mackey and Gass (2005: 166) posit that the qualitative researcher is not setting out to prove or verify a theory, but to observe in a non-biased or narrowed way. There are no given restrictions on what is seen as ‘data’ in qualitative methods, and Richards (2005: 33) concludes that it is easy to make qualitative data, yet the challenge is to make it useful, valuable and relevant to the questions being asked. Furthermore, according to Polkinghorne (2005: 139), ‘The focus of qualitative inquiries is on describing, understanding, and clarifying a human experience. It requires collecting a series of intense, full, and saturated descriptions of the experience under investigation.’

Qualitative methods are not concerned with how representative the respondent sample is or how the experience is distributed to the population. The main goal of sampling is to find individuals who can provide data to maximize what can be learned. Mackey and Gass (2005: 162) define qualitative research as research which is based on descriptive data that does not make use of statistical procedures. Mackey and Gass (2005: 163) further state that:

Qualitative research is often process-oriented, or open ended, with categories that emerge. The research often follows an inductive path that begins with few perceived

notions, followed by a gradual fine-tuning and narrowing of focus. In contrast, quantitative research usually begins with a carefully defined research question that guides the process of data collection and analysis. Thus, whereas quantitative researchers set out to test specific hypotheses, qualitative researchers tend to approach the research context with the purpose of observing whatever may be present there, and letting further questions emerge from the context.

The qualitative methods chosen by the researcher in this thesis were interviews with the teacher (see section 4.6.2), observations of pupils and teacher (see section 4.6.3), and analysis of pupils' texts (see section 4.6.4).

In contrast, quantitative studies concern numbers and what can be measured as opposed to the above-mentioned qualitative methods. A researcher in quantitative studies is, according to Mackey and Gass (2005: 166), constructing a design to prove some aspect of a theoretical framework and the results tend to either confirm or disconfirm the hypothesis. Dörnyei (2007: 126) explains that the principle in quantitative studies is the need for having a sizeable sample to spot differences. The questionnaire handed to the pupils (see section 4.6.5) was chosen as a method for collecting data for this exact reason, to determine and compare the thoughts of the pupils concerning writing in English and how their motivation was affected by receiving formative assessment. In addition, in the analysis of the pupils' texts (see section 4.6.4), the pupils' work with their printed texts provided the researcher with quantitative data which could confirm whether formative assessment had an effect on the accuracy.

4.6. The data collection

In order to answer the research questions in this thesis, four methods to collect data were chosen: a pre- and post-project semi-structured interview with the teacher, participant classroom observations, the researcher's analysis of six texts of pupils of mixed abilities, and a questionnaire provided to the pupils after the writing project had ended.

The sampling strategy was a convenience sample since the teacher was found through the researcher's network of contacts. A convenience sample is, according to Dörnyei (2007: 129), when the researcher uses those subjects who are available. In this case, the class was available because the teacher was a former colleague of the researcher. However, even though Dörnyei (2007: 129) states that a convenience sample is the least desirable, it is the most common sampling strategy. This sampling strategy is the least desirable since the choice of participants is out of practicality rather than purpose. On the other hand, the participants in

this sampling strategy are more or less amenable, which is important when sampling data (Dörnyei 2007: 129).

In addition, the pupils' texts were chosen by the teacher according to three levels of ability. Dörnyei (2007: 129) calls this sampling a maximum variation sampling, and defines it as selecting cases with different forms of experience, i.e. L2 learners with mixed ability when it comes to writing.

4.6.1 The sample

The school was a primary school in a rural area of Rogaland. The teacher had been teaching altogether for 13 years and for seven years at this school. She had taught English all of these years and had 60 credits in the subject. Furthermore, both she and the school had been part of the national focus on 'assessment for learning', i.e. which focuses on pupils knowing why, what, and how they are learning. The head teacher was positive from the beginning when he was informed about this project and some adjustments to the teacher's schedule were made during these two weeks to ease her job in the writing project, i.e. she was allowed to leave school after she had finished her teaching and go home to focus on giving feedback to the pupils' texts. She did not have to be present at school at the end the day, but was allowed to leave and work at home. In addition, the other teachers took some of her lunchtime and outdoor duties.

The pupils were in the 7th grade, were 12 years old, and were 38 in number. There were 17 girls and 21 boys. Twenty eight of these pupils were ethnic Norwegians, whereas ten of the pupils had one or two parents from other countries, e.g. Albania, Denmark, Germany, Russia, Rumania, and Spain. One of the pupils had a different curriculum and did not follow the same teaching as the rest of the class. In spite of this, and the fact that the pupil was not part of this writing project, this pupil was in the classroom with the other pupils most of the time. The school did not want the pupil to be taken out since they wanted the pupil to be part of the class and to experience what went on in the classroom.

The 38 pupils were normally divided into two groups in two different classrooms and these were called group 'X' (19 pupils) and group 'Y' (19 pupils). This meant that the teacher taught the same lesson twice, first with the first half of the class in one classroom and then with the second half in the other classroom. However, in this writing project, the 'X' and 'Y' groups were mixed into two new groups due to a soccer match during the writing project, in which boys and girls from both groups were going to play. The English teacher wanted all the

pupils to participate in the writing project and not miss any of the lessons. Hence, the mix of pupils for this writing project was new. However, the pupils were used to changing the groups and it did not seem to bother them that they formed new groups. In addition, this was not a project where the pupils would collaborate. Thus, the change of groups did not have any 'social' consequences for the pupils.

The pupils were divided into the proficiency groups Step 1, Step 2 and Step 3 in English, where Step 1 was the lowest and Step 3 the highest and most demanding. There were seven pupils in Step 1 (five boys and two girls), 16 pupils in Step 2 (six boys and ten girls), and 14 pupils in Step 3 (nine boys and five girls). The school had recently done a mapping which showed that approximately 25 % of the pupils in the school had one or both parents with another ethnic background than Norwegian. Even though the teachers in the 7th grade had recently started a reading project in Norwegian for some of the pupils because they were concerned about the level of reading for some of the pupils, there was not a clear connection between the ethnic background of the parents and the pupils' level in reading and writing in Norwegian.

The classrooms were situated next to each other with different entrances, with a door connecting them. Both the classrooms had a door out to a common area, where there was easy access to English books, desks and tables where pupils could collaborate or sit and read quietly. There was a Smart Board in each classroom and the pupils had a desk and a chair each. Normally, the pupils were told where to sit by the teacher, but in this project they were allowed to sit at whichever desk they wanted.

4.6.2 Interviews

An interview is a well-known communication method and a common and effective instrument in research (Dörnyei 2007: 134). There are different types of interviews, from structured to unstructured versions. A structured interview, in contrast to an unstructured interview, is well-prepared with a list of questions (Dörnyei 2007: 136). The advantage of a structured interview is that the interviewer keeps focused on the topic of the interview. However, the disadvantage is that a structured interview provides little room for spontaneity when it comes to the interviewee's responses. In contrast, in an unstructured interview the interviewer does not prepare a detailed interview guide, but a few opening questions may be devised (Dörnyei 2007: 136). The third interview version is a semi-structured interview where a set of pre-prepared questions are made, but the interviewer can ask the interviewee to elaborate more on

interesting replies. This kind of interview needs an interview guide, but the order of the questions does not have to be the same if the researcher interviews more than one person.

Due to the flexibility of a semi-structured interview, and the possibility to use probes, the researcher chose to use this type of interview. There were two interviews with the teacher, one pre- and one post-writing project. Dörnyei (2007:134-135) suggests that in order to gain depth and breadth of answers, multiple sessions may be preferable. However, since the researcher was at the school and in the classroom with the teacher during the entire writing project, there were dialogues and discussions between the two of what happened throughout the entire project. Hence there was no need for an interview in the middle of the writing project. By using a semi-structured interview, the researcher was able to follow up interesting answers from the teacher, which included detail-oriented or clarification questions (Dörnyei 2007: 138).

The first interview took place in the teacher's home the day before the project started and lasted about 53 minutes. It was both video-recorded with the researcher's iPad and audio-recorded with the researcher's iPhone. In order for the teacher to be prepared and have the opportunity to think through the questions which were to be asked, the researcher sent the teacher the questions the day before the interview. The questions in the pre-interview included why the teacher had chosen Google Chrome Book, how she had planned the project, what she had expected from it, and her views on formative assessment (see Appendix 4a).

The second interview, which lasted about 30 minutes, was conducted the day the writing project ended. It took place in a meeting room at the school. The interview was audio-recorded with the researcher's iPhone (this was put on 'not disturbed') and video-recorded with the researcher's iPad. The questions concerned whether the pre-expectations were affirmed or not, the teacher's thoughts on how the writing project had been conducted, how the formative assessment had been received by the pupils, the pros and cons of using formative assessment, and thoughts about how to use formative assessment in the future (see Appendix 4b).

4.6.3. Observations

By being a part of the classroom, the researcher is allowed to witness what the pupils are actually doing, and provided an opportunity not to solely rely on the teacher's observations and explanations (Dörnyei 2007: 185). Nevertheless, Dörnyei (2007: 186) points to the danger of the participants' behaviour being affected by the presence of the researcher. However, the

pupils in this research were used to having other participants in their classroom, since the teacher had had student teachers during both the two years she had taught them.

Dörnyei (2007: 179) refers to different ways of how to observe in the classroom: a 'participant observer' versus a 'non-participant observer', and a 'structured observation' versus a 'non-structured observation'. A researcher is a 'non-participant observer' if there is no or minimal participation in the lesson, in contrast to the researcher being a 'participant observer' when engaging and taking part in the activities in the lesson. According to Dörnyei (2007: 179), a 'structured observation' is when the researcher enters the classroom with a specific focus and what to look for, often with an observation scheme or protocol. An observation scheme is often divided into categories, and allows the researcher to record events by using tally marks. In this case, the observation can be regarded as a quantitative method. In an 'unstructured observation', the researcher needs to observe what happens in the classroom before deciding on how this is relevant for the research (Dörnyei 2007: 179).

The classroom observation in this research was of an 'unstructured participant observer' form. Even though the four research questions were in focus as the researcher observed the activities in the classroom, an observation scheme was not devised. The researcher wrote notes by hand throughout the entire writing project and these notes were written on a computer after the lesson. This was done in order to record as many details as possible. Wragg (2002: 2) claims that 'Classrooms are exceptionally busy places, so observers need to be on their toes'. Dörnyei (2007: 183) points to video-recording as an ideal technology in classroom observation since it can help the researcher to collect data of what happens in the classroom. It may be a problem for one researcher to be attentive to all the details of what is going on (Dörnyei 2007: 185). However, five of the pupils' parents did not provide their consent to their pupil being a part of the writing project, which is why the lessons were not video-recorded. Additionally, even though the researcher was not a part of teaching the class, she both helped and talked to the pupils throughout the writing project. By being a participant in the classroom, she was provided the opportunity to engage in the activities and communicate directly with the pupils whether they understood the feedback they received, how they felt about the writing and whether the feedback was useful in their writing development and writing process.

Throughout the writing project, the researcher chose to sit in different parts of the classroom. The first placing was at the back of the classroom. The desks were facing forward and the researcher became quite invisible compared to sitting in the front. This invisibility was affirmed by the pupils as the researcher was not asked any questions by the pupils.

However, by sitting in the back of the classroom, the researcher had a good view of most of the pupils. Furthermore, this position gave the researcher an opportunity to observe whether some of the pupils did not write, or if they did something else, e.g. surf on the Internet. The second placing was in the middle of the classroom by the wall. This position gave less overview of the entire class, the researcher became more visible to the pupils, and she was thus asked by the pupils for help. The last position was in the front of the classroom facing the pupils, either on a chair slightly to the left of the Smart Board or in the middle of the classroom where the teacher's desk and computer were situated. Although this position provided the researcher with a full overview of the class, it did not allow her to see what the pupils were doing on the computers. Additionally, the researcher was asked for help by the pupils to a much larger extent compared to the other placings in the classroom.

The researcher started to observe the writing project by sitting in the back, but chose to sit either in the middle by the wall or in front of the classroom after the first lesson. The reason for doing so was that the researcher found that these two positions in general provided more data on how the pupils were working and made it easier to start a dialogue with them as they were writing. The findings from this observation are presented in section 5.3.

4.6.4 Analysis of pupil texts

The classroom observations provided the researcher with answers about the extent the pupils were motivated by formative assessment and how they experienced it. Answers concerning how the teacher experienced using formative assessment came from the two interviews. However, an important aim of the thesis was to find out whether formative assessment had an effect on the pupils' writing development and writing accuracy. The six texts analysed were chosen by the teacher as representing different ability levels in the class. There were two texts from Step 1, two texts from Step 2, and two texts from Step 3. The teacher provided the researcher with the printed text each pupil had altered with a pencil and crayons on the basis of the criteria list, the pupils' hand-written mind maps, criteria lists and checklists. All this material enabled the researcher to compare each pupil's printed text to the final text. In addition, the researcher was able to monitor the work the pupils did with the printed text in relation to the checklist.

Firstly, each text is introduced by comments about the pupil from the teacher. Secondly, the task chosen by the pupil, the title of the story, a short summary, and word length of the text are commented on. Thirdly, the thoroughness of the pupil's mind map is

addressed and whether elements from it can be found in the text. Fourthly, the pupil's work with the printed text based on the checklist is discussed. The number of adjectives and sentences underlined are counted. In addition, words added or corrected by pencil on the printed text and how many of these corrections are found or missing in the final text are counted. Finally, corrections were counted which are not found on the printed text, yet in the final text. All these numbers are presented in a table for each pupil. Fifthly, the feedback from the teacher provided digitally and directly to the pupil in the text is reported, including when it was provided and whether the pupil solved it or not. Due to colour coding, most of the feedback from the teacher can be traced directly in the text. This enabled the researcher to distinguish whether the pupil had altered sentences, verb tenses or words on the basis of the feedback. Finally, the last element addressed in the analysis is the pupil's work with the criteria list.

The teacher gave feedback as the pupils were writing in class and also worked with feedback to the texts at home. The researcher had access to the pupils' texts through the teacher's Google account after the writing project had ended. However, each time the researcher had to enter the account, a new password was needed. This password was active for two minutes. Even though this implied that the teacher had to be contacted every time the researcher accessed the Google account, it provided both the teacher and the pupils with a safeguard that the researcher could not enter the account without the teacher's knowledge.

4.6.5. Questionnaire

Dörnyei (2007: 95) states that questionnaires are a common method in quantitative research. Questionnaires are defined by Brown (2001: 6) as '...any written instruments that present respondents with a series of questions or statements to which they are to react either with by writing out their answers or selecting from among existing answers.' The aim of questionnaires is to find characteristics of a population by examining a part of this group (Dörnyei 2007: 101).

The intention of the questionnaire was to obtain more data on how the pupils had experienced the writing project. The questionnaire consisted of two parts on paper and was handed out to the pupils at the end of the writing project (see Appendix 5). The first part contained closed statements on a Likert-scale of 1 – 5, where the pupils agreed or disagreed to written statements, e.g. if they liked English, liked to write in English, liked to write on

computers, if it had been difficult to write in English in this writing project, if they preferred to receive formative assessment, and whether formative assessment made them better writers.

The second part of the questionnaire consisted of two open questions where the pupils could write what they liked the most and least about the project. This part was included to elicit some views from the pupils and thus provide the researcher an idea of what they enjoyed or did not enjoy, and whether there was a correspondence between what the researcher had observed in the classroom and what the pupils had actually experienced during the writing project.

All of the pupils who had an approval from their parents to participate in the study, namely 32, answered the questionnaire. However, one pupil was sick the day it was conducted, so that 31 pupils answered the questionnaire. The statements were written in Norwegian to be absolutely sure that the pupils understood what was asked. This was especially important for the pupils in Step 1, who struggled to read. The statements were piloted with 7th grade pupils at another school to ensure that they were understandable and clear. No alterations were made following the feedback from these pupils.

4.7. Data analysis procedures

The two interviews with the teacher have been rewritten as summaries on the basis of the questions and responses. The questions from both interview guides are in the appendices (see Appendix 4a and 4b). In addition, the researcher both observed and talked to the pupils and teacher during the writing project.

The six pupils whose texts have been analysed were chosen by the teacher: two pupils from Step 1, two pupils from Step 2 and two pupils from Step 3. The researcher had access to Google Classroom and the writing project during the period and was able to print both the text the pupils printed during the writing project and worked with on the basis of the checklist in the lessons at school and the final text, which was saved online after the pupils had altered the printed version. In addition, the teacher provided the researcher with each pupil's hand written mind map, the checklist, and the printed text the pupil had worked with and written on. Furthermore, the researcher had access to the feedback the teacher gave each pupil, when it was provided, and whether the pupil had marked this feedback as solved or not. The teacher told the pupils on several occasions not to remove or alter words or sentences which were colour coded. This enabled the researcher to track the provided feedback to specific parts of the text, and to see whether changes were solved or not, e.g. blue words equal wrong tense of the verb.

The answers to the statements in the questionnaires have been counted and represented in tables to show the response numbers and percentages. The answers to the two open questions have been summarized, categorized and commented on.

4.8. Validity and reliability

According to Dörnyei (2007: 63), in order to have validity in research, the researcher has to present evidence and justification for the chosen methods. Furthermore, the researcher has to demonstrate that these methods enhance the validity of the research. Joppe (2000), cited in Golafshani (2003: 5), states that validity concerns whether the research has measured what was intended and how truthful the presented results are.

The validity of the present research was strengthened because the researcher chose a mixed methodology approach and thus collected data through different tools. The researcher observed and talked to both the teacher and the pupils in their natural settings in order to gain different perspectives on the writing project. The teacher and researcher often discussed outside of the lessons what happened in the classroom. The researcher followed the intensive writing project and the pupils from beginning to end and was able to see the texts developing as the pupils were writing, what kind of feedback the teacher gave, and how the pupils worked with the feedback. The data collected through the chosen data collection methods and the discussions provided the researcher with sufficient material to answer the four research questions.

Reliability is defined by Joppe (2000), cited in Golafshani (2003: 598) as ‘...the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable’. According to Dörnyei (2007: 176), classroom observation is a highly developed method to collect data in learning environments. Dörnyei further points to the challenges and the amount of work that needs to be done to undertake quality classroom research, e.g. getting permission to undertake the project, collecting the data, and transcription. This is why Dörnyei points to the fact that most classroom researchers choose to use a mixed methodology and he argues that many research situations benefit from combining qualitative and quantitative methods. This is why the researcher chose to collect data from both qualitative and quantitative methods.

In addition, the questions in both the interviews were sent to the teacher in advance. This was done in order for the teacher to have time to think through the answers. Both the interviews were video-recorded and the final one also audio-recorded. This was done in order for the researcher to fully focus on the interviewee and not have to take notes. As for the analysed texts, the teacher chose these from the three Steps so that different abilities were represented. The statements and questions in the questionnaire were first piloted with other pupils of the same age at another school. This was done to avoid any unclear statements and to make sure that they were understandable for the age of the pupils. All the pupils in the piloting understood the statements in the questionnaire and these were not altered. The fact that they were written in Norwegian increased their reliability.

4.9. Ethical issues

According to Dörnyei (2007: 63-64), classroom research involves ethical issues because the researcher enters the human private sphere. A letter of information and consent to participate in the research was sent to the pupils' parents (see Appendix 3) and teacher before the summer holiday 2016 (see Appendix 2) . The researcher did not collect data from the pupils who were not allowed to participate. Moreover, the researcher signed a paper of confidentiality at the school at the beginning of the project. Throughout the research and in the notes made by the researcher, the teacher and the pupils were anonymized. The data was stored on the researcher's computer and no one else had access to it. Finally, the project was registered with The Norwegian Science Data Service (NSD). NSD wanted the researcher to alter one of the sentences in the letter to the parents, and the researcher contacted the teacher who informed the parents. When this was done, NSD approved the research project (see Appendix 1).

4.10 Limitations of the study

This writing project lasted for two weeks and the researcher only observed and collected data from one class project. In addition, the number of pupils in the research was relatively small. As a case study, one cannot generalise the results. However, the sample was a typical Norwegian 7th grade and provides impressions of how formative assessment can affect pupils' writing development and motivation in English in a Norwegian 7th grade. In addition, the chosen pupils from the three steps were to a large extent vastly different as far as skills in English were concerned. In other words, these six pupils represent the variety a teacher is

faced with in a typical Norwegian classroom. However, analysing more pupils' texts would have increased the scope of data in the thesis. Furthermore, it is likely that additional methods, such as interviewing the six pupils, could have added more depth and sample to the data of the study. However, due to limitation in time, the chosen methods provided sufficient data to reveal certain trends in how formative assessment had an effect on the pupils' writing development and accuracy, their motivation to write, and how they and the teacher experienced formative assessment to writing.

5.0. Findings

5.1 Introduction

In the present chapter, the findings from the writing project will be presented. Section 5.2 reports on the first interview with the teacher, which was conducted before the writing project started. Section 5.3 provides a summary of the classroom observations carried out by the researcher. Section 5.4 is devoted to an analysis of the six selected pupils' texts, while section 5.5 presents the results from the post-project pupil questionnaire. The following section, section 5.6, reports on the second interview with the teacher, which took place after the writing project had ended. Finally, a short summary of the findings is presented.

5.2. First interview with teacher

The first interview with the teacher was conducted the day before the writing project started. The teacher had been teaching for 13 years and had taught English all those years. She had taught this class since last autumn, so this was the second year with the class. Teaching the pupils how to write in English in her lessons was very important to her.

The pupils have to know how to express themselves in writing. I see that pupils often are quite good orally, but not as good when it comes to writing. I have some very, very weak writers in English, but they are very good orally. The pupils do not transfer the knowledge, their ability in oral to written.

Furthermore, the teacher emphasized that writing was a part of the curriculum and one of the basic skills; the pupils have to know how to write in English when they start their first year in lower secondary school. Sometimes she had questioned whether she expected her pupils to write too much, but she had received feedback from teachers in the lower secondary school that her pupils were skilled writers and that this was highly appreciated. She had also noticed that there was a tendency that pupils who struggled to write in Norwegian, often struggled in English as well. She observed that these pupils had problems writing their thoughts and ideas on paper irrespective of language.

The teacher was not sure how much time she spent on writing in her class. She found that it was challenging to find the correct balance between oral and written work because she especially enjoyed the writing part. However, she pointed out that having more written work requires more work for her as far as feedback is concerned: 'The curriculum says that the pupils are to write stories, have their own opinions in texts and a lot of writing activities they have to go through. And it is time consuming! That is why I probably spend so much time on it!' Yet, in her mind, it was of importance that enough time was spent on a writing activity or

project in order for it to be of high quality. Due to the amount of time spent on writing, plain oral activities were often ‘sacrificed’, although she made sure that the pupils performed oral presentations and oral activities throughout the year and in the lessons. She also taught the class in Norwegian and tried to take advantage of what the pupils were doing in the Norwegian lessons, e.g. she introduced argumentative texts in English written work when the pupils had written one or two such texts in Norwegian. Depending on the aim of the pupils’ texts, the teacher chose the genre.

When asked how she taught English writing in her class, she responded: ‘Yes, how do we teach it? That is a good question! I do not teach writing, but I teach by using criteria lists, showing them examples and so on ...’. The aim of the current writing project was to see whether the pupils had understood how to use English verbs in the past tense. Since the pupils had started working with these verbs during the autumn, the teacher chose ‘story’ as the genre as the pupils already knew how to write a story. The pupils did not have to focus much on how to start, develop and end the text, but could devote their full attention to the verbs and criteria set by the teacher.

Even though the genre was decided by the teacher, the pupils were provided five different tasks to choose from (see Appendix 6): two with a set title, one where the pupils could choose their own title, one where the story was begun by the teacher, and the last task was to write about a picture. The teacher knew from experience that the pupils appreciated being able to choose their own tasks from several options. Furthermore, the pupils were all different and preferred different tasks. The teacher always bore the pupils in mind when she designed the tasks. She tried to adapt these to the pupils’ preferences and for both weaker and stronger writers. This was important in order to make the pupils motivated and to make writing fun: ‘The pupils do not always choose the exercise I thought they would, but I always try to come up with different exercises which motivate the different pupils.’ She added that the task which contained a drawing might help some of the pupils to visualize the content and help them to start writing.

The teacher was confident that she normally gave enough feedback to the pupils’ writing because of the progress they had shown since she had started teaching them last year in the 6th grade. The pupils had started with a Google account earlier this year and expressed that it was easier and more motivating to do their homework on the computer. She gave them homework they had to write on the computer and hand in online.

I correct their texts with colour coding and do not correct the mistakes for them. Then they will not learn anything. Afterwards they have to work at home with the feedback

I have given them, and I check that they have done it. It is very time consuming, but it works! I am quite confident of that!

Furthermore, she stated that this tool made it easier to keep track of the pupils when they handed in their homework and texts online. It was easy to see whether the work was done and the pupils could not 'hide'. The teacher also emphasized the importance of the fact that the pupils knew that she would check, read and provide feedback to their texts: 'They know they have to do it and I push them! And they know I get 'grumpy' if they do not do it!' She found that most of the pupils complied when it came to rewriting their homework or spending more time on it. The reason why was because the pupils were motivated when they were allowed to write their homework on the computer. Moreover, it was easy to revise and rewrite a text on the computer.

The teacher had noticed that the pupils enjoyed receiving feedback since they had started handing in their homework online. Most of the time, they understood the feedback and made revisions without any complaints. In addition, she tried to take advantage of the times when she had an extra teacher in her lessons. She talked to the pupils about their texts, e.g. what was good and what needed to be done to improve as a writer: 'It only takes a few minutes to do it, but it is of high value and the pupils see that their homework is checked and matters!'

The use of computers and the Google accounts had changed how the teacher gave feedback to the pupils. Since the class had started with the Google accounts earlier that autumn in the 7th grade, they did not write by hand anymore. The teacher gave the pupils formative assessment all the time. It enabled her to sit with the pupil and have a look at the text together at school, or she could sit by a different computer (both at school and after school), log onto the account, and provide feedback digitally. She gave the pupils summative assessment as late as last year when they did not have the computers and the facilities they have now. Even though formative assessment was time-consuming, she found it easier compared to summative assessment:

It is easier. It is not so much work for me in the end. I do not end up with 37 texts where I have to look at everything. A lot of the feedback has already been done. I can give feedback at home, I can sit at my office, I can do it at my mum's house, wherever I am... I am convinced that the pupils are working more with formative assessment compared to summative assessment. Honestly, we know that summative assessment does not really work and helps the pupils to become better. They just read the comments, if they do at all, that we give, and hopefully they will remember the next time they are going to write. I believe in what I am doing!

The way the formative assessment was provided by the teacher depended on the situation. She gave it directly in the text when the pupil was writing at school, or after school when she was going through homework. She believed that a mix of written and oral feedback was preferable. Even though the feedback was based on the criteria on the criteria list, she adapted it to each pupil. In the entire class, only a few pupils received feedback written in Norwegian. It was important that the pupils understood the feedback in order to stay motivated and not give up, which was the main reason why she emphasized adapted teaching, learning and feedback.

In the teacher's mind, the pros of formative assessment were that it helped the pupils to work with their texts, develop as writers and she was able to praise them when they were in the middle of the writing process. Since she was able to observe the pupils during their writing process, she could adapt the feedback to each pupil, pointing out good qualities and giving feed forward (see section 3.4): 'Adapted teaching and learning go for feedback as well. The aim of the feedback is to help the pupils to progress as writers, but also to succeed. To keep them motivated and not give up is extremely important!' The only con the teacher experienced regarding formative assessment was that one of her pupils was stressed when the feedback popped up on the screen while writing. Instant feedback can be disturbing for some pupils if the pupil is really concentrated and into the process of writing. However, the teacher referred once again to adapted teaching and learning and knowing the pupils. In communication with the pupil, the teacher checked the pupil's body language and how the text developed on the teacher's computer, and tried to decide on the right time to provide feedback. Sometimes she chose to provide feedback to this particular pupil at home in order not to disturb and stress the pupil.

The teacher found the pupils were more motivated to receive formative assessment, especially since the drafting process was so easy on the computer. She observed how the pupils had matured and developed as writers since they had started using the Google accounts when doing their homework. She was convinced that the pupils knew why they were working with formative assessment and how important it was:

I think that teachers can start using this programme as soon as possible with pupils, and younger pupils can certainly have an advantage of using this...when they start writing in 3rd or 4th grade. What is stopping them? I believe that it is the teachers' qualifications which are stopping the pupils.

The teacher chose to do this writing project partly because of the researcher's needs to conduct research for her thesis, but she also emphasized that she would have carried it out

regardless of the research. However, she would have postponed the project and conducted it later in the school year since the pupils had only worked with irregular verbs for about two months and she was not sure whether it was too early or not.

Since this was the first time the teacher was using Google Chrome Books, she had to rethink and adapt the criteria lists to this writing project. Although some of her old aims from earlier writing projects could be used and adapted, she nevertheless had to add font, line space and size of letters to the criteria lists. Even though all the pupils knew how to use the Google account, she was unsure how they would work with it in class: ‘Honestly, I do not have a clue how it is going to work! I believe in it, otherwise I would not have done it. There are a lot of unanswered questions at this stage...but I think the result will be better since the pupils receive formative assessment!’

The reasons why the Google Chrome Books were used in this writing project were that the school had recently bought class sets of computers and trolleys to transport them, which made it easy for the teacher to bring the computers to class. Hence, no computer rooms had to be booked, the teacher did not have to adapt the writing lessons to when the computer room was available, and the pupils did not have to be moved from their classroom. However, the most important reason why she chose to use the Google Chrome Books was, in her words: ‘I think it is the future!’

The teacher’s expectations for the writing project before it started were firstly that she hoped that the pupils would demonstrate some knowledge of how to use the irregular verbs correctly, but expected some of the pupils to struggle. Even though she believed that the majority of the pupils had understood how to use the verbs, she saw that some of them did not transfer the knowledge from learning the verbs by heart into their writing:

What I see is that they (weak learners) do not transfer the knowledge they acquire in grammar into their writing, and I find that interesting. This is what I am trying to bridge in this writing project, to get the grammar and knowledge of usage together. We will see! And I really believe that I just cannot give up and say this is too hard, I have to try to teach them how to use them.

Secondly, she expected to see that the Step 1 pupils would find the writing harder than those in Step 2 and 3, and therefore be less motivated. All in all, the teacher was excited to start the writing project and hoped it would be a great experience for the pupils and one where they could learn a good deal.

5.3. Classroom observations

The researcher spent eight days observing the teacher and the pupils in the 7th grade class as they were writing during the writing project. Due to the limited number of computers, the class was divided into two.

During the first week, both groups had separate writing sessions of three combined lessons a day for two days. During the second week, all the pupils had one English lesson on three separate days, as they normally had. Before the first group of pupils started the writing project, the teacher was unsure how much feedback she would be able to provide them. She expected them to need some help, that she would therefore be active in the classroom, and that she would provide more oral than written feedback to their texts. However, throughout the entire writing project, the pupils in both groups knew what to do and did not need much help. Sometimes some of them asked the teacher or researcher how words were spelled, or for the translation of words from Norwegian to English. However, the pupils were told to use a dictionary, of which there were several available in the classrooms during the entire writing project, or to use Google translate. Hence, throughout the writing project, the pupils used the Internet actively, e.g. to check spelling, how to write a title, or how to use direct speech. Since the pupils knew and understood what to do from the first stage (e.g. making the mind map), the teacher was able to provide a considerable amount of feedback to the pupils' texts during the writing process, namely the second stage in the writing project.

All of the pupils were concentrated and focused on the writing task throughout these lessons. There was no difference in the commitment among Step 1, Step 2 or Step 3 pupils. The researcher was surprised to observe how effective and how hard all the pupils worked with their texts. However, when they received feedback from the teacher, there was a difference in how they chose to work with it. Some of the pupils chose to focus on the feedback straight away, whereas others kept on writing on their story before they started to take a closer look at the feedback and work on it. The researcher observed the body language and facial expressions of the pupils when the teacher wrote positive feedback. All the pupils smiled when reading positive feedback. The feedback was adapted to whom it was addressed, e.g. some of the pupils received the feedback in Norwegian to be completely sure that it was understood. Furthermore, the feedback varied from how to write a title of a story to how to start sentences. The teacher also used colour codes, where she marked words with different colours depending on whether it was a spelling mistake, wrong verb tense or the pupil had to work with punctuation. There was interaction between the written and oral feedback; after the teacher had provided a pupil written feedback, she waited for some minutes and observed how

the pupil reacted to the feedback. If the teacher saw that the pupil seemed lost and did not know what to do, she walked over to the pupil and explained it orally. The researcher never observed that the teacher just gave the answer to the pupils, but instead she encouraged them to come up with the answer by asking them questions.

Throughout the entire writing project, the teacher gave a considerable amount of praise to the pupils collectively, both before they started writing, while they were writing in the lessons, at the end of the lessons, and also did so individually. There was no doubt that the pupils appreciated this feedback. The researcher asked several pupils whether they had understood the feedback they had received from the teacher, and they answered that they had. Furthermore, all of them understood why they had to work with the feedback. The pupils were clearly reflective and answered that they became better writers when they received formative assessment and that this was very motivating.

In the first lesson, one girl had not yet received feedback and she told the researcher: 'I am waiting for it, because it helps me when I write.' Straight afterwards, the pupil was provided feedback by the teacher and stopped writing, read the feedback and started to work with it before proceeding with her writing. Another pupil stated: 'I like to get feedback when I write. I think I learn more, because...I am "in" the text'. One girl told the researcher that she would have preferred to just write the text, finish it and then receive feedback. The researcher asked what she thought she learned the most from, namely feedback provided during or after the writing process, and she replied: 'I KNOW that I learn more when I get feedback when I write and have to work with my text. But, it is so much work!'

The head teacher was also present and observed the teacher and the pupils in one of the lessons during this stage of the writing project. All the teachers at the school would be observed during this school year. The head teacher and teachers had agreed upon what he would observe, i.e. whether the teacher had been using the pupils' knowledge in planning the lessons, the relationship between the teacher and the pupils, whether feed forward was provided, organisation of the lesson, and the pupils' participation. The head teacher graded the teacher as he observed and had a meeting after the lesson where the two would discuss the observed lesson. The grades were 'S' (to a strong degree), 'N' (to some degree) and 'L' (to a little degree). After the observation, the head teacher, the teacher and the researcher had a meeting where he summarized what he had observed. He was extremely impressed with what he had seen and gave the teacher 'S' and 'S++' in all the categories, which affirmed the impression the researcher had throughout the entire writing project.

In the transition from the second stage, where the pupils were writing on the computers, to the third stage, where the pupils would compare their printed text to the criteria checklist, the role of the teacher changed. Since the pupils were at different steps, the teacher had to switch between the kind of feedback each pupil needed. In addition, it was the teacher who had to print the texts from her computer since the pupils did not have access to the printer in the classroom. Even though all the pupils were revising their printed texts, there was a clear need for more individual help during this stage. In addition, the teacher had to motivate the pupils much more and push them to carry out this part of the writing project properly. As a consequence, there was no written feedback during this stage, only oral. The teacher informed the researcher and the pupils that she could not concentrate enough to be able to provide proper feedback to the entire text, and would thus provide out-of-lesson feedback. Giving out-of-lesson feedback was part of the teacher's pre- and post-preparation designated time.

The pupils seemed very motivated during the project and clearly expressed that they preferred to write on a computer compared to writing by hand. All of them wrote longer texts than the teacher had expected and the researcher observed that the pupils were moving back and forwards in the text, both as they were writing and after they had received formative assessment from the teacher.

5.4. Analysis of pupil texts

5.4.1 Introduction

On the basis of a representative selection of pupils made by the teacher, the researcher has analysed how the texts of six pupils evolved during the writing project: two texts from pupils in Step 1 (Marcus and John), two from Step 2 (Martin and Emily) and two from Step 3 (Peter and Margret) respectively. Four texts were written by boys and two texts by girls. Firstly, brief information is provided about the pupil. Secondly, the task chosen, the title of the pupil's story, a short summary of the story, and the word length of the text all follow. Thirdly, comments are provided about the pupil's pre-writing mind map and whether elements from it can be found in the final text. Fourthly, an overview is provided of the pupil's work with the printed version and how this work affected the final text. This is followed by an overview of the feedback provided by the teacher in Google Classroom. The final element of the analysis is how the pupil worked with the criteria list (see Appendix 7a, 7b and 7c).

Figure 1 presents an overview of the word length of the six pupils' final texts.

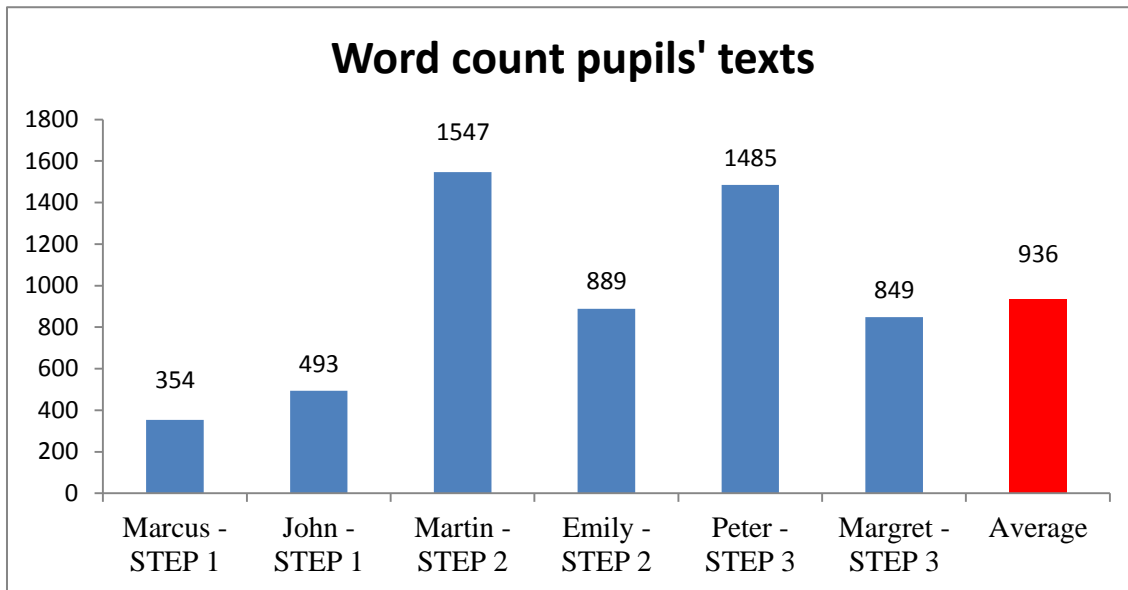


Figure 1: Word length of the six pupils' texts

The two Step 1 pupils wrote considerably shorter stories than the two Step 2 and Step 3 pupils. However, there were no clear distinctions between the Step 2 and Step 3 pupils. Martin (Step 2) and Peter (Step 3) wrote 1547 and 1485 words respectively, whereas Emily (Step 2) and Margret (Step 3) wrote 889 and 849 words respectively.

Figure 2 presents an overview of the pupils' work with the printed text.

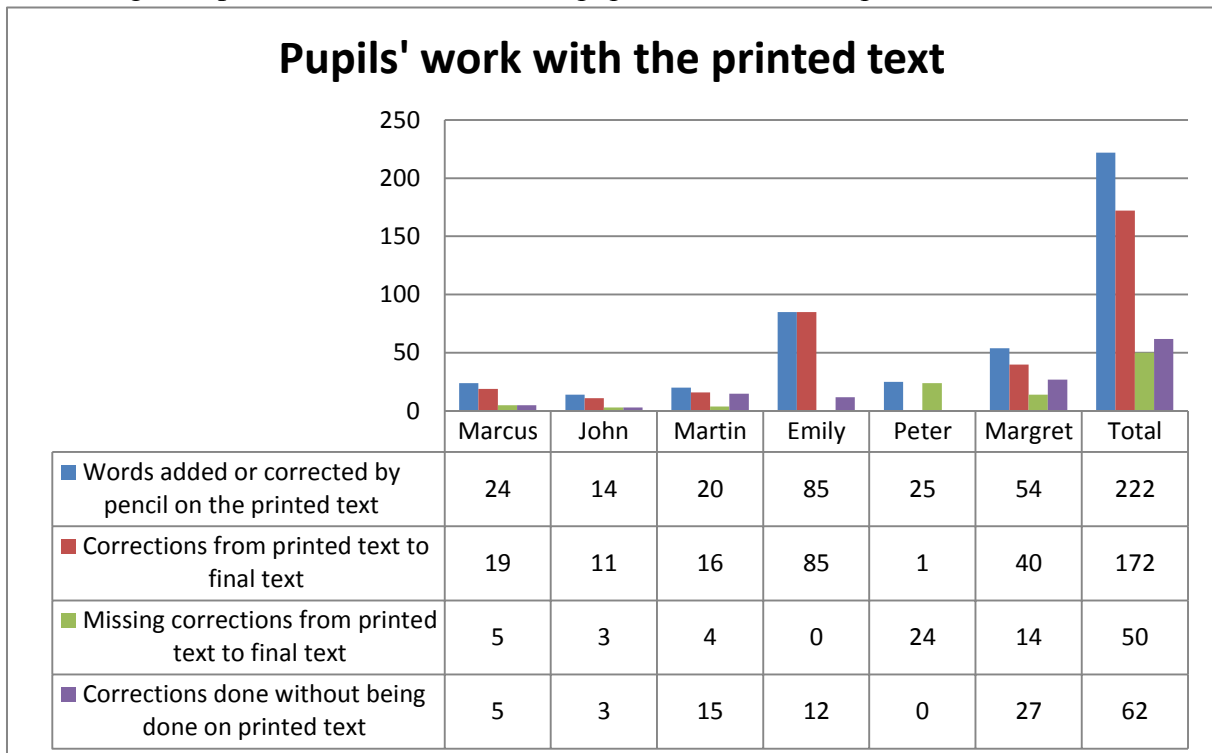


Figure 2: Overview of the pupils' work and corrections in the printed text.

As seen in Figure 2, the six pupils made in total 222 corrections in their printed texts and 172 of these corrections could be traced in their final texts. 50 of the corrections done in the printed texts were missing in the final text. Interestingly, all pupils except one, made in total 62 corrections in their final texts which were not done in the printed texts.

5.4.2 Analysis of Marcus' text

Marcus' teacher reported that he did not want to write in English at all when the teacher started teaching him at the start of the 6th grade. He felt he had no sense of mastery in the English subject and he wanted to write in Norwegian whenever he had to write in English. The teacher made him write by telling him that she was pleased if he tried and did his best. Today his writing was still relatively poor compared to the other pupils in the 7th grade, but his teacher emphasized that his eagerness and interest in the subject were a delight to observe. He always wanted to succeed and he really worked in the lessons. Normally, he managed the weekly tests the class had on irregular verbs with few mistakes, which she did not expect from him at the beginning of the year. He was often one of the first to finish, and the teacher tried to make him realise that he had to work with the provided feedback.

Marcus' final text counted 354 words, was the shortest of the six texts in the analysis and contained only two paragraphs (see Appendix 9d). The title was *The Flying Pigs and Jewels Thieve Crime*. Marcus chose task two (see Appendix 6): 'The Flying Pig', but added the last part of the title: '..and Jewels Thieve Crime'. The story was about four pigs who lost some of their friends and straight after smelled of bacon. They were afraid and drank blue chemicals made by one of the pigs. This chemical enabled them to fly and they escaped. The pigs decided to take revenge on the humans. They robbed a bank and ended up with a good deal of money. They bought all the people in the world, turned them all into bacon and had a delicious meal. The pigs never stole jewellery, but one of the pigs (Marius) wore jewellery. Marius was referred to as a man in the beginning of the second paragraph.

The story switched from third person plural narrative to the first person plural. The first paragraph started with: *4 pigs named Adrian, Eivind, Sondre and Marius were into the brown pigsty...*, whereas the beginning of the second paragraph was: *Next day we went to a bank*. Further down in the second paragraph, the narrator was again third person plural: *Then dey went to the green base*. Two sentences after this, the narrator changed back to the first person plural: *Next day we went to worlds biggest and safest bank*. The rest of the story was written in the first person plural.

Some of the words Marcus wrote on the mind map were hard to read, but the readable words were written in English (see Appendix 9a). Although Marcus' mind map was structured, it did not contain many details and most of these were single words, e.g. *glad*, *bomb man*, *bank* and *jewels* (see Appendix 10a). However, it contained two sentences: *They were trierd off getting turnin to bacon* and *Thay will bye many pigs with jewles*. These two sentences could be characterized as answers to one of the criteria in the list: 'I have written about a problem, a conflict, an adventure?' (see Appendix 7a) Most of the details concerning the protagonists were in the final text.

Marcus' work with the printed text is shown in Figure 3 (see Appendix 9c).

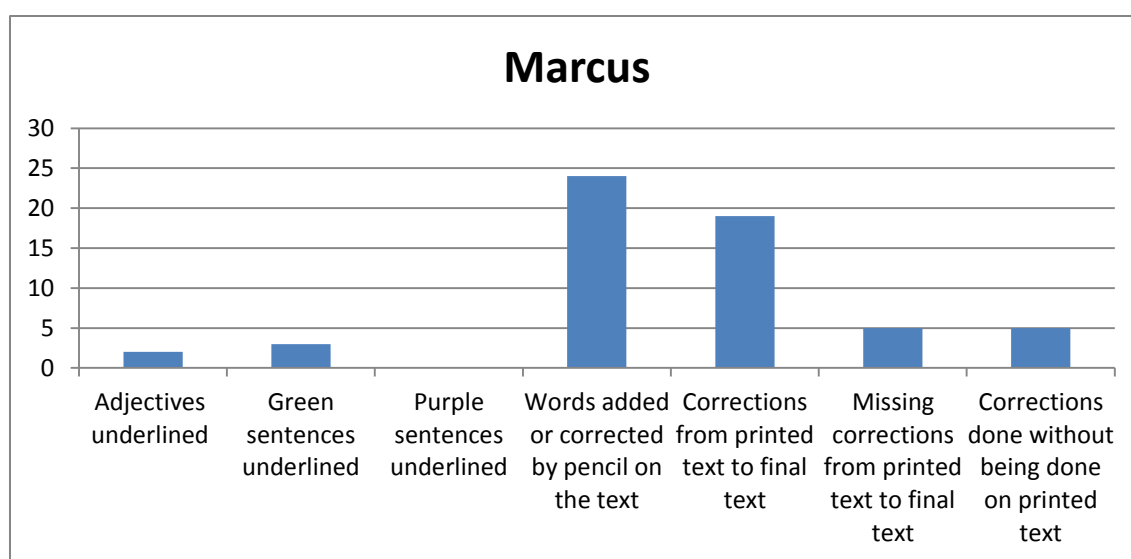


Figure 3: Marcus' work with the printed text

The criteria for Step 1 pupils provided the background for Marcus' text (see Appendix 7a), and his work with the printed text was based on the check list for Step 1 (see Appendix 8a). Marcus found and underlined two adjectives in his story (*big* and *biggest*). Furthermore, Marcus identified three sentences with descriptions of people, e.g. *Marius with the big jewelry and jogging clothes...* and *Sondre the bom man with wound in the face...* However, he did not locate any sentences describing places.

Marcus added or corrected 24 words by pencil on the printed text, of which 23 were adjectives, e.g. *brown*, *black*, *red*, *funny* and *the pink*. The final word was a correction of the spelling of *end* to *and*. The final text contained nine of the 24 corrections from the printed text. The five words which were missing were an adjective clause ('*red and funny*'), the adjective *big*, and the definite article *the*. However, Marcus made five changes in the final text which did not appear on the printed text: one adjective (*blue*), a description of a character (*the funny man*) and the coordinating conjunction *and* between two adjectives where he had added

the adjective *safest* (*biggest and safest*). Conversely, Marcus made alterations to his final text as he was revising the printed version on the computer.

Throughout the entire writing project, the teacher gave Marcus feedback directly to his text in Google Classroom eleven times (see Appendix 9b). All of these instances were provided during the first day of the writing lessons. Ten of these were marked as ‘Solved’ by the pupil the next day in the first part of the writing lessons, whereas one comment was left ‘Unsolved’.

The feedback from the teacher was provided in English, except for the ninth time where it was written in Norwegian in order for the teacher to be sure that Marcus completely understood it: *What an amazing development you have had in the English subject, Marcus!! ☺ ☺ This is the boy who did not want to write in English a little over a year ago!!! You see that there is still some to work with before I am completely satisfied with your text; but I am impressed by your effort today ☺ ☺.* (my translation).

In the first feedback, the teacher asked Marcus to check in his grammar leaflet how to use *was/were*. She marked four verbs blue and Marcus revised these correctly from *was* to *were*. In the next comment, she marked 26 verbs orange and wrote: *Orange = check the verb tense, please. You could use your verb list.* Marcus managed to alter all of these 26 verbs into the correct tense. Eighteen words were marked in red with the comment that these were misspelled, e.g. *today*, *people* and *with*, of which 17 were edited and spelt correctly. *Jewelry* was the only word which was not corrected.

The next feedback provided concerned punctuation (full stop and comma were written in Norwegian in brackets to be sure that Marcus understood the English word *punctuation*) and a sentence was marked in green. Even though Marcus had marked this feedback as ‘Solved’, a full stop and commas were still missing. Four words were marked in the colour pink, and the teacher told him that he had either used the wrong word or had misspelled it: *dey* twice uncorrected and *and* twice corrected. Straight afterwards, the teacher asked Marcus to use more paragraphs.

Two words were then marked light blue (*guard* and *shot*). Marcus was asked to check whether these words should be singular or plural. This feedback was not solved, and the two words were still wrongly spelled in the final text. Next, a sentence was marked in blue with the question: *Who go?* The sentence made sense in the final version. Hence, Marcus had corrected it according to the feedback.

The teacher then asked Marcus to use more paragraphs, even though this was marked as ‘Solved’(the entire story contained only two paragraphs). The following feedback,

provided straight after, was the feedback referred to in the beginning, which was written in Norwegian with the comment: *A nice story Marcus ☺ It has a start, a middle part and an end ☺*. The final feedback addressed the title of the story: *Have a look at the title, please. I think you need 'and' somewhere in it...* Marcus marked this feedback 'Solved', and from the title it was clear that he had added *and*.

All in all, even though Marcus did not press 'Solved' for one of the feedback items and some of the changes were not completed, he managed to accomplish quite a few of the changes the teacher suggested. Finally, he checked his criteria list for Step 1 (see Appendix 9e) and affirmed that he had addressed all the fourteen criteria, which he had.

5.4.3 Analysis of John's text

John was described by his teacher as a clear Step 1 pupil. He was very weak, and understood on occasions little of what was going on in the classroom. Even when the teachers spoke directly to him in Norwegian, he did not always understand what to do. This was not special for the English subject, but was a tendency observed in all the subjects by all the teachers who taught in the 7th grade.

John's final text consisted of 493 words (see Appendix 10d). The title was *The Flying Pig Thief*. He chose task number two (see Appendix 6) but added the last word *thief*: *The Flying Pig Thief*. The story was told in the third person singular, in which a narrator told the story about a pig who was flying. The pig had lost his parents, but had two siblings. The pig found a backpack which a man dropped and it was filled with money. The pig bought food for his family and he and his siblings decided to become bad and smash things. A bank was robbed and the pigs were chased by the police. They spent all the money and had to rob another bank. The pigs thought they were going to get imprisoned, but the pilot helped them. It was not easy to understand from John's ending who ended up with the money - the pilot or the pigs.

John's mind map was structured and written in English, yet most of the elements concerned the characters in the story, i.e. details about the pigs (see Appendix 10a). Most of the bubbles were written as singular words (*pig, tall, little sister*), yet there were some short sentences (*Tom is oldest, By food to family, Beacuse he's robbing banks*). There were no elements describing where the story was situated. Nor were there many words or details concerning the planning and structuring of the story. However, John added one detail about the start (*The pigs had no parents and were poor*), a middle part where they robbed banks to

get food, and an ending where they died. Quite a few of the words from the mind map were in the story, but the story did not end with the pigs dying.

John's work with the printed text is shown in Figure 4 (see Appendix 10c).

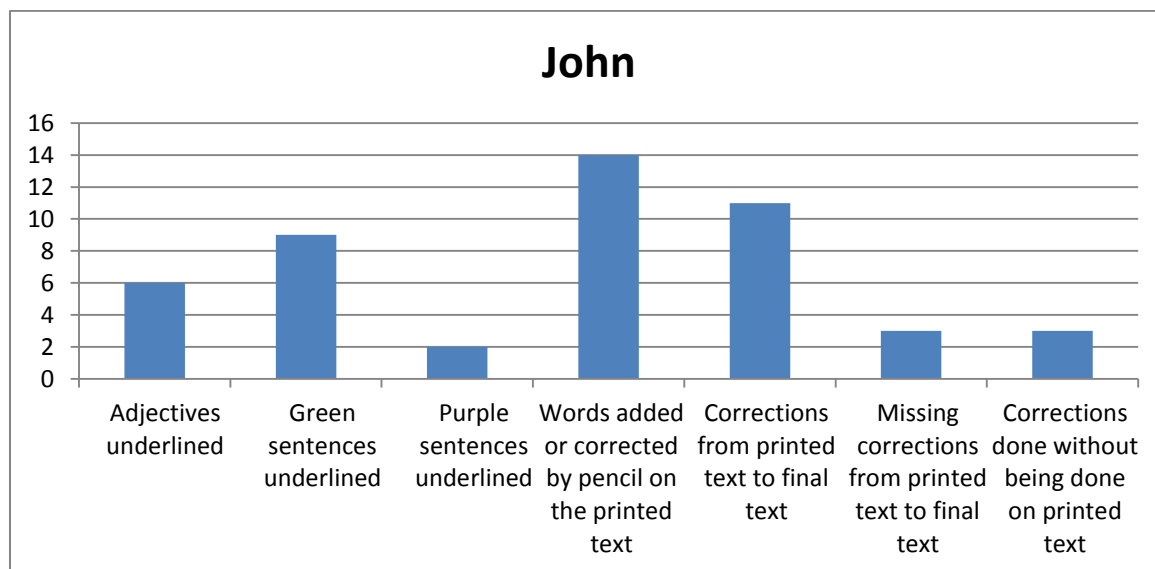


Figure 4: John's work with the printed text

John worked with the printed text on the basis of the Step 1 checklist (see Appendix 8a), which was written in Norwegian. He found and marked six adjectives in his text, five of which were clearly underlined with a red crayon. The last adjective of the six, *richest*, had a broader although not sharp line. However, there were very thin red lines under five other words (*bad, feel, bad, villain, faster*), which might indicate that John was not sure of the definition of an adjective and whether these were adjectives or not.

Nine sentences where he described people were underlined in the story, e.g.: *The flying pig had a family but the parents were dead, they get to bacon. Tomi had a little brother and one little sister. Tomi was oldest. He was 6 years old and was having big ears.* The descriptions of the pigs appeared when the pigs were introduced on the first half page.

John found and marked two sentences which described places: *The shop was filthy and But then the alarm went and it come 10 police officers but wen they was there the pig was already home.* Furthermore, he added or corrected fourteen words by pencil on the printed text, one of which seemed to be corrected by the teacher (*died* to *dead*) in the first sentence. All the corrections were written in English. In the first paragraph, John placed an X over the last two sentences, but this was not corrected in the final text. In addition, he crossed out *to*, although this was not erased in the final text either. In the middle of the printed text he added

to at the end of a sentence, although this was not added in the final text. One word was replaced with another (*home* to *gone*), and seven of the words were added to describe time or place, e.g. *to the bank*, *home* and *after one hour*. Finally, he modified an adverb by adding *a little bit* to *faster*.

Comparing the printed version and final text, John wrote 11 of the 14 added or corrected words on the printed text into his final text. He did not leave out the last two sentences in the first paragraph and the two corrections with *to*. However, he made three alterations to his final text which were not made to the printed text: he added a paragraph and corrected *mens* to *men* twice. In other words, as John drafted his final version, he discovered mistakes that he had not spotted while writing the story on the computer and on the printed text. Eleven of these corrections were changing the concord of the verbs, one spelling mistake (*our self* to *ourselves*), and two occasions where he wrote 'I' with a big letter.

John received the entire written feedback from his teacher in Norwegian (see Appendix 10b). In addition, the researcher observed that most of the oral feedback was also provided in Norwegian. In Google Classroom, John was provided feedback nine times throughout the entire writing project. He received feedback three times during the first lessons at school. This feedback was marked as 'Solved' by the pupil within five minutes in the same lesson. Later that day, the teacher gave John feedback six more times. This feedback was marked as 'Solved' the next day relatively early in the writing lesson at school. In other words, John confirmed that he had solved all the feedback provided by the teacher.

The feedback from the teacher varied. The first feedback praised the start of John's story: *A good start John* 😊. Next, the teacher asked whether he remembered how to use capitals in titles. She advised him to go online and have a look at book titles and further encouraged him to have a look at pictures of books. John altered his title correctly and pressed 'Solved' within four minutes.

The following feedback reminded John that the verbs were to be written in the past tense and advised him to use the verb list. However, the teacher did not mark any verbs with colour. This was done in the post-feedback, where fourteen verbs were marked in blue: *Blue = you have to work with the verb; use your verb list or ask an adult for help*. The teacher encouraged John to consult an adult when he did not understand how to alter and work with the verbs. Seven of these verbs were revised correctly in the final text and all of them were in the first paragraph. Of the seven verbs which were not corrected, six of these were *they was*. The final mistake was a spelling mistake: *...so they where going to sleep*.

Furthermore, the teacher marked five words in red and explained that these were misspelled. John managed to alter four of them correctly: *bacon*, *I*, and *mens* to *men*. The last word, *it self*, remained separated in two words.

The teacher marked a sentence green and asked whether John had the full stop in the correct place: *When it was morning he could not find his little brother and his little sister*. In addition, she commented that there ought to be a paragraph here. It was not possible to detect if and how John had altered the sentence, but the sentence in the final text made sense. In addition, John added a paragraph and marked the feedback as ‘Solved’.

The word *guy* was marked in purple and the teacher asked: *Pink = one guy/many guys?* John figured out that he had to add an ‘s’ since the noun was plural and marked the feedback as ‘Solved’.

The following feedback praised John’s effort: *Great John; you impress me here!! ☺ You have few spelling mistakes = great progress ☺ I am happy ☺*. Finally, the teacher highlighted a word in purple, *surrender*, and stated that this was the wrong word and whether he could figure out which one to use: *...it was 40 men with guns indicted on the plane so the pigs says: we surrender but now we get to prison...* However, the computer programme had no function which enabled the researcher to study which word the teacher initially highlighted, and whether John had altered it on the basis of the feedback. In spite of this, since the word made sense in the final text and John pressed ‘Solved’, it was most likely that John did find another word.

In sum, John put effort into addressing the teacher’s feedback and solved a number of the items before he submitted the final version. Finally, he checked his text on the basis of his criteria list for Step 1 (see Appendix 10e) He crossed out that he had accomplished all the fourteen criteria, which he more or less had.

5.4.4 Analysis of Martin’s text

According to Martin’s teacher, Martin had been a weak Step 2 pupil (closer to Step 1) when she had started working in the 6th grade last autumn. He had always been an eager pupil, but he was probably not particularly fond of the English subject and had a weak sense of mastery of it. However, he had developed greatly in the subject, especially when he was eager and wanted to succeed. He was very good at adapting his learning on the basis of the feedback he received and working with it. The teacher described his writing as sometimes being rather

'heavy' and he still had work to do. However, on occasions the teacher perceived him as a strong Step 2 pupil.

Martin wrote 1547 words in his final text and his story was the longest of the six texts in this analysis (see Appendix 11d). The title was *The Man in Red*. Martin chose task three (see Appendix 6): 'Write a story, choosing your own title'. The story was written in the first person singular, in which a boy told his story. The plot was about how the protagonist and his two best friends tried to figure out who the Red Man was. The Red Man shot at the pupils when the teacher had left the classroom for a minute, but disappeared before the teacher came back. The protagonist had a treehouse and the three children planned how to catch The Red Man from here and hand him over to the police. The treehouse was their base, and they set up traps and cameras. When they came to school the next day, The Red Man had put a threatening note on the classroom door in which he said that he was going to take all the pupils to a place where they would never see the sun again. The following night, the children slept in the treehouse and the alarm went off. After a scary and dangerous hunt, in which the two friends were caught by The Red Man, the protagonist finally outsmarted The Red Man and handed him over to the police. The story ended with the protagonist stating: *So that was my luckiest day in my life.*

The mind map Martin had written was a structured one where he used five colours to mark the different parts (see Appendix 11a). In addition, he numbered the five different parts, which showed that he planned and structured his story with a beginning, middle and ending. Although there were several details from each part in the story, quite a few were missing in the final text.

Martin's work with the printed text is shown in Figure 5 (see Appendix 11c).

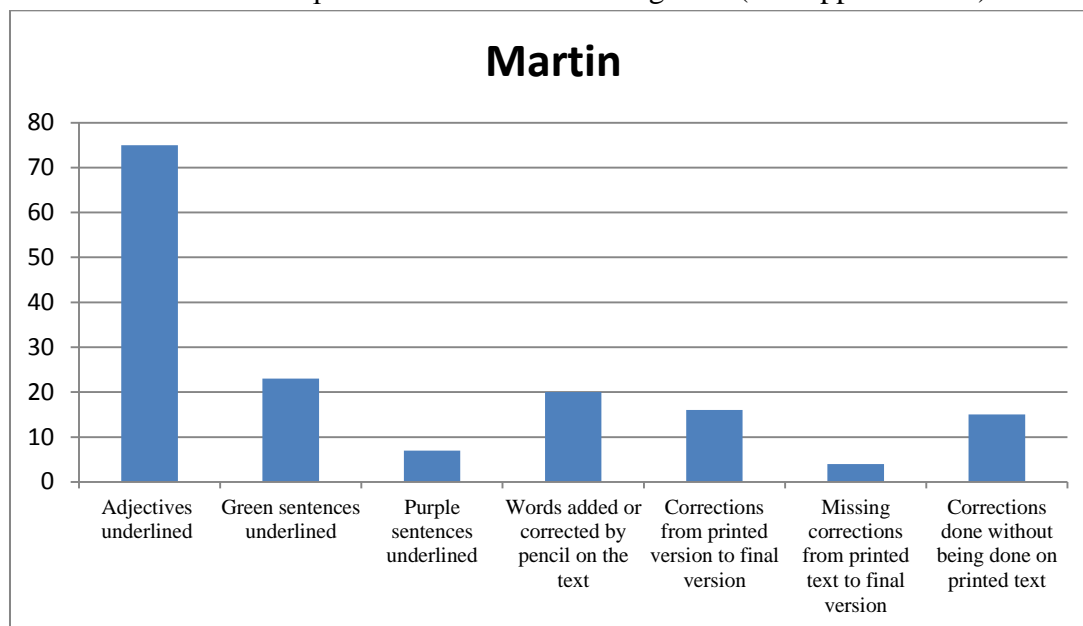


Figure 5: Martin's work with the printed text

Martin worked with the printed text on the basis of the Step 2 checklist (see Appendix 8b). All the pupils were told by the teacher not to do requirement number two on the checklist since this would be quite time-consuming: 'Underline all the verbs with a blue....' As instructed, Martin found and marked a total of 75 adjectives in his text (e.g. *red, middle high, small*), most of which were correctly underlined. However, he incorrectly underlined adverbs (e.g. *slowly*), verbs (e.g. *like, smile*) and nouns (e.g. *genious, nerd*).

Descriptions of people were to be underlined in green. Martin found 23 sentences where he had described people, for example: *Sophie was middle high as me. I was 1.57 cm...She had always a book in her pocket, literally. The hair was so fine. It was blond.* The descriptions of the people were provided when they were first introduced.

One of the criteria was to describe places and the pupil had to underline these with a purple pencil. Martin underlined seven sentences, for example: *It was a cool treehouse. There was some big windows and a white computer, some chairs, table, yes, it was our own place.*

Martin added or corrected 20 words by pencil on the printed text. Sixteen of these words were added adjectives (e.g. *important, quiet*), three verbs were corrected (e.g. *wrote* to *write, run* to *ran*), and one word was replaced by another (*things* by *people*). Comparing the final text to the printed version, Martin wrote 16 of the 20 added or corrected words into his text on the computer. He forgot four adjectives. However, he made 15 alterations to his text that were not made to the printed text. In other words, as Martin drafted his final version, he

discovered mistakes that he had not spotted while writing the story on the computer and on the printed text. 11 of these corrections concerned the concord of verbs, one spelling mistake (*our self* to *ourselves*) and two occasions where he changed 'i' to 'I'.

The teacher gave Martin feedback directly to his text in Google Classroom twelve times throughout the entire writing project (see Appendix 11b). He received feedback five times during the first lessons at school and five times in the afternoon after school hours the same day. This feedback was marked as 'Solved' by the pupil the next day during the writing lessons. Finally, the teacher gave feedback twice the following weekend. Martin pressed 'Solved' to one of these items, whereas the last feedback item was 'Not solved'.

The feedback from the teacher varied. The first feedback item praised his start: *I like the start of your story* ☺. In the second comment, the teacher marked a sentence green and wrote: *The girl who was sitting beside me. All the pupils jumped down. Green = makes sense?* Martin deleted the first sentence, *The girl who was sitting beside me* and in the final text only the last sentence was left, i.e. *All the pupils jumped down*. Martin marked the feedback as 'Solved', and it now made sense.

A minute later, the teacher asked him: *First word in the story; what are you going to do with the red line?* The pupil had written the definite article *the* incorrectly and there was a red line under it. This was edited by Martin the next day in the lesson and he marked the feedback as 'Solved'. The next feedback to Martin's text was: *Do you remember how to use capital letters in titles?* Martin altered the first letters of the words in the heading to capital letters the next day and pressed that he had 'Solved' the feedback. In the final feedback during these first lessons, the teacher marked two sentences in blue and wrote: *Blue: is it written in the past tense? Or maybe in the wrong past tense? Use your verb list please and check.* Even though Martin misspelled one of the verbs, he nevertheless managed to alter the verbs into the past tense: *She did'nt wanna hear on anybody. Everybody had to like her meanings, if not...*

In the afternoon, the feedback started with: *Please check the rule for was/were*. Ten verbs were marked pink and Martin changed nine of these correctly. One verb was not altered: *There was some big windows and a white computer...*

Nineteen spelling mistakes were marked with red, but not corrected by the teacher. 18 of these were correctly altered by Martin: *know* twice, *Sophie*, *Herm*, *I* nine times, *I'm*, *very*, *Friday*, *rolled*, *ourselves* and *let's*. The one he did not revise correctly was: *Only because me, Sophie and Herm...*

A sentence was marked in orange and the teacher asked Martin if the sentence was complete. Although it was not possible to see what this sentence looked like when the teacher

marked it, it is a complete sentence in the final text and marked as 'Solved' by Martin in the lesson the next day. The feedback this day ended as it started, with praise: *A long and well written text Martin 😊 Very few spelling mistakes, and your grammar is quite good 😊 Please try avoiding going too much into details if you are going to finish the story in time...*

The teacher gave feedback two more times the following Saturday, where she marked a part of the text orange and wrote: *Orange = have a look at singular/plural please (at the bottom of the text)*. It was not possible to see the alterations Martin made to this sentence, but most likely he added an 's' to *things*: *...it was a bit more things that happened*.

The final feedback was: *If you have time; have a look at your punctuation when you use direct speech please. <http://www.norsksidene.no/web/PageND.aspx?id99396>. You should use a question mark when it is a question. Please ask me for help*. This final feedback was never 'Solved' by Martin.

All in all, comparing the feedback the teacher gave to Martin with the final text, he really took the teacher's feedback into consideration before he submitted the final version, e.g. he solved how to use capital letters in titles, checked the past tense *was/were* distinction and worked with his spelling mistakes. Finally, he checked his text and his entire writing project by crossing out his criteria list for Step 2 (see Appendix 11e) He crossed out that he had accomplished all the fourteen criteria, which he had.

5.4.5 Analysis of Emily's text

According to the teacher, Emily was a Step 2 pupil. She was an eager pupil now and the teacher had seen her make good progress from the 6th grade. She used to have a weak sense of mastery in the subject. She was always smiling and happy, but sometimes the teacher found it hard to judge whether or not she truly took account of the feedback she received.

Emily's final text counted 889 words and its title was *The Message*. Emily chose task number three (see Appendix 6): 'Write a story, choosing your own title'. The story was written in the first person and was about a boy, Jacob, who told a story which happened to him ten years ago. The boy discovered a message on his dad's phone ('Adam I know you got them'), and the father did not want to talk about it and acted weird. Jacob decided to find out with his best friend Adam whom the message was from. They eventually found out that the message was from Jacob's mother and that Jacob's father had stolen some jewellery ten years ago. Jacob's mother was a policewoman and took his father to the police station. The mother

explained why he had stolen the jewellery: *He stole it because he was going to give it to me as a present, but he didn't have enough money to buy it, she said with small tears in her eyes.*

Emily wrote a structured mind map in English with several categories: 'The house', 'The end', 'Jacob', 'The message', 'Jacob tried to find out', 'The bank', 'The jewels', 'Mother' and 'Adam' (see Appendix 12a). All of these categories were provided further details, except for 'Jacob tried to find out'. The protagonist's best friend Alex was not mentioned in the mind map, yet appeared in the story as Emily had written it. There was a mixture of single words, e.g. *unknown*, *police* and *good* and sentences, e.g. *He likes everybody* and *Jacob finds out who sent the SMS*. Even though Emily thought about the ending, there were no clear descriptions of a start or middle part. Finally, there were elements from the mind map in the story, e.g. details about the message, the mother was a policewoman and the father was arrested at the end. However, some details were missing, e.g. why the father and mother were not living together, details about the jewels and descriptions of Jacob, the father and mother.

Emily's work with the printed text is shown in Figure 6 (see Appendix 12c).

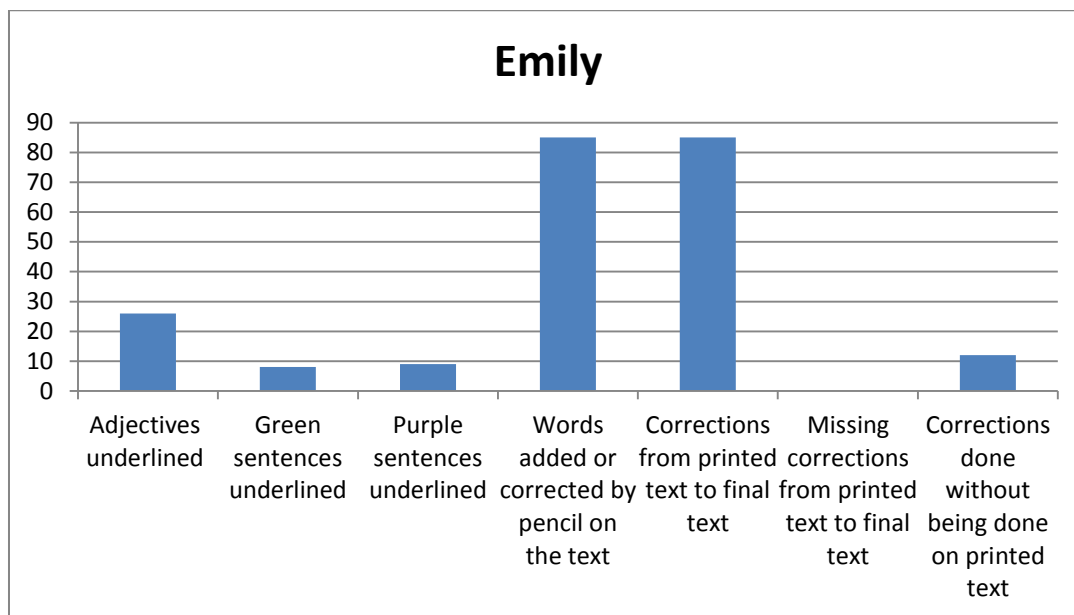


Figure 6: Emily's work with the printed text

Emily wrote her text based on the criteria list for Step 2 (see Appendix 7b), and her work with the printed text was based on the check list for Step 2 (see Appendix 8b). She found and marked 26 adjectives in her printed text, e.g. *black-brown*, *dark* and *red*. In addition, when she added words to her printed text, she underlined the adjectives she wrote.

Eight sentences describing people were highlighted and one added sentence to the printed text was underlined with green. Furthermore, Emily found nine sentences in her printed text describing places. In her work with the printed version, she supplemented five of these sentences and underlined the added words in purple.

Eighty five words were added to the printed version and all of these appeared in the final text, e.g. *the big old, I threw my grey bag on the floor and, ...decided it could be Thomas because he was tall or Leo because he was fast* and numerous adjectives, e.g. *white, grey, huge and little*. Moreover, Emily added twelve corrections to the final text which were not made on the printed text, e.g. she changed *english* to *English*, *smal* to *small*, added the personal pronoun *I* to make sense in a sentence and changed *layed* to *laid*.

The teacher gave Emily feedback directly to her text in Google Classroom eight times (see Appendix 12b). Seven of these were provided the first day in the writing project, three of which were provided in the lesson and four after working hours at school. The final feedback was provided during the writing lesson two days later. All of the feedback was marked 'Solved' by Emily, although it varied how soon she addressed it.

All the feedback from the teacher was written in English. Firstly, the teacher praised Emily and wrote: *I like your start Emily ☺*. Secondly, the teacher reminded Emily to have a title and this was solved within a minute. Thirdly, the teacher asked her how to use capital letters in titles and advised her to have a look at book titles on the net. About an hour later, Emily wrote to the teacher under the teacher's feedback: *What do you mean?* The teacher replied later that evening and explained briefly in Norwegian what capital letters were. In the lessons the day after, Emily corrected the title and pressed 'Solved' to the feedback.

Fourth, the teacher marked 13 verbs blue and asked Emily to have a look at the verb tenses. Ten of these verbs were corrected into the correct verb tense. It seemed as if Emily found it hard to use the correct verb tense in direct speech, e.g.: *She said I was gonna live with her til dad come home from prison, "But why did he got arrested?" I asked*. Emily marked this feedback 'Solved' in the lesson the day after the feedback was provided. However, she opened the feedback once more in the next writing lesson and registered it as 'Solved' again eleven minutes later.

Fifth, the teacher tagged two words in light blue and asked Emily to find other words. The first word was corrected since Emily had written *your* correctly. It was not possible to see whether the last word, *consult*, was the original word or was changed. Despite the uncertainty, Emily marked the feedback as 'Solved'.

Sixth, seven words were marked red by the teacher with the comment that they were misspelled. Six of these were correctly changed, e.g. *anyway, sat, Saturday, Monday, I* and *woman*. In the final word, Emily forgot the genitive apostrophe 's in '*dads phone*'.

Moreover, the feedback gave praise to Emily's effort and accomplishment in the writing project: *Emily; I am really impressed!!!! Your written English has really improved* 😊 😊.

Finally, one whole sentence and parts of two sentences were marked in orange and the teacher told Emily to have a look at the punctuation. Even though the corrections in the first sentence cannot be seen, the sentence still lacked some punctuation. However, the final two sentences were revised correctly.

In sum, Emily worked diligently with the feedback provided by the teacher and she asked the teacher when she did not understand something. In addition, Emily opened one of the feedback items she had solved and worked more with it. Emily crossed out all the criteria in her criteria list and acknowledged that she had fulfilled them all, which she had (see Appendix 12e).

5.4.6 Analysis of Peter's text

Peter's teacher reported that Peter had always been a Step 3 pupil. However, the quality of his work had gradually decreased throughout the 7th grade. All the teachers in 7th grade believed that one of the main reasons was that he had always been a clever pupil but had never been provided enough challenges or adapted teaching and learning. In general, the teachers observed that he really had no adequate strategies to work with his feedback. Hence, he wanted his work to be perfect from the start. Occasionally he worked very slowly and during this writing project the teacher believed that he did not fully complete the work with his text or do his best. The teacher noticed that Peter especially struggled to vary his sentences and she was not sure whether he managed to use linking words. After the writing project had ended, Peter was provided at least two or three hours at school to finish his text. The teacher found it hard on occasions to motivate Peter, without knowing exactly why.

Peter's final text counted 1485 words and was the second longest of the six texts in the analysis (see Appendix 13d). Peter chose Task 1: 'The Lost Jewels' (see Appendix 6). The story was written in the third person singular and was about a family who had a burglary during which the youngest daughter's jewels were stolen. The family was rich and known in the community and it turned out that it was the mother's brother who had stolen the jewels.

He was jealous of his sister; she had a family and money. The uncle had to go to prison for two years. When he was released from prison, he went over to his sister's family and apologized for his behaviour. In the end, the family forgave him and asked if he would like to live with them. The story ended with: *The uncle never stole or went greedy again.*

Peter's mind map was structured and written in English, except for two words in Norwegian (see Appendix 13a). Most of the mind map consisted of descriptions of the people in the story, although two parts described the content and conflict in the story: *Uncle arrested, They found 5/6 jewels, They were hidden different places and but after all they became friends and and he never went greedy again.* Hence, Peter thought of the middle and end of the story before he wrote it and its last sentence was on the mind map. There were a number of details from the mind map in the story, e.g. descriptions of the persons, conflict and ending. However, some details about the persons were missing.

Peter's work with the printed text is shown in Figure 7 (see Appendix 13c).

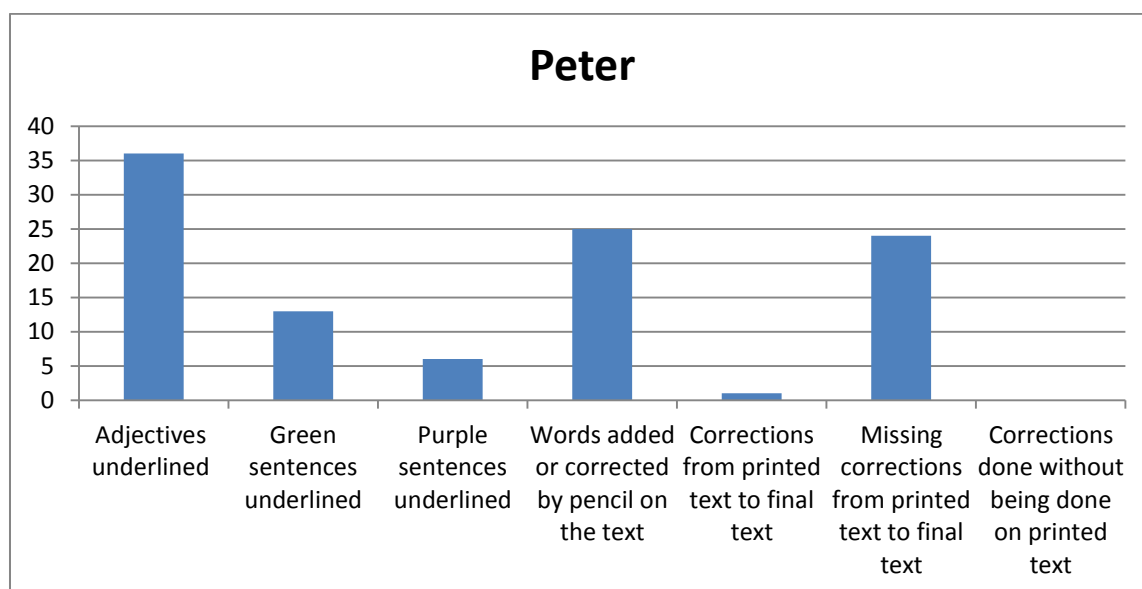


Figure 7: Peter's work with the printed text

Peter wrote his text based on the criteria list for Step 3 (see Appendix 7c). In his printed text, Peter found and marked 36 adjectives, e.g. *big, blue* and *beautiful*. Thirteen sentences describing people were underlined, e.g. *They were more scared than Emma it looked like* and *Marcus was a very kind guy*. Peter underlined six sentences describing places, e.g. *When Marcus had been fingerprinted he went upstairs to his big room. Out the window it was a beautiful sight to the ocean and farms in the area.*

Twenty five words were added to the printed version, yet only one of these words was found in the final text. Peter corrected *may* to *many*. Moreover, there were no corrections made in the final text which were not made on the printed version.

Peter received feedback directly to his text in Google Classroom 13 times (see Appendix 13b). The teacher gave all the feedback in English. All of these feedback items were provided the same day: six during the lesson and seven after working hours at school. Out of the 13, two were not marked as ‘Solved’. Peter worked with four of the six comments during the lesson and marked them as ‘Solved’. However, one of the comments he did not mark as ‘Solved’ was the first, in which the teacher commended the start of his story. The feedback items the teacher wrote after the lesson in the afternoon were all ‘Solved’ the next day at the beginning of the lesson.

As stated, the first feedback item praised the start of the story: *I love the start of the story* ☺. Next, Peter was asked to add more paragraphs. Even though Peter marked this as ‘Solved’ about fifteen minutes later, he most likely forgot it since he kept on writing. The story contained nine paragraphs and some of these were long. *Do you remember how to use capital letters in titles?* the teacher wrote and Peter altered his title correctly. The teacher marked five words in red and told Peter that he had either used the wrong word or a letter was wrong within the word. Four of the words were edited, *their* three times and *the*. However, *then* was not corrected to *than*. The teacher marked a sentence green and asked Peter if it made sense: *After Bob had answered the phone from the alarm police...* Even if it was not possible to see whether or which alterations Peter made to this sentence, it made sense the way it was written in the final text. In other words, it was likely that Peter had changed the sentence. In the final feedback item in the first lesson, the teacher asked: *Pink = Do you have to start the sentence with ‘and’?* This feedback was ‘Not Solved’ and there were no sentences in the final text which were marked in pink. One reason may be that Peter made the alterations later and changed the colour of the word or changed the colour of the word and did not alter the start of the sentence. In total, Peter had five sentences starting with *And*.

In the first feedback provided after working hours, the teacher marked five words and four sentences orange and questioned whether these made sense. The words, *five*, *their* twice, *really* and *and* made sense in the final text, even though the word *five* should have been *fifth*. However, it was not clear whether the teacher considered that it did not make sense that a five-year-old would get six jewels for her birthday or that Peter had used another word before and altered it to *five*. The highlighted sentences were understandable, even though some words seemed to be missing: *They didn’t find stolen items just before the alarm police was*

about to leave. In addition, in the final highlighted sentence, Peter wrote that the police could see from the unknown fingerprints that the burglar was in their family (*The fingerprint might look could be in their genealogy*). It was not possible to detect this from fingerprints and Peter did not understand it on the basis of the feedback.

The teacher marked three verbs blue and asked Peter to look at the verb tenses. She indicated that he could have a look in his verb list. The three verbs were corrected, *lived* and *was* twice. In the next feedback item, the teacher simply asked: *One ocean or many oceans?* She did not mark the words, but Peter edited and used the correct form of *ocean* in his final text. Three words were marked pink with the explanations that they were misspelled: *life*, *his* and *Emma*. Peter marked the feedback as ‘Solved’ and the words were spelled correctly in his final text. The next feedback is ‘Aftername?’ as Peter forgot to write the surname of the family in one of the sentences: *The police came fast as the light and they checked his fingerprints with the one they found in the (afternames) house*. One reason for this might be that Peter did not remember the name as he was writing and had planned to fill it in later. However, even though he marked the feedback as ‘Solved’, the parenthesis was still in his final text.

In the second last feedback item, the teacher provided an Internet link in Norwegian on how to use quotation marks: *I want you to work a bit more with the paragraph that starts with ‘Later on that evening...’ The punctuation is wrongly used; can you please go to <http://www.norsksidene.no/web/PageND.aspx?id=99396> and see if you can find out how to use it correctly*. The paragraph contained a good deal of direct speech and the quotation marks were wrongly used in the first part of the text: *“I heard you went robbed last night”. Am I right”? “Yes you are”. ”How did you know. Answered Marcus with a angry tone.* Peter used the quotation marks correctly in the final part of the paragraph. However, the first part was not corrected in his final text, even though he marked the feedback as ‘Solved’.

The final feedback provided by the teacher in Google Classroom was like the first, namely a tribute to the job Peter had done so far: *I am really impressed by your writing, Peter ☺ Your grammar is good, and you have very few spelling mistakes. The story also has a good content ☺*.

In sum, it was clear that Peter worked with most of the feedback provided by the teacher. As the teacher commented, Peter preferred to do things correctly from the start and was not particularly fond of revising. This became clear in the corrections and additions he made on the printed text, which were never transferred to his final text. Peter worked with his

printed text on the basis of his checklist for Step 3 (see Appendix 13f) and it was obvious that he spent a good deal of his time on the last criterion:

Write down the first word of each sentence in the table below. If you have too many sentences starting with the same words, you should try to start some of the sentences by using link words...Underline the link words with an orange pencil when you have rewritten your text.

Peter underlined one linking adverbial in his printed text: *In short*. He further wrote all the first words in the table. However, since his text was relatively long, he rewrote all of these first words on a separate paper (see Appendix 13g), which must have taken some time to do. In addition, he did not cross out his criteria list (see Appendix 13e). The teacher arranged time for Peter to finish the story after the writing project was over. In spite of this, he did not.

5.4.7 Analysis of Margret's text

According to her teacher, Margret was the absolute best pupil in the 7th grade because she was already a writer. The teacher explained that she had to guide Margret in another manner in this project. The teacher did not push Margret to use more linking words, for example, since her text had a flow which is not expected from a pupil in the 7th grade. Margret expressed on several occasions to the teacher that she loved this task!

Margret's final text consisted of 849 words (see Appendix 14d) and she chose task number one: 'The Lost Jewels' (see Appendix 6). The story was written in the third person and the plot was about children, the jewels of the families, who disappeared from a village. Finally, only one child was left, Mowanza. The people in the village did not like Mowanza, and her mother was ashamed of her. Mowanza was banned from the village and was left alone. She did not know what to do, but one cold night she woke up and saw the lost jewels. The missing children had turned into wolves. Due to the treatment the people in the village had given Mowanza, she was not sure whether they deserved to get their children back. Mowanza was the children's only hope of reuniting with their parents. However, she decided to become the leader of the flock and the wolves followed her: *Footprints covered the otherwise flawless surface of the snow. Wolf paw prints. Big prints and small prints. But in the middle there was the smallest one. Only one small simple pair of footprints. A human footprint...*

Margret's mind map was written in English and there was a mixture of words and sentences (see Appendix 14a). It was clearly structured and divided into different categories with many details in each of these: 'People', 'Places', 'Important', 'The story in it's self' and

‘The Story’. ‘The Story’ was further divided into ‘Beginning’, ‘The middle’ and ‘The end’. The category ‘Important’ had elements such as ‘past tense story’, ‘words’ and ‘use some link words’. At the centre of the mind map, Margret wrote the title and ‘Meaning: kids = jewels for them’. Margret interpreted the title and used the jewels as a metaphor for the children. The mind map consisted of numerous details and she clearly put work into it. Elements from the mind map were found in the entire final text.

Margret’s work with the printed text is shown in Figure 8 (see Appendix 14c).

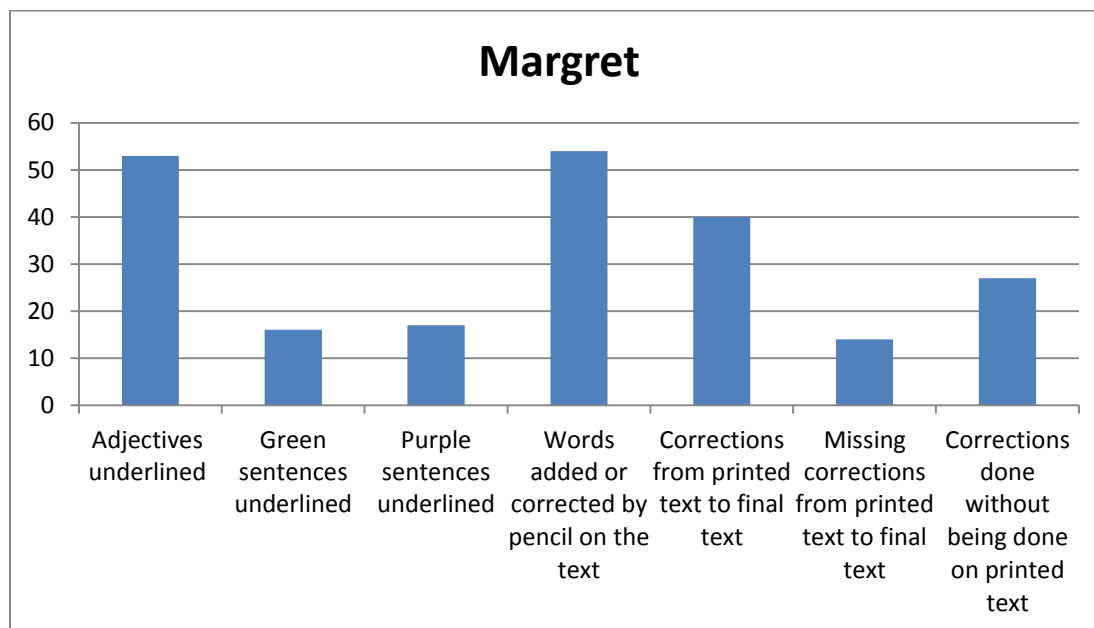


Figure 8: Margret’s work with the printed text

Margret used the criteria list for Step 3 when writing her story (see Appendix 7c). She found and underlined 53 adjectives in her printed text, e.g. *little*, *beloved*, *insunken* and *juicy green*. Furthermore, she found sixteen sentences describing people, e.g. *This child was Mowanza, you couldn’t say that she was pretty. No, you really couldn’t. She had a very pale face with huge, insunken red eyes and high cheeckbones*. Seventeen sentences describing places were tracked in the printed text, e.g. *It was beautiful, she had to admit that. The grass was a juicy green and the trees were all big with great trunks and green leaves*.

Fifty four words were added or corrected on the printed text. The alterations she made were adding adjectives (e.g. *unbearable*), sentences, punctuation and erasing words. Forty of these alterations were found in the final text. Margret left out the adjective *unbearable* in the second paragraph, two commas were left out and she changed the placement of a sentence. Finally, she made 27 alterations in the final text which were not made to the printed text, e.g. spelling mistakes, erased and added sentences.

Margret received feedback in English eight times directly to her text in Google Classroom (see Appendix 14b). All of these were provided the same day: the three first during the lesson and the last five after working hours at school. Margret marked seven of these as ‘Solved’.

Firstly, the teacher wrote: *Nice start; but please avoid starting the sentences with ‘and’, please. I simply love the first paragraph ☺*. Margret marked this feedback as ‘Solved’ the next day in the lesson. However, there were three sentences starting with *And then* in her text.

Secondly, Margret received feedback which gave her advice on how to start a sentence: *The next morning is ok; you do not have to write on the next morning*. Margret corrected this, but she added *on* again on the printed text and corrected this in the final text.

Thirdly, the teacher advised Margret to divide her text into more paragraphs: *Please use some more paragraphs.... Next morning.... Next day... You should have one then*. Even though the second last paragraph was quite long, Margret worked with the feedback and added paragraphs where the teacher suggested it.

In addition, six words were marked red and Margret was told that these were misspelled: *an, Mowanza, intensely, then* and *here* twice. All of these words were correctly spelled in the final text. The teacher also coloured four verbs blue and asked Margret to have a look at them. The teacher advised her to have a look at the verb list if necessary. The verbs *flew, want, deserve* and *sent* were correctly written in the final text.

What is more, Margret was asked to see whether she was able to find another verb for the one which was coloured green, namely *gone*. It was not possible to trace whether Margret had changed this word or not. However, due to the fact that Margret marked the feedback as ‘Solved’ and the sentence made sense in the final text (*And then when two weeks had gone Mowanza was still there.*), she had presumably altered it.

Moreover, two sentences were marked orange with the comment to have a closer look at the meaning and whether Margret was able to rewrite them. This feedback was not marked as ‘Solved’. It was not possible to determine whether Margret had altered these sentences or not, or to establish how the original sentences were in the printed version or the final text. However, in the context of the final story, the following two sentences corresponded: *They were the lost jewels* and *They wanted back to their parents, of course they wanted it*.

Finally, Margret was commended by her teacher: *Oh Margret; I am speechless! You write in such a wonderful way; keep going!! Can’t wait to read the ending ☺ ☺*.

To sum up, Margret worked with the feedback she received from her teacher. She addressed the spelling and verb mistakes and the use of paragraphs. The result of some of the feedback was not possible to check, although it was quite likely that Margret had worked with it. While her checklist for Step 3 was used in the work with the printed text (see Appendix 14f), she had not underlined any linking words in her printed text with an orange crayon. This was affirmed in her criteria list (see Appendix 14e), where all the criteria were crossed out, except for *I have varied my sentences, using linkwords for instance* and she wrote: *Kinda*. However, she started six sentences with *But*, which is a linking word. This was not commented on by Margret’s teacher either, since the teacher found that the text was written in a manner and had a flow not expected by a pupil in the 7th grade.

5.5. Pupil questionnaire

The pupils received a questionnaire when the writing project had finished. In order to ensure that they would answer as honestly as possible and state their real opinions, the questionnaire was anonymous. All the pupils who had been granted their parents’ permission to take part participated in the project. One of the pupils was sick the day the questionnaire was handed out and hence 31 pupils answered it. All of the pupils had the questionnaire in Norwegian to ensure that they understood the questions (see Appendix 5).

The researcher has chosen to divide the presentation of answers to the first part of the questionnaire into three tables, where the first addresses attitudes to the English language, the second is about the writing project, and the final table concerns feedback provided by the teacher. In addition, when commenting on the answers, the researcher has for the most part chosen to merge the two categories ‘Strongly agree’ and ‘Agree’, and the two categories ‘Disagree’ and ‘Strongly disagree’.

Table 1 shows the pupils’ attitudes to the English subject.

Table 1: Pupils’ attitudes to the English subject

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like the English subject	14 45%	13 42%	4 13%	0 0%	0 0%
I know what is expected from me in the English subject	13 42%	13 42%	4 13%	1 3%	0 0%
I like to write in English	17 55 %	8 26 %	5 16 %	1 3 %	0 0%

Roughly nine out of ten of the pupils liked the English subject and there were no pupils who did not like it. This seemed to indicate that the teacher had managed to motivate the pupils, create engagement and make the subject fun. Slightly more than eight out of ten of the pupils also answered that they knew what was expected of them in the English subject. In other words, there were clear expectations from the teacher. Finally, most of the pupils (25 out of the 31) liked to write in English. There was only one pupil who did not. Even though writing in a second language can be challenging (see section 3.3.1), these pupils reported that they enjoyed writing in English. This was confirmed from the observations made by the researcher and the quality of the pupils' texts. The pupils were motivated and the teacher linked the increased motivation to the usage of the Google Chrome Books.

Table 2 presents how the pupils experienced the writing project.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I prefer to write English texts on Google Chrome Book	27 87%	1 3%	1 3%	2 7%	0 0%
I know what I have to do to become a better writer in English	11 35%	16 52%	3 10%	1 3%	0 0%
I understood what I had to do in the writing project	23 74%	7 23%	0 0%	1 3%	0 0%
I thought it was hard to write in English in this writing project	0 0%	2 7%	4 13%	14 45%	11 35%

Table 2 shows that approximately nine out of ten of the pupils preferred to write on a computer than by hand. However, two of the pupils disliked writing on a computer. One of them explained why in the open question in the second part of the questionnaire: *I am not used to writing on a Chrome Book and the keyboard, it became a bit annoying!*

In order to become better writers and develop their writing, it was important that the pupils knew what to do to achieve this. The teacher needed to provide them adapted feedback and feed forward (see section 3.4). Almost nine out of ten of the pupils answered that they knew what to do to become better writers.

The teacher spent the week before the writing project making mind maps and explained the entire project to the class. In addition, the teacher started the first lesson going thoroughly through the aims of the project and motivating them to really make an effort. The aims of the project were presented to the pupils each lesson. The importance of the teacher being accurate, precise and thorough in the explanations is reflected in the fact that all of the pupils except one understood what was required of them in the writing project.

Roughly eight out of ten of the pupils did not find it difficult to write in English during the project. Even though some of the pupils were weak writers, only two of them agreed that it was difficult to write in English and none of them strongly agreed that it was.

Finally, Table 3 concerns the pupils' experiences with the teacher's feedback and how it affected their writing.

Table 3: Pupils' experiences with feedback to their writing

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I understood the feedback I got from my teacher during the writing project	18 58%	11 36%	2 6%	0 0%	0 0%
I worked with the feedback given by my teacher	24 78%	5 16 %	1 3%	1 3%	0 0%
I find it motivating to write when I get feedback during the writing process	19 61%	7 23%	4 13%	1 3%	0 0%
I believe that the feedback given by my teacher improved my writing	21 68%	7 23%	1 3%	1 3%	1 3%
I prefer feedback after the text is finished	3 10%	4 13%	3 10%	7 23%	14 45 %

All of the pupils, except for two, understood the feedback they were provided. The researcher had noticed how the teacher observed the pupils' body language and went over to a pupil if the pupil seemed unsure about how to work with the feedback. The teacher used a mixture of written and oral feedback, which was probably the reason for their high level of understanding. Almost all of the pupils answered that they worked with the feedback, which was confirmed both by the teacher and the researcher's observations. In addition, the Google Chrome Classroom enabled the teacher to see when the pupil had worked with the feedback, and the pupil had marked the feedback with 'Solved'.

More than eight out of ten of the pupils agreed or strongly agreed that they were motivated by formative assessment, whereas only one pupil disagreed. One of the pupils indicated to the researcher during the observations that it could be somewhat stressing to receive feedback while writing, since it could interfere with the process of thinking and writing. The teacher told the researcher in the second interview that she was aware of this and adapted her feedback accordingly (see section 5.6). In addition, the large majority of the pupils (more than nine out of ten) found that the formative assessment helped them to develop as writers, although two of them did not find that this kind of feedback improved their writing. While seven of the pupils preferred to receive feedback when the text was finished, the preference of the majority (21 pupils) was to receive formative assessment.

The last two questions in the questionnaire were open and the pupils were asked what they liked the most and least about the writing project. Fourteen pupils answered that what they liked most was that they could use and write on the Google Chrome Books. One pupil wrote: *The favourite part at this for me was writing in the Chrome Book.* Another wrote: *I really liked to write on the Chrome Books because it was so much quicker to write and we could google things we were not sure about straight away* (my translation). Ten pupils highlighted the opportunity to choose what to write about and five pupils wrote that they liked to write their own story, as illustrated in the following two answers:

I think it was good that we could choose our own story and decide how many pages we could write. (my translation)

That we could choose what to write about and write on the Chrome Book.
(my translation)'

One pupil liked most that the teacher helped all of them and another pupil liked receiving the feedback most: *I was in my own "bubble" when I wrote and I became full of energy and I had so many ideas of what to write about, and I was also very satisfied with my text!* (my translation)

The second and last open question asked the pupils what they liked the least about the writing project. Two pupils answered:

To underline different sentences because it was boring and took a lot of time
(my translation).

That we must cross all the adjectives and stuff like that.

Thirteen pupils stated that working with the printed text was what they liked the least. Moreover, even though the pupils had more time for English than they would normally have had during a week, five of the pupils felt that they did not have enough time. In the words of one pupil: *We did not have enough time considering that authors spend several years to write a book. We only got six hours to write four to five pages* (my translation). Two of the pupils wrote that what they liked the least was writing in English, although one of them added *...because I am not so good in writing English, but it is ok to write in English* (my translation). Two of the pupils thought it was hard to conjugate the verbs in the correct tense. Finally, five of pupils did not write anything and one pupil simply wrote: *I do not know!*

5.6. Second teacher interview

The second teacher interview was conducted after the last lesson in the writing project. The teacher had enjoyed the writing project and found it motivating since she had witnessed how it had helped the pupils develop as writers. Furthermore, she saw that most of the pupils achieved what she was hoping for before the project and it had not been too early to carry out the project after all. Although the pupils generally knew many of the verbs by heart, she saw that they checked their verb lists and checked the verbs on the Internet throughout the entire writing project, possibly because they were not completely sure of the spelling or correct form of the verb.

It has been a huge success! Busy and hectic for me and the pupils, but very successful! It has been a lot of work giving feedback in the classroom and in the afternoons. However, I believe that the pupils have experienced this as a good thing. I think they have liked it.

The teacher had experienced that the pupils were positive and motivated throughout the entire writing project. They would sit quietly by their desks, start to work immediately when the bell rang, and would continue to work hard and focused until she told them that the lesson was over and they had to log out. All of the pupils worked hard and there was no difference in effort, motivation or the amount of work the Step 1, 2 and 3 pupils put into it: ‘This was a very positive experience for me since I thought that the weakest pupils would not be as motivated and persistent as the strongest ones. All in all, I think they liked it!’ The teacher explained the success mainly by two factors: firstly, the pupils were allowed to choose their own task and secondly, the use of computers.

Overall, the teacher saw that the pupils had learned a good deal more about irregular verbs in the writing project, which had been the main focus of her feedback. She gave less feedback on the description criteria, although this was more in focus when the pupils worked with the printed text. In addition, the teacher experienced that the pupils found the part with working with the printed text as the most difficult and challenging, which was confirmed by the pupils themselves. One reason she gave was that for some pupils it could be quite demanding to work with the printed text since they may have thought they had already finished. She could see from the pupils’ body language that they found this part somewhat boring. Nevertheless, they kept working on it until she told them that the work was good enough. Even though they had previously worked with formative assessment with their homework, this was the first time they had done so at school. She had to motivate and push the pupils to go deeper into their texts. However, she expected the pupils to gradually become more acquainted with working with formative assessment on texts written at the school. She

stated that some of the Step 3 pupils had been challenged to read some of the sentences in the text aloud to themselves an extra time. This was in order make them aware of the length and flow of the sentences.

Even though she had experienced that the work with the printed text was hard, the teacher was amazed by the relaxed atmosphere and persistence the pupils demonstrated throughout the entire writing project. Looking back, she noted that the pupils generally did not ask her for much help and most of the feedback she gave was understood by the pupils. Overall, the teacher witnessed how the pupils' texts had really improved both during the writing in the classroom and after they had worked with the printed version and finally revised the digital texts.

Based on the changes the pupils had made to their texts, the teacher believed that most of the feedback she had provided had been understood: 'There is a lot of information in the pupils' body language. I observed pupils smiling when they got my feedback'. She observed the pupils in the classroom and approached them if she saw from their facial expressions and body language that something was not clear, which was also something that the researcher had observed. In addition, the teacher checked the corrections the pupils made and could check from these changes whether the pupils had understood her feedback or not. The feedback had been a combination of both written and oral and most of it had been provided in English. Out of the 37 pupils, only three to four pupils received written and oral feedback in Norwegian.

According to the teacher, there was no doubt that the pupils had been motivated to work with the feedback. She was convinced that this was because the pupils actually worked with her feedback and there were no complaints or protests from them. This motivation to work with the feedback was one of the reasons why the teacher felt that the pupils had developed as writers in English. She experienced that using computers and formative assessment was a good method for the pupils to go into the text and really work with their language: 'Hopefully I have given them some strategies of what to look for when working with a text. I can see that they need more practice, but they achieved a lot better than I thought they were going to do, both how much they have written and usage of irregular verbs.' She was especially surprised by some Step 1 pupils who produced a far superior text than what they had previously written for their homework. She believed that a combination of formative assessment, help, acceptance that a text had to be written, and time set to actually write the text, were some of the reasons for the pupils' success.

Looking back upon the writing project, the teacher reflected upon the fact that she had never set a limit on the length of the text: 'Finishing the project, I should maybe have said a limit...but, no...I do not think I will alter anything the next time I am going to have a writing project like this again'. Furthermore, the Google Chrome Books were one of the main factors why the pupils were so motivated and they loved writing on the computers. She added that the pupils were also well prepared and knew what to do when the project started.

As far as formative and summative assessment were concerned, she was even more convinced from this writing project that formative assessment is much better than summative:

The pupils did go into the feedback and worked with it straight away. It is a lot of work for me, but so much more motivating when I see that they use the feedback and it helps them to improve! Summative is more: Ok! Finished! If they at all read the feedback, I do not think that they remember the next time they are going to write... I also believe that formative assessment is motivating for the pupils.

However, she pointed to the importance of good planning before starting a project like this. It is hectic and the teacher has to know the pupils in order to adapt the feedback and motivate the pupils. She emphasized the importance of considering each pupil as an individual - no pupils are the same. Even though she had divided her pupils into Step 1, 2 and 3, she pointed out that pupils were different within these steps: 'I try to motivate them and give, for example, all the Step 3 pupils different and adapted feedback. This is demanding, because you have to make decisions all the time in the classroom.' She also stressed the importance of having options for pupils who had finished or were waiting for the teacher's help:

The pupils never finish at the same time, so it is an advantage that the pupils know what to do if they finish and do not have to ask the teacher who is busy giving feedback...Both the pupils and I have to be efficient during the lessons and take advantage of the time available.

The teacher would recommend similar writing projects to other teachers as long as they knew what to do. If the pupils were not used to sitting still and were unable to understand instructions, it could be quite demanding on the teacher. She noted that another way would be to start by introducing this method as homework before working with it in class. However, she was convinced that combining formative assessment with writing on a computer was positive: 'If a teacher is motivated to do this, I think that the teacher will get motivated pupils, the pupils will learn more and become better writers!'

The teacher summed up the writing project by stating that it had exceeded her expectations. She saw that the pupils had no problems using the computers and they helped each other when necessary. One of her Step 3 pupils did not finish in time and she was

curious how he would react next week when he had to finish his text while the rest of the class would be starting on an oral presentation. This pupil had never had many challenges in previous years, had probably never been provided extra challenges, and had quickly mastered what the class was learning. The teacher believed that this was due to him becoming somewhat lazy. The experience of not succeeding straight away was a challenge for this pupil. She added:

I will not give in, and he has to finish. Hopefully, he will see that this is what he has to do to get better. Sadly, I think that this happens to quite a few pupils in Norway. We are not good enough to provide challenges for the cleverest pupils, and some of them become lazy.

5.7. Summary

Based on the findings from the mixed methods used in this research, combining formative assessment and writing texts on a computer have a positive effect on the pupils' written development, accuracy and motivation. Both the teacher and the pupils and teacher experienced formative assessment as helpful and motivating. The findings and experiences will be further discussed in the next chapter.

6.0. Discussion

6.1. Introduction

This chapter discusses the research questions in relation to the results from the two interviews, classroom observations, pupils' questionnaire and the analysis of the six pupils' texts.

Furthermore, the chapter aims to link the findings to the research and theory presented in Chapter 3. Finally, some implications and recommendations regarding the use of formative assessment and the use of computers for writing are presented.

The present research focuses on four research questions. For this reason, the research questions in the discussion are addressed in different sections accordingly. Firstly, section 6.2 discusses the effect formative assessment had on the pupils' written development and accuracy. Secondly, section 6.3 discusses the effect formative assessment had on the pupils' motivation to write in English. Section 6.4 considers how the teacher experienced using formative assessment, while section 6.5 discusses how it was experienced by the pupils. Finally, section 6.6 completes the discussion with implications and recommendations from the researcher.

6.2. The effect of formative assessment on the pupils' written development and accuracy

The first research question relates to how formative assessment influenced the pupils' written development and accuracy in writing. Even though only six of the pupils' texts were analysed, the different sources of data showed that the project generally had a positive effect on the pupils' written development and accuracy. Therefore, in terms of evaluating the project, it seemed to have high instructional value (Borg and Gall 1989). Moreover, based on the results presented in Chapter Five, formative assessment had a positive effect for all the six pupils whose texts were analysed as far as their written development and accuracy were concerned.

The effect the formative assessment had on the six pupils' written development and accuracy was first and foremost seen in the work the pupils did with the formative assessment they were provided with in their texts in Google Classroom throughout the writing project. The teacher provided 61 feedback items directly to the six pupils' texts in Google Classroom. The feedback gave praise and focused on layout and accuracy. There were no differences in the amount of feedback provided to the pupils in the different Steps (20 items to Step 1 and Step 2, and 21 to Step 3). In other words, the teacher did not provide more feedback to any of the pupils in the three levels, but divided her attention among all the pupils.

The six pupils each received praise twice in the feedback. Three of the 61 feedback items concerned layout, which were all related to using more paragraphs. This was something the class had been working on in the Norwegian lessons, so the teacher was able to use knowledge acquired in the Norwegian subject when teaching English writing. Forty six of the 61 feedback items were related to accuracy, e.g. verbs, spelling mistakes, the plural of nouns, wrong usage of words, capitals in titles, and punctuation. Of these, 42 items were marked as 'Solved' by the pupils. In other words, these six pupils achieved on average approximately seven 'Solved' items, i.e. they corrected an average of seven feedback items concerning accuracy directly in their texts. The intention of formative assessment is to make the assessment part of the continuous learning process (Brewster et al. 2008: 245), which was the case with the formative assessment provided by the teacher in the present research. Furthermore, Bø (2014) found from an analysis of students' texts in an upper secondary school that texts improved when revised on the basis of formative assessment, which is the overall finding of this research.

Even though some of the feedback was not addressed or solved, all the six pupils altered elements in their texts based on the formative assessment. Marcus managed to correct all the 30 verbs the teacher marked in his text. In addition, he corrected 17 of the 20 misspelled words the teacher coloured in his text. John altered seven of the fourteen coloured verbs correctly. Moreover, he corrected a noun from singular to plural. Martin corrected nine out of ten marked verbs, and 18 out of 19 words which were marked as spelling mistakes. Emily altered ten out of 13 verbs and six out of seven words misspelled. Peter managed to alter seven out of eight words correctly, and all the three verbs marked by the teacher. Margret edited both the six words misspelled and four verbs correctly.

Formative assessment and the processes linked to it can help the pupils to become self-regulated learners and capable of controlling their own learning, which the pupils in this writing project showed examples of. The examples of pupils becoming self-regulated learners are further supported by research on formative assessment conducted by Nicol and Macfarlane-Dick (2006). In addition, Nygaard (2010) stresses the importance of teachers starting to correct mistakes at primary level in order to develop accuracy in L2 writing. In contrast, if the pupils had only been provided summative assessment, it is likely that most of them would simply have read this and forgotten it when starting the next writing project, as found by several researchers on the subject (e.g. Brewster et al. 2008; Cameron 2016: 222; 245; McKay 2011: 21).

The teacher provided the pupils with extra time in this writing project by having more English lessons than they normally have. The extra time was not in addition to the number of lessons the pupils normally have during a normal year, but lessons exchanged with other subjects to make sure that the pupils had sufficient time to revise and produce the texts according to the formative assessment they received, and to develop their writing and accuracy. It seems as if the extra time and intensity of the writing project had a positive effect on the pupils' written development and accuracy as they worked with the formative assessment. The value and importance of sufficient time is supported by Drew (2010), who points to the potential young language learners have as writers of English in Norwegian primary schools. However, the provision of sufficient time to develop writing is a prerequisite. Formative assessment guides the pupils towards written development and accuracy.

The teacher provided the pupils with a total of 61 feedback items in their texts in Google Classroom, and 56 of these were marked as solved by the pupils. Even though some of this feedback was praise, and some of the feedback was not solved, all the six pupils worked with their texts on the basis of the provided feedback. After the stage of writing on the computers, the pupils worked with a printed version of the texts on the basis of their checklist. The six pupils made in total over 222 corrections in their printed texts, whereas 172 of these corrections were found in their final texts written on the computer. Cameron (2016: 1) emphasises that young language learners have not evolved a meta-language and they are still evolving in their first language, which makes it harder for them to reflect on their texts on a meta-level. This was observed by the researcher in the lessons; the pupils found it challenging to transfer their work with their printed texts into their texts written on the computer. Perhaps the difficulty was a combination of the fact that the pupils had recently started to work with their printed texts as a teaching method. Furthermore, some of the pupils were perhaps too young to have mastery expectations in work like this (Skaalvik and Skaalvik 2016: 19), and they were at the time quite early in their development of meta-language. However, Bruner (1960: 33) states that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. Bruner's claim was confirmed by the researcher's observations and interviews with the teacher; the pupils managed to solve most of the formative assessment provided by the teacher and transferred most of their own corrections into their final texts.

Most of the pupils confirmed in the questionnaire that they had understood the feedback they had received from the teacher and that they had worked with it. Five of the six

pupils received feedback written in English in Google Classroom, except for John, who was a very weak pupil and who was hence provided feedback in Norwegian. The teacher explained to the researcher that she considered this a form of adapted teaching and learning. The teacher adapted the teaching of English to John's stage of development, which Bruner (1960: 33) refers to as effective teaching. In order for John to progress and work with his written English, the teacher needed to be sure that he understood what to do with the feedback he was provided. He also struggled with reading in Norwegian, which justified providing him with feedback in Norwegian. As long as he also struggled to read feedback written in Norwegian, it seemed unreasonable to expect him to read and understand feedback in English. The focus and aim of feedback is to adapt it to maximize each pupils' learning (The Norwegian Directorate for Education and Learning; Hasselgreen 2012: 230), which clearly was the case here. The formative assessment provided in Norwegian had an effect on John's written development and accuracy (see section 5.4.3), since he was able to understand and work with the feedback his teacher gave him. To understand feedback, both oral and written, is a prerequisite in order to learn from it and further develop in writing (Cameron 2016: 238).

Another reason for the positive results achieved in this writing project was the pupils' ability to ask questions about the feedback in a dialogue with the teacher. Both the teacher and the pupils communicated online in the pupils' text as a 'dialogue' on the computer, or orally in the classroom. The possibility to have a dialogue enabled the pupils to fully understand what was expected from the feedback. Even though oral and written feedback have many similar characteristics, there are some differences. Hyland (2014: 192) states that oral feedback, i.e. conferencing, has important advantages and the most successful conferences are when the pupils are active participants, ask questions, clarify meaning, and discuss their texts through a dialogue rather than simply listening to the teacher. Furthermore, Vygotsky (1978) stresses the importance for learners of social interaction with teachers. Hattie (2009: 173) stresses that feedback is not only teachers providing the pupils with advice. Teaching and learning can be synchronized when teachers are open to and seek feedback of what the pupils know, understand, where errors are made, where misconceptions occur, and when pupils are not engaged. One of the advantages of oral communication in this writing project was the spontaneous dialogue where both the pupil and the teacher were active and learned from each other.

On the other hand, when the teacher marked words, verbs or sentences directly on the texts in Google Classroom, the written formative assessment was online and in an interactive environment between the pupil and the teacher. The pupils were then enabled to connect the

feedback easily and directly to the text when they chose to. In other words, the pupils could continue to write on their story, and then come back to the feedback later. The consequence was that the pupils were in charge of their own writing process. Since the pupils were in an interactive environment, where the written formative assessment was online and did not disappear as the pupils were writing, this enabled them to choose when to work with the upper or lower level processing (Simensen 2007: 203), as L2 learners may have difficulties working with both at the same time. The research conducted by Edge (1989: 20) found that pupils become more accurate and conscious about correctness when errors were addressed, which the findings of this research support. Furthermore, the pupils experienced that writing is not a linear process, but a process of planning, drafting, revising and editing (Hyland (2014).

The combination of oral and written feedback regarding both written development and accuracy stimulated the pupils both visually and orally. The teacher used online dictionaries and grammar pages, which the *LK06* curriculum states that pupils in Year 7 are supposed to be able to use, e.g. digital resources and other aids in their own language learning to find relevant information and to create different types of texts. The teacher also provided dictionaries as books, and encouraged the pupils to consult the printed version of the verb list if she noticed that they struggled with the verbs. Through observations, the researcher noticed that the pupils chose differently regarding consulting online grammar pages, dictionaries as books and the verb list. Some of the pupils stated that it was time efficient just to check online grammar sites, whereas others told the researcher that they preferred to have a look in the dictionary and verb list since they were acquainted with how to use these. Especially the weakest pupils preferred to use the dictionary and the verb list, and one of the reasons might be that they were used to having to use a dictionary when writing in English. In addition, some of the weakest pupils had the dictionary on their desks throughout the entire lesson, showing that the pupils learned through different perceptual differences and they were different as far as multiple intelligences and learning styles were concerned (Berman 1998, cited in Brewster et al. 2008: 34). Different perceptual differences and learning styles are the reasons why it is of importance that the teacher provides dictionaries as books and verb lists in combination with online resources. This applies particularly to teaching young language learners, since Dunn and Griggs (2004: 24) point to the fact that pupils remember more when they are allowed to use their hands, and no more than 30% of the pupils are able to remember 75% of what they see or hear.

6.3. The effect of formative assessment on the pupils' motivation to write in English

The second research question addresses how formative assessment in the project had an influence on the pupils' motivation to write English. Formative assessment had a positive effect on the pupils' motivation to write in English. The pupils informed the researcher during the observations that they knew and experienced that formative assessment made them better writers and helped them to develop their writing and accuracy.

Throughout the entire writing project, the researcher observed pupils who put both effort and dedication into the writing of their texts, i.e. the pupils entered the classroom quietly, sat down immediately, and logged onto their computers as soon as they sat down. They kept on writing and stayed focused on their task, and it seemed as if the pupils demonstrated inner motivated learning behaviour. The teacher also emphasised the inner motivated learning behaviour in the second interview, when she was asked how she thought the pupils had experienced the writing project. She emphasized that it had been a positive project; the pupils had been motivated, they sat down and started to work, and did what they were told to do. There were no complaints and they worked quietly and very hard. Their strong motivation was most likely due to the fact that they wrote on computers, since nine out of ten of the pupils stated in the questionnaire that they preferred to write English texts on Google Chrome Books. The pupils pointed out that the revising and editing of the text was easier and less time-consuming compared to writing by hand. According to Pinter (2015: 77), using computers and word processing provides learners with the opportunity to produce a good quality final written product because of the possibility to edit and redraft easily. On the basis of this, providing formative feedback in combination with writing on Google Chrome Books most likely had a positive effect on the pupils' motivation to write in English.

To write on computers compared to writing by hand has a technical aspect, namely how the computer and software actually work compared to a pen and writing by hand. Throughout the entire writing project, the researcher and teacher did not see any of the pupils struggling with how to use a computer. However, some of the pupils did not know how to change the font and size of the letters and they asked and helped each other. Åkerfeldt (2014) concluded that pupils who used digital tools spent more time editing their texts, jumped back and forth in their texts, and faced fewer obstacles in the text's layout. In addition, Sjaastad et al. (2015: 10) claimed that pupils who wrote on a computer scored significantly higher in both writing quantity and quality. In the post-interview with the teacher, one of her main experiences in the writing project was that the pupils' texts were even better and longer than

she had expected. Moreover, she especially referred to John, who had written a longer and better text than he ever had before.

The effect formative assessment had on the pupils' motivation was also addressed in the post-project questionnaire. Almost nine out of ten of the pupils confirmed that they liked the English subject and roughly eight out of ten enjoyed writing in English. In addition, the same number of pupils did not think it was hard to write in English during the writing project. The vast majority of the pupils reported that they found it motivating to write when they received formative assessment, which was confirmed during the researcher's lesson observations. Brewster et al. (2008: 245) state that formative assessment increases pupils' motivation by making the assessment a part of the continuous learning process. Furthermore, Dörnyei (1998: 117) reaffirms the impact of formative assessment on pupils' motivation by stating that both researchers and teachers agree that motivation is one of the key factors to succeed in acquiring a second/foreign language. The pupils were able to explain why they found it motivating because they had experienced that their writing had improved and they had developed as writers. The fact that the pupils reflected upon their own development and writing skills in English might indicate that the pupils had made their first steps towards developing a meta-language.

According to the theory of social relations (see section 3.2.2), the pupils' engagement in their schoolwork is influenced by a supportive teacher. The researcher observed that the teacher was attentive in providing the pupils with positive feedback and praise, both orally and in writing. For example, on one occasion the researcher observed a pupil who read positive feedback from the teacher. As she read, she started to smile and looked at the teacher and researcher. The teacher reacted by smiling back and showed the pupil a 'thumbs up', where the reaction from the pupil was an even bigger smile. The pupil then returned to her writing on the text again. The pupil was seen and included by the teacher, i.e. the theory of inner dimension (Skaalvik and Skaalvik 2016: 94).

Feedback is one of the most powerful influences on achievement (Hattie 2009: 173), but McKay (2011: 25) emphasizes that young language learners are especially vulnerable to criticism and failure. However, it does not have to be stressful and competitive, but foster a positive self-image and self-esteem (Klemp 2013: 18; Nicol and Macfarlane-Dick 2006; Pinter 2015: 141). The aim is to provide the pupils with an inner motivation to engage in their work with an aspiration to learn (Klemp et al. 2016: 101). Even though the teacher was attentive and emphasized providing the pupils with positive feedback, the feedback they received was instructional. Thornbury (2010: 16) points to the danger of fossilising if errors

are not pointed out. The feedback was also minimal marking, where the pupils had to correct the error themselves. Research has shown that this type of marking is more effective and makes the correction neater and less threatening (Hyland 2014: 181).

When the pupils had finished writing their texts, they had to print them and work with the printed text on the basis of a checklist. The purpose of this part of the writing project was for the pupils to work with their texts on a deeper level. First of all, they had to understand the content of the checklist and then find these elements in their own texts. This was a demanding task and on another level compared to writing the text. It was obvious through their body language and comments that the pupils were less motivated in the work with the printed texts, even though they worked quietly with them. The pupils found this part difficult and it required effort commitment (see section 5.3). The teacher informed the researcher that the pupils had only recently started to work with their individual texts in this manner, which was perhaps also one of the reasons why they found it hard. Nonetheless, the teacher kept pushing the pupils to persist with their work. In the interviews, the teacher stressed that it was important for her to demonstrate that she had high degrees of mastery expectations for the pupils' work, which relates to Skaalvik and Skaalvik's (2016) theories of achievement motivation. Yet, she believed that it was equally important to expect that the pupils ultimately finished the product. In the long run, she was convinced that a combination of expectance, formative assessment, and being persistent would influence the pupils' motivation in subjects. It was interesting that the teacher's expectations did not seem to have a negative impact on how the pupils liked the subject, maybe on the contrary. The latter is an example of the importance and the effect the teacher in a classroom has, and for this project in particular. The teacher's motivation and persistence might be the major reason for the results of this part of the project. One could easily argue that a less motivated and persistent teacher would not have achieved the same results as shown in this project.

However, it is questionable how much the pupils actually learned from the work with the printed texts on their own, especially the weaker pupils. For example, there were cases in the printed texts where the pupils underlined wrong words as adjectives. If these errors are not addressed, most of the pupils may not be able to draw any learning from it. The pupils could perhaps have worked together in pairs, as research has shown that collaborative work can be effective (Seker 2016). Challenging and hard work might be easier when working in pairs compared to working alone, and thus be more beneficial for the pupils' motivation.

The decrease in the pupils' motivation in this part of the writing project may also be explained by the fact that they were not fully trained in working with their own texts on the

basis of the checklist. Insufficient training and skills might have had an impact on the pupils' motivation. Some of the pupils' meta-language was clearly not adequate to draw any learning from this part of the project. Although the checklist was adapted to each level, this part of the project would perhaps have benefitted from more feedback from the teacher, or peer work. Despite this, the vast majority of the pupils stated in the post- project questionnaire that they still liked the English subject.

The preparations and clear instructions in the beginning and end of each lessons provided by the teacher seemed to be important for the pupils' motivation and effort in writing. The pupils were reminded of the goals of the writing project at the start of the lessons and the teacher had a brief closure at the end of each lesson, e.g. questions regarding how they found the writing, their thoughts on the intentions of the writing project/feedback, and whether they found it motivating/hard. The researcher observed that most pupils raised their hands and answered. In addition, the teacher had planned for the text to have a connection between purpose, content and form, i.e. the triangle of writing (see section 3.3.3).³⁶ In order to motivate the pupils to write, teachers ought to think through the exercises the pupils are provided, the purpose of the exercises, and how to communicate this to the pupils.

6.4. The teacher's experience of using formative assessment

The third research question addresses how the teacher experienced using formative assessment. The teacher stated in both interviews that she believed formative assessment was much better than summative assessment. After the writing project ended, she concluded that the use of formative assessment had been positive and helpful to develop the pupils' writing and accuracy.

The teacher explained in the first interview that she used summative assessment as late as last year. However, since the school bought the Google Chrome Books, she and the other teachers in the 7th grade had only used formative assessment. She was convinced that the pupils were working more with formative assessment compared to summative. However, there is no correlation between providing formative assessment and the pupils actually working with it. In order to start the work with their printed texts, the teacher had to explain her expectations that the pupils were going to work with the provided formative assessment, and in addition she had to facilitate and provide time for the work. The teacher also

³⁶ <http://www.skriivesenteret.no/ressurser/skrivetrekanter-videoforedrag-med-jon-smidt-ny/>

experienced the importance of adapting the expectations according to the pupils' skills and their experience of working with formative assessment. According to Drew (2003), the most crucial factor which sets literacy standards in schools is the teacher, and Hattie (2012: 22) emphasises the teacher's major influence on the pupils' achievements. According to Hattie's (2012: 23) division between low- and high-effect teachers, the results in this study indicate that the teacher in the present study was clearly a high-effect one.

The teacher decided that the main focus of the writing project was verbs in the past tense. However, the teacher experienced that focusing solely on verbs would be too limited and might decrease the pupils' motivation, and not develop their writing. Therefore, she adapted the criteria lists to include elements she knew the pupils were acquainted with from earlier lessons and writing projects in Norwegian and English, and which would improve their writing, e.g. adjectives, descriptions and story as the genre. Moreover, this was in accordance with *LK06*, which states that pupils are supposed to know how to describe experiences after Year 7. As a consequence, the pupils' motivation, progression and development in writing and accuracy were maintained (see section 5.4 and 5.5). Furthermore, by addressing other elements than solely the verbs, the teacher avoided the risk of fossilisation. Thornbury (2010: 16) claims that learners who receive instruction seem to be at a lower risk of fossilising compared to those who do not receive instruction. However, the item in the checklists where the pupils had to underline all the verbs in their printed text was removed during the writing project (see Appendix 8a, 8b and 8c), since the teacher was unsure about the effect this would actually have had on the pupils' learning compared to the amount of time it would have taken the pupils.

The criteria list was still the basis for most of the feedback. However, some of the best pupils were challenged with issues not stated in the criteria lists, e.g. the length of the sentences. The teacher argued that she would not have done this if she did not know that the pupils were 'ready' for an extra challenge and had not found proof in the text that the pupil mastered the usage of verbs in the past tense. McKay (2011:24) underlines the importance of the teacher knowing the pupils' cognitive, social, emotional and physical stage of development for effective assessment. It was of importance for the teacher that all the pupils were challenged, and there were no findings in the project which indicated that these challenges had unexpected effects on the pupils and their development.

However, as the verbs lost full attention, there might have been a danger that the added criteria received more attention from some of the pupils, so that the outcome may not have been the teacher's intention, i.e. to prioritise the verbs in the past tense. When the pupils

finished their work with the printed text on the basis of their checklists, they went through the criteria list and evaluated their own work with their texts. The criterion concerning the verbs, 'I have written my story in the past tense', is listed as number twelve in all the three criteria lists. In other words, the layout of the text, the descriptions and usage of adjectives are listed before, and might have been perceived as more important by the pupils. A consequence might have been that the focus on the usage of verbs in the past tense was not as prominent as it could have been.

In the second interview, the teacher stated that she enjoyed the writing project and it had been both positive and motivating for her and the pupils. All the pupils had worked very hard and she did not see any differences in the motivation from the pupils in the different steps, as she had expected before the writing project started (see section 5.2). The pupils had achieved what she had hoped they would and she concluded that it had not been too early in the school year for the project. Even though she noticed that none of the pupils knew all the verbs by heart, they actively and individually sought help, e.g. through dictionaries, online resources or the verb list, in order to find the answers when they were in doubt. In other words, the formative assessment seemed to be equally adequate for both weaker and stronger pupils. Some reasons for this might be that the teacher succeeded in adapting the formative assessment and expectations to each pupil and the fact that the pupils experienced being in charge of developing their own skills in writing.

On the other hand, the teacher mentioned both in the interview and in dialogues with the researcher that the writing project had been hectic and busy. She spent approximately ten hours alone on providing feedback during the first week. On top of these ten hours, she had to prepare for the other lessons she had in other subjects that week. The project lasted for two weeks and the teacher and the pupils had more English lessons than they normally would in two weeks. Moreover, since the pupils finished writing on their texts on the computer at different times and started to work with the printed text, the researcher observed that the role of the teacher became more hectic. In this part of the writing project, the teacher stopped providing the pupils with formative assessment in Google Classroom during the lessons, and solely gave oral feedback. It was positive that the pupils had extra time to write their texts, yet by prolonging the writing project, it can be questioned whether the feedback in this part was qualitatively as good as the feedback provided in the first part. The teacher was clearly spending more and more of her time on the pupils who were working with the printed texts, e.g. explaining how to work with the text, motivating the pupils to keep on working with their printed texts, and responding to questions from the pupils regarding how to work with them.

Hence, the teacher had less time to actually provide formative assessment to the pupils who were still writing on their texts, which she initially stated was one of the keys to actually help the pupils develop as writers.

In comparison, Bø (2014) found that even though the teachers at an upper secondary school believed that oral feedback was preferable compared to post-product feedback, it was the latter that was mostly provided. In other words, even though the intentions were to provide formative assessment throughout the entire writing project, it was clear that providing written formative assessment became less of a focus at the later stages of this project because of limited resources and time. Even though the teacher was, for instance, allowed to leave the school earlier and provide feedback on the pupils' texts, there is no doubt that the amount of time spent on pre- and post-work during this writing project expanded the regulated time a teacher is supposed to work during a week. Despite this, the teacher still experienced formative assessment as positive. The teacher's experiences show that to gain maximum effect from formative assessment, it requires time and resources. As a consequence, some teachers may be reluctant to implement formative assessment as a teaching method.

In addition, the teacher found that formative assessment provided her with the ability to praise the pupils as they were writing in Google Classroom interactively. This enabled her to see each pupil, their needs, adapt the feedback for each pupil, and develop each pupil's 'Zone of Proximal Development' (Vygotsky 1978: 85). According to the teacher, the aim of her feedback was to help the pupils to progress as writers, but also to succeed. She stressed that it was important for her to keep the pupils motivated and not let them give up. Hattie (2009: 35) claims that greater pupil achievement is an outcome from believing that all pupils can progress. Although formative assessment can have a positive effect on pupils' writing development and accuracy, there is no guarantee that the pupil will succeed or learn solely from the formative assessment. It is also of importance that the teacher is attentive. The period when the pupils were working with the printed texts was very hectic for the teacher. Despite her persistence and intentions, it was not until the end that she discovered that Peter had not finished the work with his printed text and criteria list, and he never did. When working with his printed text, Peter worked a good deal with writing down the first words in his sentences, which he actually did it twice (see Appendix 13g).

In conclusion, the teacher's experiences of using formative assessment were positive in a range of important elements when it comes to the pupils' written development and accuracy. On the other hand, the method is demanding and resource-intensive, even if the teacher is highly motivated and has a positive attitude to it.

6.5. The pupils' experience of using formative assessment

The final research question relates to how the pupils experienced using formative assessment. Overall, the pupils experienced using formative assessment as positive. Roughly nine out of ten of the pupils reported in the questionnaire that they believed that formative assessment had improved their writing and their responses to the researcher during the observations confirmed that they had experienced formative assessment in this way. For example, by the usage of computers and formative assessment, they could address their errors and alter the texts during the writing process.

One of the advantages of formative assessment combined with the usage of Google Classroom, and the teacher colouring words or sentences in the text, was that the pupils could easily correct the errors. Thus, the pupils did not spend unnecessary time looking through all the verbs, for example, without being truly sure which were correct or incorrect. The result of the method was that the formative assessment supported the pupils' needs for seeing and experiencing progress and development instantly. Furthermore, this time-effective method enabled the pupils to spend their time and effort on the actual writing and factors which matter for written development and accuracy. At the end of one of the lessons, the teacher asked the pupils how they found the feedback and colour coding they had received in their texts. All of the answers were positive and the researcher's impression was that the pupils really seemed to appreciate the formative assessment they had received in their texts. The pupils responded that the formative assessment and colour coding made it easier for them to work with their texts and they found that the texts developed and became more accurate. Short-cycle formative assessment, according to William (2009: 11), is the most powerful form due to the increase in the pupils' engagement and improvement of teachers' classroom practice based on the pupils' needs.

Assessment can be overwhelming, both positive and negative. There is a danger that the opposite aim of feedback, namely to provide the pupils with an inner motivation to engage in given exercises with an aspiration to learn (Klemp et al. 2016: 101), is the result. This applied to Marcus when he opened his text for the first time after the teacher had provided colour coded assessment to his text and found a good deal of colour. If this had been summative assessment, it would have been an assessment which provided a conclusion to his work and he could have experienced being unsuccessful and lacking skills in written English. The formative assessment in this writing project combined both written and oral assessment. For this reason, Marcus knew that his text was not finished and the teacher was able to guide, explain and motivate Marcus in his further work with his text. Furthermore, despite the

negative impression he initially had, Marcus became motivated and understood the value of the assessment. After a discussion with the teacher, and systematic work with his text, he grasped the intention with the provided formative assessment and he found it to be of great help in his writing.

Roughly every fourth pupil replied in the questionnaire that they would have preferred feedback after the text was finished. One of the reasons for these pupils preferring summative assessment may have been that formative assessment requires that pupils really work with their texts, which can be quite hard and challenging. Another factor is that the ongoing formative assessment, as provided in this project, might distract and interfere with the pupils' thought processes. Even though the pupils were able to work with the formative assessment whenever they wanted to, it could still have been a distraction and made them lose the thread of their ideas as they were writing. On the other hand, the researcher observed pupils who were actually waiting for and hoping for the feedback to come. Even though approximately 25% of the pupils preferred summative assessment, the vast majority of the pupils preferred formative assessment. From that perspective, formative assessment as a method can be recommended. This is supported by Clarke (2014: 7), who argues that formative assessment is a strategy in raising pupils' achievement. Furthermore, formative assessment can be powerful if it is communicated correctly. Nicol and Macfarlane-Dick (2006) point to research in which formative assessment helps pupils to take control of their own learning and to become self-regulated learners. Feedback should be about improving the qualities of pupils' work (Black and William 1998: 82). The goal in a classroom should be to create a culture of success, based on the belief that all pupils can achieve. In addition, pupils should be trained in self-assessment in order to grasp the purpose of their learning and what they have to do to achieve written development and accuracy.

6.6. Implications and recommendations

The researcher has found that providing formative assessment in combination with writing on computers had a positive effect on the pupils' written development, accuracy and motivation.

However, first of all it is a prerequisite that the necessary technology is available and that the pupils know how to use a computer. The teacher suggested that even younger language learners could benefit from writing projects like this. However, it is important that the content of the project is adapted to the age of the pupils and skills they possess, both in the language and using a computer. In addition, it is of importance that the teacher is acquainted

with using the technology in order for both the pupils and the teacher not to become frustrated and to avoid the writing sessions being ineffective, or even worse, time-wasting. Maier (2006) emphasizes the importance of giving teachers training in teaching methods and available technology introduced in the new curricula. Both digital competence and formative assessment are central elements in the curricula *LK06*. Hence the use of Google Classroom can be a valuable teaching method for pupils to progress both in written development, accuracy and digital competence.

Secondly, due to the limitations in the number of English teaching hours a week, there is the challenge of how to fit this teaching method into normal teaching. The teacher in this writing project collaborated with the other teachers in the 7th grade and was provided with extra lessons in order for the pupils to have sufficient time to write their texts and address the formative assessment. There is no reason why limited teaching hours should prevent teachers from having writing projects like these. However, a reflection of which stages to include or leave out may have an advantage before starting the writing project. If the time is limited, one should perhaps consider dropping the combination of both providing formative digital assessment and also the pupils' working with their printed text in one and the same project. The two could be separate projects, or the latter even left out.

Thirdly, it may be advantageous with a finer balance between content and accuracy in the feedback. In this project, there was more focus on accuracy in the first part, whereas the second part had a combination of accuracy and content. By focusing on both, the pupils can develop their ideas and become more accurate at the same time. It is an advantage that the teacher knows the pupils and how they respond to feedback. However, there is no reason for not starting to use formative assessment as soon as a teacher starts teaching a class. The most important issue for the teacher, though, is to express expectations to all the pupils and believe in them, explain the content of the teaching in order to raise the pupils' awareness of how to progress as writers, and help them learn how to learn.

Finally, the teacher needs to be motivated and see the value of this method in order for the writing project to succeed. It requires effort and time for the teacher to provide proper formative assessment. The planning of the entire project, including its timing and its scope, and the extent of it, are important to make it a success.

Learning how to write is one of the most important skills when it comes to learning a second language (Sandvik 2012: 1; Hyland 2014: xv). To write successfully in English, both grammatical, discourse, sociolinguistic and strategic competence are needed (Canale and Swain 1980).

7.0. Conclusion

This thesis has studied the effect of formative assessment on the written development and accuracy in English of 7th graders in a Norwegian primary school when writing on computers. It has also explored whether the formative assessment motivated the pupils to write and how they experienced receiving it. Additionally, the study examined how the teacher experienced formative assessment.

The study was a case study based on one primary school class, and it was conducted with one teacher and 38 pupils. The data collection for the research consisted of pre- and post-project semi-structured interviews with the teacher, classroom observations, an analysis of six pupils' texts, and a pupil questionnaire. It was a mixed methods study, a combination of qualitative and quantitative methods, which increased the validity of the study.

The study showed that formative assessment had a positive effect on the pupils' writing development and accuracy. The researcher was able to verify this by the corrections made by the pupils in their texts on the basis of the feedback provided by the teacher. Additionally, there was an expectation from the teacher that the pupils actually worked with the feedback, which they did. As the teacher coloured e.g. verbs and spelling mistakes in the pupils' texts, the pupils were challenged to make corrections. The teacher told the pupils where to look by colouring errors, yet not what to see, as the pupils had to figure out what was wrong and correct it. Despite the fact that not all the feedback was attended to and corrected by the pupils, most of it was.

By using this teaching method and strategy, the teacher put the pupils in their individual 'Zone of Proximal Development' (Vygotsky 1978: 85). The amount of work the pupils did with the printed texts shows that even young language learners are able to use formative assessment to develop their meta-language and take an active part in their own learning.

Formative assessment also had a positive effect on the pupils' motivation, especially in the first part of the writing project when the pupils were writing on computers. Even though the formative assessment led to a good deal of work for the pupils, they still found value in it and were motivated by it. Their motivation was also observed by the researcher in the classroom through the eagerness and dedication the pupils showed in the writing situation. The teacher also experienced the use of formative assessment as positive and was convinced that providing formative assessment was more beneficial than summative assessment. Even though it had been demanding and hectic for her, she was eager to conduct a similar writing

project with her pupils later in the school year. In addition, the formative assessment was experienced as helpful for the pupils. They both understood its value and how it helped them to develop as writers.

It was important for the teacher to discuss and inform the pupils of what they were doing and why they were doing it in the classroom. By explaining the reasons why and inviting the pupils to discuss, the teacher created self-regulated learners who learned how to learn. Although they were young language learners, the pupils had already started to develop their meta-language.

The contribution of the thesis has been to add to the limited research on the writing of young language learners, especially through its focus on the teacher's feedback to the learners' writing as they wrote stories on a computer. As far as the researcher is aware, digital formative assessment to young learners' writing in English has not previously been researched in a Norwegian context, and the researcher is unaware of similar research outside of Norway. The research has shown how the pupils developed as writers and became more accurate due to the formative assessment, in addition to being highly motivated when they received and worked with digital feedback from the teacher. Since a new curriculum is planned from autumn 2020 in Norway, where 'deep learning' is one of the key words, pupils will need to use their abilities to analyse, solve problems and reflect on their learning to construct a lasting understanding. Hence, it is recommended that other teachers teach writing in the way it was taught in this writing project, or in a modified form of it.

Since the research was conducted over a relatively short period of two weeks, a longitudinal study of the effect formative assessment on pupils' written development over longer time would be useful. In addition, similar case studies could be conducted, but with a different focus, for example with a focus on whether formative assessment of the kind used in this project could help young language learners develop their ideas, and not primarily their accuracy. Moreover, future research could focus on even younger language learners than Year 7, or alternatively on older learners. Finally, another possible study could be one comparing the writing and motivation of pupils who receive formative assessment with those who receive summative assessment.

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Appendices

Appendix 1: Letter of approval NSD



Ion Drew
Institutt for kultur- og språkvitenskap Universitetet i Stavanger
Postboks 2557 Ullandhaug
4036 STAVANGER

Vår dato: 17.11.2016

Vår ref: 50684 / 2 / RGH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 21.10.2016. Meldingen gjelder prosjektet:

50684

The effect of formative assessment on the writing development and writing process in a Norwegian 7th grade, using the computer programme Google Chrome Book.

Jeg skal intervju lærer, observere eleven når de jobber, ha anonymt spørreskjema om hvordan de syns skriveprosjektet har vært og analysere 12 elevtekster. Det er søkt om tillatelse av foreldrene til at jeg ser på tekstene, 30/36 har sagt at det er i orden. De tolv tekstene jeg skal analysere, er utfra de 30 som har gitt godkjenning på at jeg ser på tekstene. Elevene blir anonymisert i oppgaven min.

Behandlingsansvarlig
Daglig ansvarlig
Student

Universitetet i Stavanger, ved institusjonens øverste leder
Ion Drew
Merethe Sæbø

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

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

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 04.11.2016, rette en henvendelse angående status for behandlingen av personopplysninger.

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Vennlig hilsen

Kjersti Haugstvedt

Belinda Gloppen Helle

Kontaktperson: Belinda Gloppen Helle tlf: 55 58 28 74

Vedlegg: Prosjektvurdering

Kopi: Merethe Sæbø merethe22@hotmail.com

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 50684

Det fremgår av opplysningene i meldeskjemaet at kontakt allerede er opprettet med utvalget. Vi minner om at førstegangskontakt og rekruttering ikke skal gjennomføres før tilbakemelding fra oss foreligger.

Personvernombudet finner dette uheldig og minner om at prosjekter som behandler personopplysninger skal meldes til personvernombudet minst 30 dager før oppstart.

INFORMASJON OG SAMTYKKE

Utvalget (elever/foresatte og lærer) informeres skriftlig om prosjektet og samtykker til deltakelse.

Informasjonsskrivet er greit utformet, men følgende setning må slettes eller endres: "Prosjektet er anonymt, det vil si at informasjonen om eleven og det han/hun bidrar med, vil være fullstendig anonymt". Dette er fordi at så lenge det behandles personopplysninger i datainnsamlingen er ikke prosjektet anonymt. Ombudet foreslår at setningen endres til: "Personopplysninger vil bli behandlet konfidensielt og at ingen enkeltpersoner vil kunne kjennes igjen i publikasjonen".

Ettersom kontakt med foresatte/elevene og lærer allerede er opprettet må det gis ny og supplerende informasjon til utvalget.

BARN I FORSKNING

Merk at når barn skal delta aktivt, er deltagelsen alltid frivillig for barnet, selv om de foresatte samtykker.

Barnet bør få alderstilpasset informasjon om prosjektet, og det må sørges for at de forstår at deltakelse er frivillig og at de når som helst kan trekke seg dersom de ønsker det.

FORSKNING PÅ SKOLE

Mens skole er en obligatorisk arena for barn, foreldrene og ansatte, skal deltagelse i forskning være frivillig. Forespørselen må derfor alltid rettes på en slik måte at de forespurte ikke opplever press om å delta, gjerne ved å understreke at det ikke vil påvirke forholdet til skole hvorvidt de ønsker å være med i studien eller ikke. Videre bør det planlegges et alternativt opplegg for de som ikke deltar. Dette er særlig relevant ved utfylling av spørreskjema i skoletiden. Dette innebærer at det er studentens ansvar å sørge for et alternativt opplegg for elever som ikke skal delta i prosjektet, f.eks. ved at de deltar i undervisning i parallellklassen.

Personvernombudet legger til grunn at det ikke registreres personopplysninger om elever som ikke deltar, under observasjon i klasserommet og at det derfor ikke brukes lydopptak ved observasjon.

INFORMASJONSSIKKERHET

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

PROSJEKTLUTT OG ANONYMISERING

Forventet prosjektslutt er 04.11.2016. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

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

Appendix 2: Letter of approval to teacher

Forespørsel om deltakelse i forskningsprosjektet «Undervisvurdering i skriveprosessen»

Bakgrunn og formål

Jeg heter Merethe Sæbø, og er masterstudent ved Universitetet i Stavanger. Jeg ønsker å invitere deg med på et forskningsprosjekt som omhandler undervisvurdering i skriving i engelskfaget og hvordan dette påvirker skriveprosessen og utvikling av den enkelte elevs skriveferdigheter. Formålet med prosjektet er å redegjøre i hvilken grad undervisvurdering utvikler elevens ferdigheter i skriving. Prosjektet er anonymt, det vil si at informasjon om deg, elevene og det de bidrar med, vil være fullstendig anonymt.

Hva innebærer deltakelse i studiet?

Deltakelsen innebærer hovedsakelig observasjon i engelsktimene, intervju/spørreskjema, og studering av elevens tekster. Spørsmålene vil handle om hvordan du opplever undervisvurdering, hvilke tanker, holdninger og erfaringer du har om dette. Det vil bli tatt notater og lydopptak av intervjuene, grunnen til det er for å sikre nøyaktigheten og hjelpe meg i det videre arbeidet med oppgaven.

Hva skjer med informasjonen om eleven?

Alle personopplysninger vil bli behandlet konfidensielt, og prosjektet er godkjent av Personvernombudet for forskning, Norsk Samfunnsvitenskaplig Datatjeneste AS. Det er bare meg og min veileder som vil få tilgang til på opplysningene om eleven og elevens bidrag. Prosjektet er anonymt og ingen enkeltpersoner kan gjenkjennes i publikasjoner. Prosjektet skal etter planen avsluttes juni 2017, og lydopptak og annet datamateriale vil da bli slettet.

Frivillig deltakelse

Det er frivillig å delta i studiet, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert. Jeg håper likevel at du har en mulighet til og et ønske om være med på dette prosjektet.

På forhånd takk for samarbeidet.

Med vennlig hilsen

Merethe Sæbø, Masterstudent ved UiS

Samtykke til deltakelse i studiet

Jeg har mottatt informasjon om studiet, og er villig til å la delta

(signatur, dato)

Jeg samtykker til å delta i intervju

Appendix 3: Letter of approval to the pupils' parents

Forespørsel om deltakelse i forskningsprosjektet «Undervisvurdering i skriveprosessen»

Bakgrunn og formål

Jeg heter Merethe Sæbø, og er masterstudent ved Universitetet i Stavanger. Jeg ønsker å invitere deres barn med på et forskningsprosjekt som omhandler undervisvurdering i skiving i engelskfaget og hvordan dette påvirker skriveprosessen og utvikling av den enkelte elevs skriveferdigheter. Formålet med prosjektet er å redegjøre i hvilken grad læreres undervisvurdering utvikler elevens ferdigheter i skiving. Prosjektet er anonymt, det vil si at informasjon om eleven og det han/hun bidrar med, vil være fullstendig anonymt.

Hva innebærer deltakelse i studiet?

Deltakelsen innebærer hovedsakelig observasjon i engelsktimene, intervju/spørreskjema, og studering av elevens tekster. Spørsmålene vil handle om hvordan eleven opplever undervisvurdering, hvilke tanker, holdninger og erfaringer han/hun har om dette. Spørreundersøkelsene vil bli tatt vare på og analysert under arbeidet med masteroppgaven. Det vil bli tatt notater og lydopptak av intervjuene, grunnen til det er for å sikre nøyaktigheten og hjelpe meg i det videre arbeidet med oppgaven.

Hva skjer med informasjonen om eleven?

Alle personopplysninger vil bli behandlet konfidensielt, og prosjektet er godkjent av Personvernombudet for forskning, Norsk Samfunnsvitenskaplig Datatjeneste AS. Det er bare meg og min veileder som vil få tilgang til på opplysningene om eleven og elevens bidrag. Prosjektet er anonymt og ingen enkeltpersoner kan gjenkjennes i publikasjoner. Prosjektet skal etter planen avsluttes juni 2017, og lydopptak og annet datamateriale vil da bli slettet.

Frivillig deltakelse

Det er frivillig å delta i studiet, og dere kan når som helst trekke deres samtykke uten å oppgi noen grunn. Dersom dere trekker dere, vil alle opplysninger om barnet deres bli anonymisert. Jeg håper likevel at dere har en mulighet til og ønsker om å la barnet deres være med på dette prosjektet.

På forhånd takk for samarbeidet.

Med vennlig hilsen

Merethe Sæbø, Masterstudent ved UiS

Samtykke til deltakelse i studiet

Jeg/vi har mottatt informasjon om studiet, og er villig til å la vårt barn delta

(signatur, dato)

- Jeg/vi samtykker til at barnet vårt kan intervjues/delta i spørreundersøkelse*
- Jeg/vi samtykker at vårt barns tekster kan brukes i prosjektet*

Appendix 4a: Teacher interview guide first interview

Teacher Interview guide

Opening remarks

The purpose of the interview is to help me get information for my MA thesis in Literacy Studies at the University of Stavanger. Your name and the school will be kept anonymous. I will be taking notes and recording the interviews in order to keep track of the information and to make it easier for me to continue with the writing of the thesis afterwards. There is no contest or judging here. I am only interested in finding out how things really are and listening to your thoughts and experiences.

Background

What qualifications do you have in teaching English?

How many years have you been teaching English?

Which grades have you taught?

How long have you been teaching this class?

Writing

How important is the writing skill in your class? Why?

How much time is spent on writing?

How do you teach writing in your class?

What do your pupils write about?

Do you think you give enough feedback on writing? Why, why not?

Do you give formative assessment on written texts? If so, how often and why?

How do you give this assessment? Can you give an example(s)

Do you give summative assessment on written texts? If so, how often and why?

How do you give this assessment? Can you give an example(s)

What are the pros and cons of formative assessment in your mind?

What are the pros and cons of summative assessment in your mind?

Do you find the pupils more or less motivated receiving formative/summative assessment?

Why did you choose to do this writing project?

How have you planned this writing project?

Why did you choose to use Google Chrome Book?

What do you think are the pros and cons of using Google Chrome Book?

What expectations do you have for the writing project?

Appendix 4b: Teacher interview guide second interview

Teacher Interview guide – second interview

Opening remarks

The purpose of the interview is to help me get information for my MA thesis in Literacy Studies at the University of Stavanger. Your name and the school will be kept anonymous. I will be taking notes and recording the interviews in order to keep track of the information and to make it easier for me to continue with the writing of the thesis afterwards. There is no contest or judging here. I am only interested in finding out how things really are and listening to your thoughts and experiences.

Writing

How did you experience the writing project?

How do you think the pupils experienced the writing project? Did they like it or not? Why do you think so?

What do you think they learned most from it?

What was challenging for them?

Do you think that the pupils understood the feedback they were given? Give examples

How motivated were the pupils to work with the feedback? How do you know?

Do you think that the pupils have developed as writers in English? If so, in what way(s)?

Is there anything you would have altered, or something that you will do differently if/when you use Google Chrome Book again?

What were the pros and cons of using Google Chrome Book in this project?

What are your thoughts about formative versus summative feedback after this writing project?

How important do you think that good planning is before starting a writing project like this?

Would you recommend this project other teachers? Why? Why not?

Any other thoughts?

Appendix 5: Questionnaire (English version)

Questionnaire about receiving formative assessment in English writing.

This questionnaire is a part of a research project at the University of Stavanger.

Spend a good amount of time on reading the questions and statements and choose the alternative that best suits you. Remember that you are anonymous!

Thank you for taking time to fill out the questionnaire!

Part 1: Views on English and feedback given to written English

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I like the English subject	.	.	.	.	.
2	I know what is expected from me in the English subject	.	.	.	.	.
3	I like to write in English	.	.	.	.	.
4	I prefer to write English texts on Google Chrome Book	.	.	.	.	.
5	I know what I have to do to become a better writer in English	.	.	.	.	.
6	I understood what I had to do in the writing project	.	.	.	.	.
7	I thought it was hard to write in English in this writing project	.	.	.	.	.
8	I understood the feedback I got from my teacher during the writing project	.	.	.	.	.
9	I worked with the feedback given by my teacher	.	.	.	.	.
10	I find it motivating to write when I get feedback during the writing process	.	.	.	.	.
11	I believe that the feedback given by my teacher improved my writing	.	.	.	.	.
12	I prefer feedback after the text is finished	.	.	.	.	.

Thank you for your help!

13	What did you like the most about the writing project?	
14	What did you like the least with the writing project?	

Appendix 6: Pupils' tasks in the writing project

English writing - week 42-44 2016, 7th grade

You are going to choose one of the following tasks and write a story:



1. The Lost Jewels

2. The Flying Pig



3. Write a story, choosing your own title.

4. Write a story about the picture. You could colour the picture in advance, it may make it easier to describe the people. Choose your own title.



5. "The Magic Ring" - or choose your own title.

Jack went down to the sea. He was wondering where his father`s old boat was. All the fishermen had come back from fishing. They were bringing their catch up from the boats. But where was dad?


Continue the story about Jack.

Appendix 7a: Criteria list Step 1

STEP 1 Navn: _____

Mål : Jeg kan skrive en fortelling i fortid.

Kriterier: Jeg har


	
Laget et tankekart over hva historien min skal handle om.	
brukt Times New Roman, størrelse 12.	
brukt linjeavstand 1,5	
gitt historien min en tittel.	
brukt avsnitt	
skrevet om et problem, en konflikt, et eventyr?	
beskrevet menneskene (navn/alder/ hvordan de ser ut/hvordan de snakker/ /hvordan de oppfører seg/kroppsspråk)	
beskrevet stedene (hva jeg hører, ser, lukter, smaker, føler, hvilke farger jeg ser).	
latt leseren min få vite hvordan historien min slutter.	
brukt adjektiv.	
sjekket rettskrivingen min.	
skrevet historien min i fortid.	
lest gjennom teksten min høyt og gjort eventuelle forandringer.	
gjort punktene på sjekklisten.	

Appendix 7b: Criteria list Step 2

STEP 2 Name: _____

Goal: I can write a story in the past tense.

Criteria: I have.....


	
made a mind map or a plan for my story.	
used Times New Roman, size 12.	
used line space 1,5	
given my story a title.	
used paragraphs.	
written about a problem, a conflict, an adventure?	
described the people. (name/age/ how they look/how they talk/ how they behave/ bodylanguage)	
described the places. (sounds, sights, smells, tastes, colours, feelings)	
let my reader know what happens in the end.	
used adjectives.	
checked my spelling.	
written my story in the past tense.	
read through my text loud and done the necessary corrections.	
used my checklist.	

Appendix 7c: Criteria list Step 3

STEP 3 Name: _____

Goal: I can write a story in the past tense.

Criteria: I have.....

	
made a mind map or a plan for my story.	
used Times New Roman, size 12.	
used line space 1,5	
given my story a title.	
used paragraphs.	
written about a problem, a conflict, an adventure?	
described the people (name/age/ how they look/how they talk/ how they behave/ bodylanguage).	
described the places (sounds, sights, smells, tastes, colours, feelings).	
let my reader know what happens in the end.	
used adjectives.	
checked my spelling.	
written my story in the past tense.	
varied my sentences, using linkwords for instance.	
read through my text loud and done the necessary corrections.	
used my checklist.	

Appendix 8a: Check list Step 1

Sjekkliste nivå 1

Du skal gjøre alle endringene på papirutgaven før du endrer i teksten på pc.

1. Strek under alle adjektivene i teksten med en RØD blyant. Har du brukt nok slik at du har klart å
2. Strek under alle verbene med en BLÅ blyant. Bruk verblisten og sjekk om du har brukt dem riktig. Husk at teksten skal være skrevet i fortid.
3. Strek under alle setningene hvor du har beskrevet menneskene med en GRØNN fargeblyant. Har du beskrevet dem godt nok? Se på kriterielisten din under personbeskrivelse.
4. Strek under alle setningene hvor du har beskrevet stedene med en LILLA blyant. Har du beskrevet dem godt nok? Se på kriterielisten din under stedsbeskrivelse.



6. Les gjennom teksten din høyt i et annet rom (spør læreren om hjelp). Dersom det er mulig skal du gjøre dette i lag med en annen elev. Høres alt greit ut i teksten?
7. Gjør de nødvendige endringene i historien din på pc.

Lykke til 🖥️

Appendix 8b: Check list Step 2

Checklist step 2

You are going to do all the changes on your paper before you do the changes in the text on your computer.

1. Underline all the adjectives in the text with a **RED** pencil. Have you used enough in order to write a good description?
2. Underline all the verbs with a **BLUE**. Use your verblist to check if you have used them correctly. Remember that the text should be written in the past tense.
3. Underline the sentences where you have described the people with a **GREEN** pencil. Have you described them well enough? Have a look at the criterialist.
4. Underline the sentences where you have described the places with a **PURPLE** pencil. Have you described them well enough? Have a look at the criterialist.



6. Read through your text loud in another room (ask the teacher for help). If possible; do this together with another pupil. Does it sound alright?
7. Do the necessary corrections in the final version on your computer.

Good luck 🍀

Appendix 8c: Check list Step 3

Checklist step 3

You are going to do all the changes on your paper before you do the changes in the text on your computer.

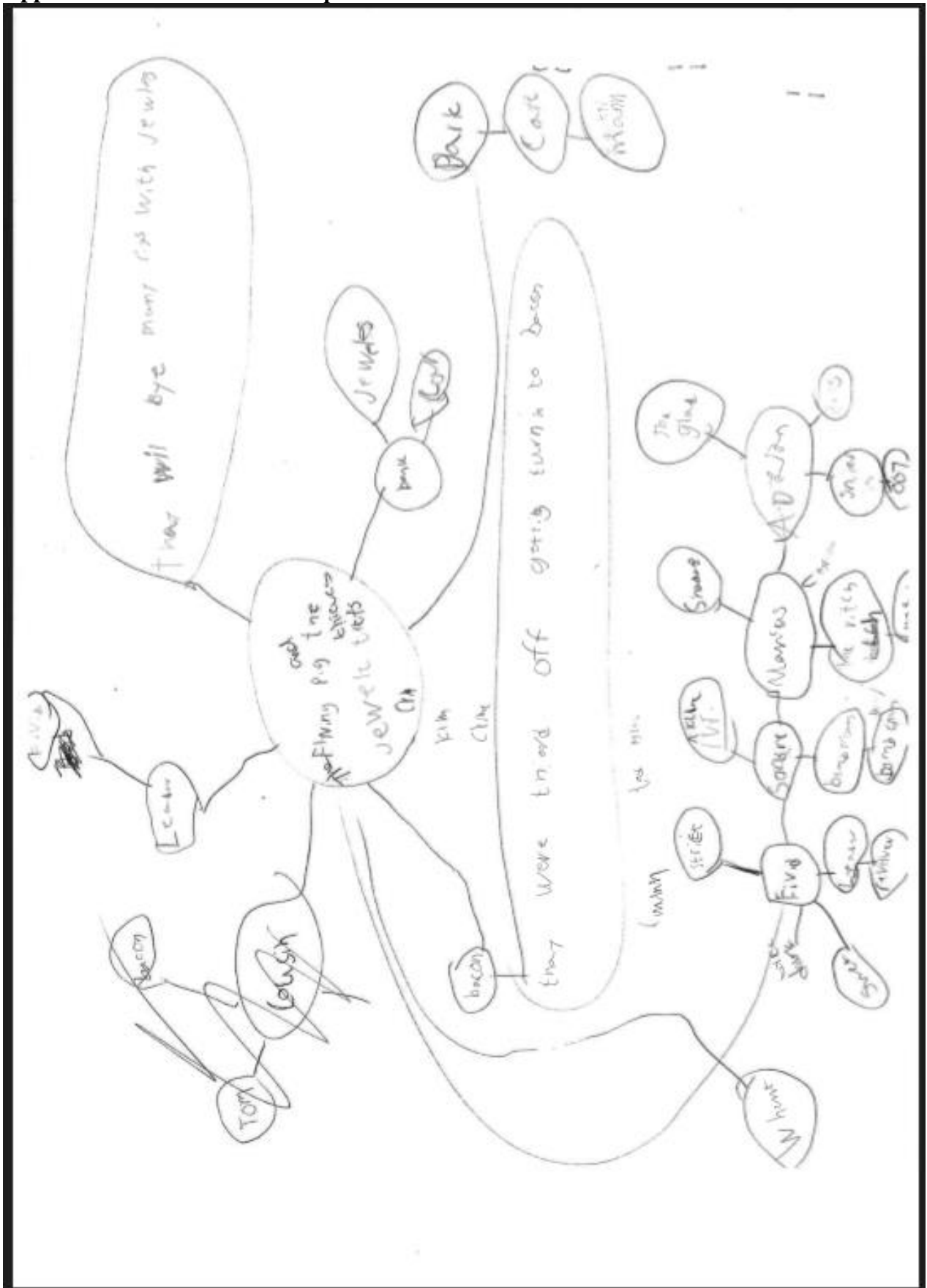
1. Underline all the adjectives in the text with a **RED** pencil. Have you used enough in order to write a good description?
2. Underline all the verbs with a **BLUE**. Use your verblist to check if you have used them correctly. Remember that the text should be written in the past tense.
3. Underline the sentences where you have described the people with a **GREEN** pencil. Have you described them well enough? Have a look at the criterialist.
4. Underline the sentences where you have described the places with a **PURPLE** pencil. Have you described them well enough? Have a look at the criterialist.
5. Write down the first word of each sentence in the table below. If you have too many sentences starting with the same words, you should try to start some of the sentences by using link words. You have gotten an own list with these words. Underline the linkwords with an **ORANGE** pencil when you have rewritten your text.



6. Read through your text loud in another room (ask the teacher for help). If possible; this together with another pupil. Does it sound alright?
7. Do the necessary corrections on the final version on your computer.

Good luck 🍀

Appendix 9a: Marcus' mind map



Appendix 9b: Marcus' feedback in Google Classroom

Written feedback provided to Marcus by the teacher in Google Classroom

1. Teacher

Time: 25th of October 09:36

Blue = check the use of was/were in your grammar leaflet, please.

Marcus: Time: 26th of October 08:35

SOLVED

2. Teacher

Time: 25th of October 11:48

Orange = check the verb tense, please. You could use your verblist.

Marcus: Time: 26th of October 09:11

SOLVED

3. Teacher

Time: 25th of October 11:48

Red = spelling mistake

Marcus: Time: 26th of October 09:25

SOLVED

4. Teacher

Time: 25th of October 11:49

osv)

Green = you need to work with your punctuation (punctum, komma

Marcus Time: 26th of October 08:43

SOLVED

5. Teacher

Time: 25th of October 11:52

(skrivefeil)

Pink = you have used the wrong word here or misspelled it

Marcus Time: 26th of October 09:26

SOLVED

6. Teacher

Time: 25th of October 11:55

NOT SOLVED

Light blue = singular? Plural?

7. Teacher

Time: 25th of October 12:00

Blue sentence = who go?

Marcus: Time: 26th of October 09:12

SOLVED

8. Teacher

Time: 25th of October 12:10

Can you please try to use more paragraphs?

Marcus: Time: 26th of October 09:28

SOLVED

9. Teacher

Time: 25th of October 12:10

WRITTEN IN NORWEGIAN, my translation: What an amazing development you have had in the English subject, Marcus!! 😊😊 This is the boy who did not wanted to write in English a little over a year ago!!! You see that there is still some to work with before I am completely satisfied with your text; but I am impressed by your effort today 😊😊

Marcus: Time: 26th of October 08:36

SOLVED

10. Teacher

Time: 25th of October 12:14

A nice story Marcus 😊 It has a start, a middle part and an end 😊

Marcus: Time: 26th of October 08:35

SOLVED

11. Teacher

Time: 25th of October 12:15

it...

Have a look at the title, please. I think you need 'and' somewhere in

Marcus: Time: 26th of October 08:37

SOLVED

Appendix 9c: Marcus' work the printed text

The Flying Pigs and Jewels Thieve

Crime

4 pigs named Adrian, Eivind, Sondre and Marius were into the pigsty. Suddenly a pig named Tom was gone after that we smelt bacon. We were scared after some hours a pig named Kim was gone. We were more and more scared what should we do? Eivind made a plan we must escape today. Sondre made chemicals, drink this then you can fly. Adrian, Marius, Eivind and Sondre drank it. Try to fly now, yes it worked we could fly now. They flew to a closed down military base. They decided to take revenge on the humanity.

Next day we went to a bank. Marius with the big jewelry and jogging clothes went first in the bank and shot the guard, with the taster then Sondre the bom man with wound in the face come in the bank. Go to the safe and set a bomb on it. Adrian with dress and the find hair came in and took opp the 007 pistol and cleared the area for people. Eivind the leader with balaclava controlled everything and he had dark skin and a pink bow tie. "Bang" the safe was open money after dey had took the money they flew away. Then dey went to the green base. They went to pigsty and bought every pigs there and give the blue chemicals so they can fly. Now were they a big army. Next day we went to worlds biggest bank. First went Eivind in end it was many

big guard around him he had 8 shot in te revolver "bang" "bang" "bang"
all the ^{big} guards were shot we went in and Sondre set a bomb on the
safe. "Boff" it was a lot of money. We went to the base and made plan
b we flew to the ^{black} president and bought all people in the world.
And said go in there they went in there and we touched a button and
then all people were turned into bacon. After that we had a good
dinner with human bacon.

Appendix 9d: Marcus' final text

The Flying Pigs and Jewels Thieve Crime

4 pigs named Adrian, Eivind, Sondre and Marius were into the brown pigsty. Suddenly a pig named Tom was gone after that we smelt bacon. We were scared after some hours a pig named Kim was gone. We were more and more scared what should we do? Eivind made a plan we must escape today. Sondre made blue chemicals, drink this then you can fly Adrian, Marius, Eivind and Sondre drank it. Try to fly now, yes it worked we could fly now. They flew to a green and scary closed down military base. They decided to take revenge on the humanity.

Next day we went to a bank. Marius the funny man with the big jewelry and black jogging clothes went first in the bank and shot the big guard, with the taster then Sondre the bom man with red wound in the face come in the bank.

Go to the safe and set a bomb on it. Adrian with nice dress and the find hair came in and took opp the 007 pistol and cleared the area for people. Eivind the leader with the pink balaclava controlled everything and he had dark skin and a pink bow tie. "Bang" the safe was open with money after dey had took the money they flew away. Then dey went to the green base. They went to pigsty and bought every pigs there and give blue chemicals so they can fly. Now were they a big army. Next day we went to worlds biggest and safest bank. First went Eivind in and it was many big guard around him he had 8 shot in te revolver "bang" "bang" "bang" all the guards were shot we went in and Sondre set a bomb on the safe. "Boff" it was a lot of money. We went to the base and made plan b we flew to the black president and bought all people in the world.

And said go in there they went in there and we touched a button and then all people were turned into bacon. After that we had a good dinner with human bacon.


Appendix 9e: Marcus' work with his criteria list

STEP 1

Navn: Marcus

Mål : Jeg kan skrive en fortelling i fortid.

Kriterier: Jeg har

	
Laget et tankekart over hva historien min skal handle om.	✓
brukt Times New Roman, størrelse 12.	✓
brukt linjeavstand 1,5	✓
gitt historien min en tittel.	✓
brukt avsnitt	✓
skrevet om et problem, en konflikt, et eventyr?	✓
beskrevet menneskene (navn/alder/ hvordan de ser ut/hvordan de snakker/ /hvordan de oppfører seg/kroppsspråk)	✓
beskrevet stedene (hva jeg hører, ser, lukter, smaker, føler, hvilke farger jeg ser).	✓
latt leseren min få vite hvordan historien min slutter.	✓
brukt adjektiv.	✓
sjekket rettskrivingen min.	✓
skrevet historien min i fortid.	✓
lest gjennom teksten min høyt og gjort eventuelle forandringer.	✓
gjort punktene på sjekklisten.	✓

Appendix 10a: John's mind map



Appendix 10b: John's feedback in Google Classroom

Written feedback provided to John by the teacher in Google Classroom
John received only feedback in Norwegian from the teacher – researcher's translations

1. Teacher

Time: 27th of October 09:15 *A good start John 😊*

John: Time: 27th of October 09:21 SOLVED

2. Teacher

Time: 27th of October 09:16 *Do you remember how to use capitals in titles? Go online and have a look at book titles; pictures of books might be a good idea to have a look at.*

John: Time: 27th of October 09:20 SOLVED

3. Teacher

Time: 27th of October 09:18 *Remember that most of your verbs are supposed to be written in the past tense; use your verblist.*

John: Time: 27th of October 09:21 SOLVED

4. Teacher

Time: 27th of October 17:07 *Blue = you have to work with the verb; use your verblist or ask an adult for help.*

John: Time: 28th of October 09:26 SOLVED

5. Teacher

Time: 27th of October 17:07 *Red = spelling mistake*

John: Time: 28th of October 09:27 SOLVED

6. Teacher

Time: 27th of October 17:09 *Green = do you have full stop at the correct place? Maybe you should have a paragraph here too?*

John: Time: 28th of October 09:20 SOLVED

7. Teacher

Time: 27th of October 17:12 *Pink = one guy/many guys?*

John: Time: 28th of October 09:20 SOLVED

8. Teacher

Time: 27th of October 17:13 *Great John; you impress me here!! 😊 You have few spelling mistakes = great progress 😊 I am happy 😊*

John: Time: 28th of October 09:33 SOLVED

9. Teacher

Time: 27th of October 17:16 *Purple = it is the wrong word to use here; can you find which word you have to use?*

John: Time: 28th of October 09:24 SOLVED

Appendix 10c: John's work the printed text

The Flying Pig Thief

The flying pig had a family but the parents were ^{dead} died, they get to bacon. Tomi had one little brother and one little sister. Tomi was oldest. He was 6 years old and was having big ears. The family was poor. They have not food so they was very hungry. Tomi was going to the town to find food but ~~then~~ he heard a strange sound.

Then he so a guy with a backpack so was running he dropt something Tomi took that he miss, and it was money!! Tomi took them and get to the shop. The shop was very filthy. Then Tomi buy very much food to the family. When he was home, they eat it all. Then it was beginning to be late so they where going to sleep. Tomi had a strange dream and the dream was about at he was flying around the city. But it was no dream he was actual flying!!

When it was morning he could not find his little brother and his little sister. So he tried to find them, he find them in the city he so his little brother was lift a car and his little sister was running very fast. Tomi get to them and said: I wanna be bad, and feel to be bad, and smashing things! They agreed.

After that they walked to the bank and steal all the money. But then the alarm went and it come 10 police officers ^{sto the bank} but wen they was there the pig was already ^{home} ~~home~~. They buy a house and a fast car and all the people was looking at them when they was driving the car. ^{home}

Now the pigs was the richest guys in the world. Now they was so rich at they couldn't buy everything they want to. Now every police want to take them down. ^{So} they could not drive the car because then the police was going to try to catch them, but they did it and the police come after them. But they drive ^{little bit} faster then them ~~so~~ the police lost

^{after one holly} them, they had to remain in hiding it self forever because they have robb the bank. So they need to buy a plane and travel to another city.

But when they came there all the money was exhausted.

So they rob another bank but the police come again but now it was 20 mens but they get away and now they could travel again, but when they land, it was 40 mens with guns indicted on the plane so the pigs says: we surrender but now we get to prison, but it appeared that the pilot was a villain so we could go home but it was the pilot so took all the money and we get them back and we get the plane so could get home. But we were going to travel further.

Appendix 10d: John's final text

The Flying Pig Thief

The flying pig had a family but the parents were dead, they get to bacon. Tomi had one little brother and one little sister. Tomi was oldest. He was 6 years old and was having big ears. The family was poor. They have not food so they was very hungry. Tomi was going to the town to find food but then he heard a strange sound.

Then he so a guy with a backpack so was running he dropt something Tomi took that he miss, and it was money!! Tomi took them and get to the shop. The shop was very filthy. Then Tomi buy very much food to the family. When he was home, they eat it all. Then it was beginning to be late so they where going to sleep. Tomi had a strange dream and the dream was about at he was flying around the city. But it was no dream he was actual flying!!

When it was morning he could not find his little brother and his little sister. So he tried to find them, he find them in the city he so his little brother was lift a car and his little sister was running very fast. Tomi get to them and said: I wanna be bad, and feel to be bad, and smashing things! They agreed. After that they walked to the bank and steal all the money. But then the alarm went and it come 10 police officers to the bank but wen they was there the pig was already gone. They buy a house and a fast car and all the people was looking at them when they was driving the car home.

Now the pigs was the richest guys in the world. Now they was so rich at they couldn't buy everything they want to. Now every police want to take them down. So they could not drive the car because then the police was going to try to catch them, but they did it and the police come after them after one hour. But they drive little bit faster then them to the police lost them, they had to remain in hiding it self forever because they have robb the bank. So they need to buy a plane and travel to another city. But when they came there all the money was exhausted.


So they rob another bank but the police come again but now it was 20 men but they get away and now they could travel again, but when they land, it was 40 men with guns indicted on the plane so the pigs says: we surrender but now we get to prison, but it appeared that the pilot was a villain so we could go home but it was the pilot so took all the money and we get them back and we get the plane so could get home. But we were going to travel further.

Appendix 10e: John's work with his criteria list

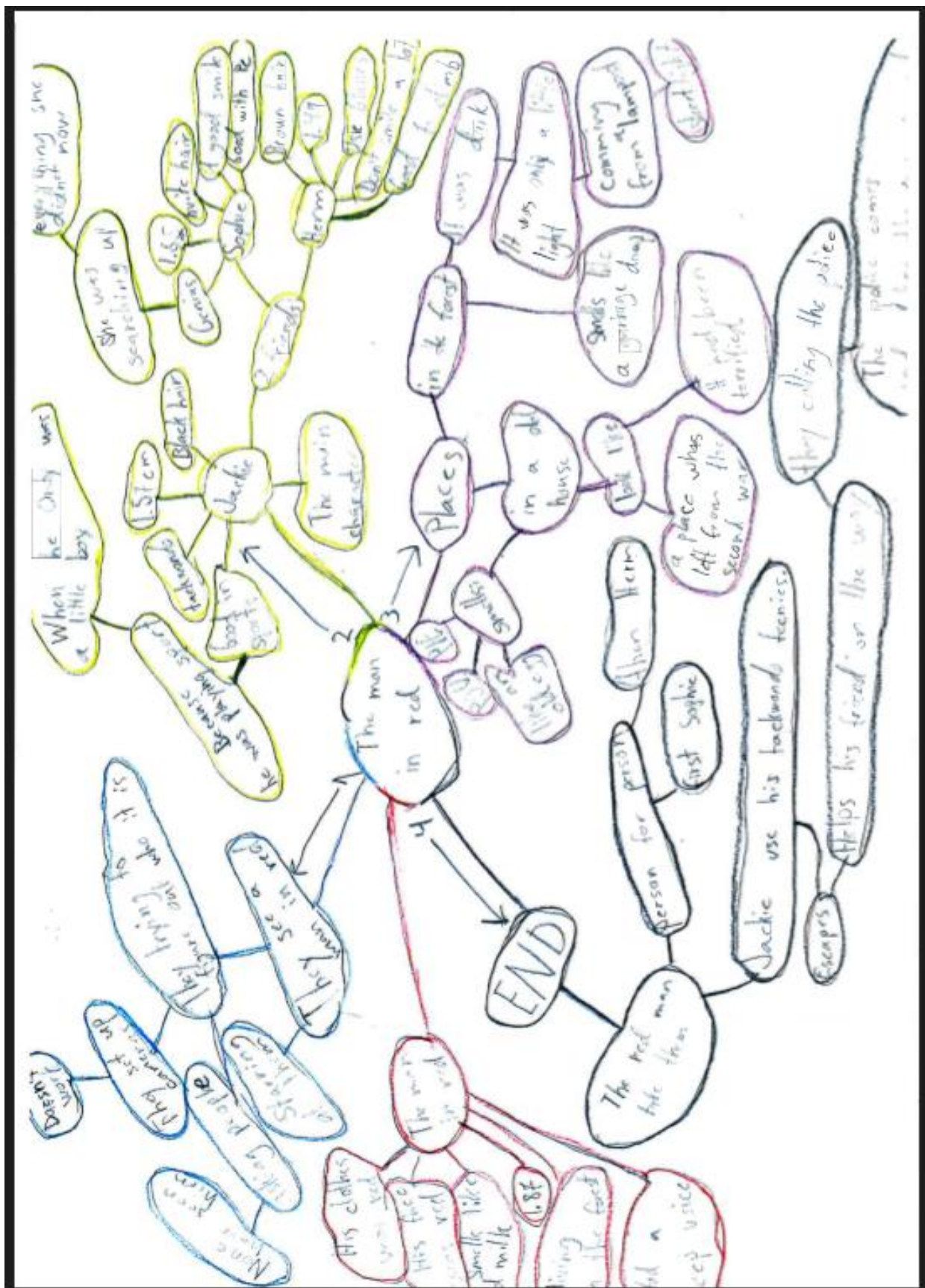
STEP 1 Navn John

Mål : Jeg kan skrive en fortelling i fortid.

Kriterier: Jeg har

	
Laget et tankekart over hva historien min skal handle om.	X
brukt Times New Roman, størrelse 12.	X
brukt linjeavstand 1,5	X
gitt historien min en tittel.	X
brukt avsnitt	X
skrevet om et problem, en konflikt, et eventyr?	X
beskrevet menneskene (navn/alder/ hvordan de ser ut/hvordan de snakker/ /hvordan de oppfører seg/kroppsspråk)	X
✓ beskrevet stedene (hva jeg hører, ser, lukter, smaker, føler, hvilke farger jeg ser).	X
latt leseren min få vite hvordan historien min slutter.	X
✓ brukt adjektiv.	X
sjekket rettskrivingen min.	X
skrevet historien min i fortid.	X
lest gjennom teksten min høyt og gjort eventuelle forandringer.	X
gjort punktene på sjekklisten.	X

Appendix 11a: Martin's mind map



Appendix 11b: Martin's feedback in Google Classroom

Written feedback provided to Martin by the teacher in Google Classroom

1. Teacher

Time: 10:17 25th of October: *I like the start of your story 😊*

Martin

Time: 09:27 26th of October SOLVED

2. Teacher

Time: 10:17 25th of October: *“The girl who was sitting beside me. All the pupils jumped down.” Green = makes sense?*

Martin

Time: 09:32 26th of October SOLVED

3. Teacher

Time: 10:18 25th of October: *First word in the story; what are you going to do with the red line?*

Martin

Time: 09:32 26th of October SOLVED

4. Teacher

Time: 10:19 25th of October: *Do you remember how to use capital letters in titles?*

Martin

Time: 09:27 26th of October SOLVED

5. Teacher

Time: 10:20 25th of October: *Blue: is it written in the past tense? Or maybe in the wrong past tense? Use your verblist please and check.*

Martin

Time: 10:27 26th of October SOLVED

6. Teacher

Time: 18:34 25th of October: *Please check the rule for was/were.*

Martin

Time: 09:28 26th of October SOLVED

7. Teacher

Time: 18:34 25th of October: *Red = spelling mistake*

Martin

Time: 09:33 26th of October SOLVED

8. Teacher

Time: 18:40 25th of October: *Orange sentence = is this a full sentence?*

Martin

Time: 09:34 26th of October SOLVED

9. Teacher

Time: 18:44 25th of October: *You have written “He wasn’t good” twice.*

Martin

Time: 09:44 26th of October SOLVED

10. Teacher

Time: 18:51 25th of October: *A long and well written text Martin 😊 Very few spelling mistakes, and your grammar is quite good 😊 Please try avoiding going too much into details if you are going to finish the story in time...*

Martin

Time: 09:32 1st of November SOLVED

11. Teacher

Time: 11:35 29th of October: *Orange = have a look at singular/plural please (at the bottom of the text) Martin*

Time: 09:32 1st of November SOLVED

12. Teacher

Time: 11:45 29th of October: *If you have time; have a look at your punctuation when you use direct speech please. <http://www.norsksidene.no/web/PageND.aspx?id99396> You should use a question mark when it is a question. Please ask me for help.*

Martin

NOT SOLVED

Appendix 11c: Martin's work the printed text

The Man In Red

"Who's that man" everybody whispered around. It was on the school. The teacher was out of the classroom, because she forgot something ^{important}. "Why is his clothes red" asked Michael. There was a man in red starring at them. He had red eyes and red clothes. Everything was red. Include his hair and his skin. The man was holding a gun. "Everybody down on the ground" shouted Sky. All the pupils jumped down.

"Bang" it was a high sound. "Why are everybody sitting on the ground. Go to your places" The teacher was very angry. "But the man, he shooting on us" I tried to not look so scared. "Which man" The Teacher asked. "The man outside, there" Michael pointed. But it was nothing outside. "Now back to your places" all the pupils walked slowly back to their places.

The teachers real name was Mrs. Hunnigan. Mrs. Hunnigan was a private person. She did'nt wanna hear on anybody. Everybody had to like her meanings, if not.....

After the school I was sitting ^{quiet} on the bench waiting on Herm and Sophie. They were my best friends. Sophie was the first of them who came out of the ^{little} school. Sophie was middle high as me. I was 1.57 cm. She was holding on some books. She had always a book in her pocket, literally. The hair was so fine. It was blond. Sophie was a

genius. She knew everything, and if it's something she don't know.
Then she search it up or something.

"Herm said that we just gonna go, he came after" Sophie was starring at me. "Why" I asked. "Because he has a problem with getting on the shoes." Okay" I said.

A few minutes later we were in the treehouse. The one who was building it was my dad. But he is gone. Nobody knew where, when or why.

It was a cool treehouse. There was ^{some} windows and a computer, ^{big} ^{white} some chairs, a table, yes, it was our own place. Where we can do our own things. The treehouse was very high in the air so you must climb a lot. But we made a ladder up.

"So what are we going to do" asked Sophie without taking the eyes from the computer. "Well, we can do our homeworks or just wait for Herm" I answered. "No, the man, what are we doing with the man!" Sophie rolled her eyes. "Oh yes, I don't know". "We can't just let him go. We must find him and bring **him** to the police" I was shocked. "How" I asked with a small voice. "It's easy. We just set up some traps, and cameras. So when he goes into the trap, we call the police".

It was a good plan, and I wasn't afraid. "Yes, I'm with you. But Herm not going to love this". Sophie took her eyes off the computer. "I know, but he must" she answered with a big smile.

We were in the middle of the planning when Herm came in. "What's going on here guys" Sophie looked angry on Herm. "And girls" he said nervous.

Herm was very small. He use glasses, and his hair was black and laying to the side. But he was a good climber and parkour was he pretty good in. Apart of that he was a nerd who's not good in subjects. Inside he was sometimes brave and sometimes not so brave. But he was my best friends with Sophie.

Then we started to tell Herm what we were going to do. A few hours later Sophie, Herm and I, said goodbye and walked home. The plan was ready.

The next morning I woke up of the sound of mum in the shower. She was singing a ^{nice} song I don't heard before. This day would be a great day. Not because it was school and Friday. Only because me, Sophie and Herm were going to set up some traps and cameras. We also were going to spend the weekend in the ^{cool} treehouse to see on the cameras if The Man In Red came.

Stupid
But first was the school. And the school was starting in one hour, so I started to do me prepared for the school.

big
When we arrived the school it was a note hanging on the door. Where it stood: *Every ^{little} pupils on this school. I will find you all. And take you to my house where you never gonna see the sun again. So be prepared to me. I'm not a evil man, I'm only RED!*
With Big Hugs From The Man In Red!

Herm was white in the face. Sophie did not smile like she always did. Even if it's a bad situasjon. But this was more than bad. I felt a bit scared. Did I say a bit scared, oh I meant very very very scared.

Sophie took us to the side and said. "Everyone think the same" we nodded slowly. "Okay" said Herm. "If I think the same as you, we all think on some new pants." "No" I rolled with my eyes. "We are not going to stop, even when The Man In Red ^{wrote} ~~wrote~~ a letter like that, to us.

After the school we ran to the treehouse, the ladder was hidden so The Man In Red.?? not going to come in our treehouse and steal something.

heavy

When we came in, we slammed the ^{heavy} bags down on the floor. And

Herm took a trap and a camera, Sophie and I did the same.

The plan was clearly. Set up each trap and each camera in the wood. "We must go in a group. So look to every side when we run, okay" Sophie was very serious. "Yes" said the boys. "What are we waiting for then, go, go, go"

We climbed down hid the ladder and ^{ran} ~~run~~. Everyone ^{ran} ~~must run~~ because they were in The Man In Red wood. There was there he was and lived. And if someone tried to go in that wood The Man In Red took them, and you then you never saw them again.

Sophie Herm and I was very fast. It was Sophie who was setting the first trap. The trap was a hole but it was grass and some other thing over the hole so you didn't see it.

Herm's trap was up in the trees so when someone walked or ran under it the ^{net} ~~net~~ would fall down so they get trapped.

My trap was not a trap, but many traps. Because I have some ^{invisible} ~~lasers~~ so when you walk in them the alarm goes off. But we have the alarm so we can know where The Man In Red is.

We was back in the treehouse and it was only to wait for the alarm.
We was tired, and the night came very fast.

The first night we did not get anything. But the second night it was a bit more things that we got.

We was all sleeping ^{deep}. The clock was 01:26. Then the alarm began to make sounds. We all jumped out of our beds and looked on the cameras. "There he is" whispered Sophie. The Man In Red was walking around in the wood. "Switch camera, he's going out of the picture" said Herm. Sophie switched camera. The Man In Red was walking around. "Yes! He is in our trap" everyone said it on the same time. "Let us go and get him." shouted I. "Shhhh, not so loud" said Herm. "Okay, okay".

It was dark outside but we had lights. And Sophie had already called the police. We decided to go and get him by our self, and then give him to the police. But that was not a good idea, because The Man In Red was not in the hole.

"Where is he" asked Herm. "I don't know" answered I. "We need to go and find him" said Sophie with a little voice. Everyone ran fast through the wood. We stopped. "Okay, Sophie where are we" it was no answer. "Sophie, Sophie" it was still no answer. "We missed Sophie"

said Herm."Shhhh, did you hear that" it was someone who was walking right beside us."Sophie" Herm tried. "Hello" said a deep voice. You are in my wood know."Run" I shouted. I ran, I had never ran so fast before. I looked behind me. Herm was not there. He has been caught.

"Hello" it was the deep voice again. I turned around. There he was. The Man In Red. But when i ran i noticed that Herms trap only was a few meters away from here. I took a choice. "Hey, you can not catch me" I shouted to the man in front of me. "Ohh yes, lets see" he shouted back.

Then I started to ran, and he ran after.

I ran to Herms trap."You can `t run away from me", said The Man In Red. When the trap was in front of me I jumped. But The Man In Red did not take the hint and ran right into the trap, like I hoped.

The police came a few minutes later and took The Man In Red with them. They also sent out some dogs to find my friends. And they did. But they also found some other ^{people}~~things~~ where my friends were. They found my dad! So that was my luckiest day in my life.

Appendix 11d: Martin's final text

The Man In Red

"Who's that man" everybody whispered around. It was on the school. The teacher was out of the classroom, because she forgot something. "Why is his clothes red" asked Michael. There was a man in red staring at them. He had red eyes and red clothes. Everything was red. Include his hair and his skin. The man was holding a red gun. "Everybody down on the ground" shouted Sky. All the pupils jumped down.

"Bang" it was a high sound. "Why are everybody sitting on the ground. Go to your places" The teacher was very angry. "But the man, he shooting on us" I tried to not look so scared. "Which man" The Teacher asked. "The man outside, there" Michael pointed. But it was nothing outside. "Now back to your places" all the pupils walked slowly back to their places.

The teachers real name was Mrs. Hunnigan. Mrs. Hunnigan was a private person. She didn't wanna hear on anybody. Everybody had to like her meanings, if not.....

After the school I was sitting quiet on the bench waiting on Herm and Sophie. They were my best friends. Sophie was the first of them who came out of the little school. Sophie was middle high as me. I was 1.57 cm.

She was holding on some books. She had always a book in her pocket, literally. The hair was so fine. It was blond. Sophie was a genius. She knew everything, and if it's something she don't know. Then she search it up or something.

"Herm said that we just gonna go, he came after" Sophie was starring at me. "Why" I asked. "Because he has a problem with getting on the shoes." Okay" I said.

A few minutes later we were in the treehouse. The one who was building it was my dad. But he is gone. Nobody knew where, when or why.

It was a cool treehouse. There was some big windows and a white computer, some chairs, a table, yes, it was our own place. Where we can do our own things. The treehouse was very high in the air so you must climb a lot. But we made a ladder up.

"So what are we going to do" asked Sophie without taking the eyes from the computer. "Well, we can do our homeworks or just wait for Herm" I answered. "No, the man, what are we doing with the man!" Sophie rolled her eyes. "Oh yes, I don't know". "We can't just let him go. We must find him and bring him to the police" I was shocked. "How" I asked with a small voice. "It's easy. We just set up some traps, and cameras. So when he goes into the trap, we call the police".

It was a good plan, and I wasn't afraid. "Yes, I'm with you. But Herm not going to love this". Sophie took her eyes of the computer. "I know, but he must" she answered with a big smile.

We were in the middle of the planning when Herm came in. "What's going on here guys" Sophie looked angry on Herm. "And girls" he said nervos.

Herm was very small. He use glasses, and his hair was black and laying to the side. But he was a good climber and parkour was he pretty good in. Apart of that he was a nerd who's not good in subjects. Inside he was sometimes brave and sometimes not so brave. But he was my best friends with Sophie.

Then we started to tell Herm what we were going to do. A few hours later Sophie, Herm and I, said goodbye and walked home. The plan was ready.

The next morning I woke up of the sound of mum in the shower. She was singing a nice song I don't heard before. This day would be a great day. Not because it was school and Friday. Only because me, Sophie and Herm were going to set up some traps and cameras. We also were going to spend the

weekend in the cool treehouse to see on the cameras if The Man In Red **came**. But first was the stupid school. And the school was starting in one hour, so **I** started to do me prepared for the school. When we arrived the school it was a note hanging on the door. Where it stood: ***Every pupils on this school. I will find you all. And take you to my house where you never gonna see the sun again. So be prepared to me. I'm not a evil man, I'm only RED!***
With Big Hugs From The Man In Red!

Herm was **white** in the face. Sophie did not smile like she always **did**. Even if **it's** a bad situasjon. But this was more than bad. I felt a bit scared. Did I say a bit scared, oh **I** meant very very very scared.

Sophie took us to the side and said. "Everyone think the same" we nodded slowly. "Okay" said Herm. "If I think the same as you, we all think on some new pants." "No" **I rolled** with my eyes. "We are not going to stop, even when The Man In Red **write** a letter like that, to us.

After the school we ran to the treehouse, the ladder was **hidden** so The Man In Red.....?? not going to come in our treehouse and steal something.

When we came in, we slammed the s heavy bags down on the floor. And Herm took a trap and a camera, Sophie and I did the same. The plan was clearly. Set up each trap and each camera in the wood. "We must go in a group. So look to every side when we run, okay" Sophie was very serious. "Yes" said the boys. "What are we waiting for then, go, go, go"

We climbed down **hid** the ladder and ran. Everyone ran because they **were** in The Man In Red wood. There was there he was and lived. And if someone tried to go in that wood The Man In Red took them, and you then you never saw them again. Sophie Herm and I **were** very fast. It was Sophie who was setting the first trap. The trap was a hole but it was grass and some other thing over the hole so you didn't see it.

Herms trap was up in the trees so when someone walked or ran under it the net would fall down so they get trapped.

My trap was not a trap, but many traps. Because I **had** some invisible lasers so when someone **walked** in them, the alarm **goes** off. But we **has** the alarm so we **could** know where The Man In Red **was**.

We **were** back in the treehouse and it was only to wait for the alarm. We **were** tired, and the night came very fast.

The first night we did not get anything. But the second night **it was a bit more things that happened**.

We **were** all sleeping deep. The clock was 01:26. Then the alarm began to make sounds. We all jumped out of our beds and looked on the cameras. "There he is" whispered Sophie. The Man In Red was walking around in the wood. "Switch camera, he's going out of the picture" said Herm. Sophie switched camera. The Man In Red was walking around. "Yes! He is in our trap" everyone said it on the same time. "Let us go and get him." shouted I. "Shhhh, not so loud" said Herm. "Okay, okay".

It was dark outside but we had lights. And Sophie had already called the police. We decided to go and get him by **ourselves**, and then give him to the police. But that was not a good idea, because The Man In Red was not in the hole.

"Where is he" asked Herm. "I don't know" answered I. "We need to go and find him" said Sophie with a little voice. Everyone ran fast through the wood. We stopped. "Okay, Sophie where are we" it was no answer. "Sophie, Sophie" it was still no answer. "We missed Sophie" said Herm. "Shhhh, did you hear that" it was someone who was walking right beside us. "Sophie" Herm tried. "Hello" said a

deep voice. You are in my wood know.”Run” I shouted. I ran, I had never ran so fast before. I looked behind me. Herm was not there. He had been caught.

“Hello” it was the deep voice again. I turned around. There he was. The Man In Red. But when I ran I noticed that Herms trap only was a few meters away from here. I took a choice. “Hey, you can not catch me” I shouted to the man in front of me. “Ohh yes, let`s see” he shouted back.

Then I started to ran, and he ran after.

I ran to Herms trap.”You can`t run away from me”, said The Man In Red. When the trap was in front of me I jumped. But The Man In Red did not take the hint and ran right into the trap, like I hoped.

The police came a few minutes later and took The Man In Red with them. They also sent out some dogs to find my friends. And they did. But they also found some other people where my friends were. They found my dad! So that was my luckiest day in my life.

Appendix 11e: Martin's work with his criteria list

STEP 2

Name: Martin

Goal: I can write a story in the past tense.

Criteria: I have.....

	
made a mind map or a plan for my story.	X
used Times New Roman, size 12.	X
used line space 1,5	X
given my story a title.	X
used paragraphs.	X
written about a problem, a conflict, an adventure?	X
described the people. (name/age/ how they look/how they talk/ how they behave/ bodylanguage)	X
described the places. (sounds, sights, smells, tastes, colours, feelings)	X
let my reader know what happens in the end.	X
used adjectives.	X
checked my spelling.	X
written my story in the past tense.	X
read through my text loud and done the necessary corrections.	X
used my checklist.	X

Appendix 12a: Emily's mind map



Appendix 12b: Emily's feedback in Google Classroom

Written feedback provided to Emily by the teacher in Google Classroom

1. Teacher

Time: 27th of October 09:11 *I like your start Emily 😊*

Emily: Time: 31.october 09:32 SOLVED

2. Teacher

Time: 27th of October 09.12. *Please remember to have a title.*

Emily: Time: 27th of October 09:13 SOLVED

3. Teacher

Time: 27th of October 09:14 *How do you use capital letters in titles? Have a look at booktitles on the net please.*

Emily: Time: 27th of October 10:15 What do you mean?

Teacher

Time: 27th of October 16:24 *Capital letters = store bokstaver*

Emily: Time: 28th of October 10:31 SOLVED

4. Teacher

Time: 27th of October 16:20 *Blue = you need to have a look at the verb please 😊*

Emily

Time: 28th of October 11:45 SOLVED

Opened again 31st of October 09:15, then 31st of October 09:26 SOLVED.

5. Teacher

Time: 27th of October 16:25 *Light blue = you need to use another word here...*

Emily

Time: 31st of October 09:31 SOLVED

6. Teacher

Time: 27th of October 16:25 *Red = spelling mistake*

Emily

Time: 31st of October 09:30 SOLVED

7. Teacher

Time: 27th of October 16:34 *Emily; I am really impressed!!!! Your written English has really improved 😊 😊 😊*

Emily: Time: 31st of October 09:32 SOLVED

8. Teacher

Time: 29th of October 11:21 *Orange = you really have to look at your punctuation please.*

(teacher marked a sentence orange: comment researcher)

Emily: Time: 31st of October 09:32 SOLVED

Appendix 12c: Emily's work the printed text

The Message

It all happened 10 years ago...I didn't know anything about my dad's past.

I came home from school and opened the black-brown door. I went up to the second floor when I remembered, Dad wasn't coming home after 20 o'clock. So I had to make dinner for myself. I was on the way down the stairs again when I heard a noise. It was dad's phone, I ran up the stairs again. When I walked into the bedroom I saw the white phone laying on the night table. I picked the phone up and read the text messages, it was from a unknown number it said, "Adam I know you got them". Who could that be?....

Dad came home 8:30 p.m and threw himself on the couch, so the long blond hair went all over his face. "How was your day dad?" I asked. "It was alright, how was your day?" he asked with the dark voice. "It was fine", I decided not to tell him about the text. Anyway he would see it himself it was after all dad's phone.

The next day I went to school with my best friend Alex. We talked about who was going to be the football captain, we were almost late to the class. I couldn't focus I just thought about the message on dad's phone. "Jacob!?" asked Ms. Birkevold. "Yes?" I consult. "What is the

the big old
I throw my grey bag on the floor and

a Dad
the stairs
Bed
table

got in the small livingroom

the same
server lol

Decided i.e. could be Thomas
because he was tall
or leg because he was fast

with the light voice

answer?". Oh...I didn't paid attention. "Um.....19?" I guessed. "We don't even have math" said Mr. Birkevold. The other kids ^{in the white classroom} began to laugh, and I sat there like a red tomato.

When I came home I saw dad laying down on the ^{long} couch. "Why are you home so early?" I asked. He didn't answer, I walked in front of him. I gaped he was white like a ghost and in his hand he held the phone, but it felt out of his hand when he saw me. "Dad is something wrong!?", "Sh-she knows...." he said. "What do you mean?"

Three months later dad was the same just like a ghost, he was laying down on the ^{old} couch like he was afraid of something would come. I hadn't asked him about the girl who knew something, but today I was going to ask him. "Dad it's been three months ^{find you have just layed down there said anything} who is that girl you been talking about??"..."It's no one...." he said. Fine if he won't tell me then I'm going to find it out on my own. The next morning I planned to find out who was the girl dad was talking about. It was Saturday so I had the whole day on me.

I went to dad's bedroom, took the phone and sneaked out again. I took my biker and cycled home to Alex, because he knew what to do. I rang on his bell door, and soon he stood there with his messy black hair. I asked him if I could come in. "Yeah sure!" he said. We sat down and began to search for who it could be we already knew it was

turquoise

a girl but, who knew dad and what did she meant by "I know you got them"?

We found out that she lived in ^{City} Tottenham and her name was....."MOM!?" I shouted. "What is it Jacob?" Alex asked.

"Th-thats mom..." I stuttered. Mom was working as a police woman, so that meant dad has done something bad very bad. I decided I wasn't going to tell it to dad right now.

Monday
Two days later, it was ~~Sunday~~ and I still did not have told my dad about it. "Okay today I'm going to tell dad about who sent the text" I said to myself. "Going to tell me what?" dad was standing in the door. "U-uhm...I f-found ou-" Ding dong. "Wait a second" he said. I followed him down the ^{white} stairs, he opened the door and just stood there. "Dad what are you looking at?" I asked. I looked beside him and saw mom standing there with ^{Big Secret smile} her police uniform on. "M-mom what are you doing here?!" I asked. "I'm going to take your dad to the police station" she answered. "But why?....dad why is she taking you to the police station?" I asked. "You wi-will find out Jacob" he stuttered.

^{with her real car and big smile}
The next day mom stopped by and said I was gonna live with her til dad come home from prison, "But why did he got arrested?" I asked. "He got arrested because he stole some jewels 10 years ago" She said and sighed. "Why did he stole it?"..."You don't have to know all of it, but if it makes you to stop" She said. "He stole it because he was

going to give it to me as a present, but he didn't have enough money
to buy it" she said with little small tears in her eyes.

Appendix 12d: Emily's final text

The Message

It all happened 10 years ago...I didn't know anything about my dad's past.

I came home from the big old school and opened the black-brown door. I threw my grey bag on the floor and, went up to the second floor when I remembered, dad wasn't coming home after 20 o'clock. So I had to make a bad dinner for myself. I was on the way down the white stairs again when I heard a noise. It was dad's phone, I ran up the stairs again. When I walked into the huge bedroom I saw the white phone laying on the red night table. I picked the little phone up and read the text messages, it was from a unknown number it said, "Adam I know you got them". Who could that be?....

Dad came home 8:30 p.m and threw himself on the grey couch in the small living room, so the long blond hair went all over his short face. "How was your day dad?" I asked. "It was alright, how was **your** day?" he asked with the dark voice. "It was fine", I decided not to tell him about the text. **Anyway** he would see it himself it was after all **dads** phone.

The next day I went to the same old school with my best friend Alex. We talked about who was going to be the football captain, we decided it could be Thomas because he was tall or Leo because he was fast. We were almost late to the english class. I couldn't focus I just **thought** about the message on dads phone. "Jacob!?" asked Ms. Birkevold with the light voice. "Yes?" I **consult**. "What is the answer?". Oh...I didn't paid attention. "Um.19?" I guessed. "We don't even **have** math" said Mr. Birkevold. The other kids in the white classroom began to laugh, and I **sat** there like a red tomato.

When I came home I saw dad laying down on the long couch. "Why are you home so early?" I asked. He didn't answer, I walked in front of him. I gaped he was white like a ghost and in his hand he **held** the phone, but it **felt** out of his hand when he saw me. "Dad is something wrong!?", "Sh-she knows...." he said. "What do you mean?"

Three months later dad was the same just like a ghost, he was laying down on the grey couch like he was afraid of something would come. I hadn't asked him about the girl who **knew** something, but today I was going to ask him. "Dad it's been three months, and you have just laid down there and haven't said anything. Who is that girl you been talking about??"..."It's no one...." he said. Fine if he won't tell me then I'm going to find it out on my own. The next morning I planned to find out who was the girl dad was talking about. It was **Saturday** so I had the whole day on me.

I went to dad's huge bedroom, took the phone and sneaked out again. I **took** my black biker and **cycled** home to Alex, because he knew what to do. I **rang** on his turquoise bell door, and soon he stood there with his messy black hair. I asked him if **I** could come in. "Yeah sure!" he said. **We sat down and began to search for who it could be we already knew it was a girl but, who knew dad and what did she meant by "I know you got them"?**

We found out that she lived in a big city called Tottenham and her name was."MOM!?" I shouted. "What is it Jacob?" Alex asked. "Th-thats mom..." I stuttered. Mom was working as a police **woman**, so that meant dad **has** done something bad very bad. I decided I wasn't going to tell it to dad right now.

Two days later, it was **Monday** and I still **did not have** told my dad about it. "Okay today I'm going to tell dad about who sent the text" I said to myself. "Going to tell me what?" dad was standing in the door. "U-uhm...I f-found ou-" Ding dong. "Wait a second" he said. I followed him down the white stairs, he opened the door and just stood there. "Dad what are you **looking at?**" I asked. I **looked** beside him and saw mom standing there with her blue and black police uniform on. "M-mom what are you doing here!?" I asked. "I'm going to take your dad to the police station" she answered. "But why?....dad why is she taking you to the police station?" I asked. "You wi-will find out Jacob" he stuttered.

The next day mom stopped by with her red car and big smile. She said I was gonna live with her til dad **come** home from prison, “But why did he **got** arrested?” I asked. “He got arrested because he stole some jewels 10 years ago” She said and sighed. “Why did he stole it?”...”You don't have to know all of it, but if it makes you to stop” She said. “He stole it because he was going to give it to me as a present, but he didn't **have** enough money to buy it” she said with little small tears in her eyes.


Appendix 12e: Emily's work with her criteria list

STEP 2

Name: Emily

Goal: I can write a story in the past tense.

Criteria: I have.....

	
made a mind map or a plan for my story.	✓
used Times New Roman, size 12.	✓
used line space 1,5	✓
given my story a title.	✓
used paragraphs.	✓
written about a problem, a conflict, an adventure?	✓
described the people. (name/age/ how they look/how they talk/ how they behave/ bodylanguage)	✓
described the places. (sounds, sights, smells, tastes, colours, feelings)	✓
let my reader know what happens in the end.	✓
used adjectives.	✓
checked my spelling.	✓
written my story in the past tense.	✓
read through my text loud and done the necessary corrections.	✓
used my checklist.	✓

Appendix 13b: Peter's feedback in Google Classroom

Written feedback provided to Peter by the teacher in Google Classroom

1. Teacher

Time: 25th of October 09:13

I love the start of the story 😊

NOT SOLVED

2. Teacher

Time: 25th of October 09:14.

Please remember to use some paragraphs....

Peter: Time: 25th of October 09:28 SOLVED

3. Teacher

Time: 25th of October 09:15

Do you remember how to use capital letters in titles?

Peter: Time: 25th of October 09:28 SOLVED

4. Teacher

Time: 25th of October 09:18

Red = you are using the wrong word here...sometimes it is just a letter that is wrong. Can you please have a look at it?

Peter Time: 25th of October 10:34 SOLVED

5. Teacher

Time: 25th of October 09:43

Green = does the sentence make sense?

Peter Time: 25th of October 10:34 SOLVED

6. Teacher

Time: 25th of October 09:44

Pink = Do you have to start the sentence with 'and'?

NOT SOLVED

7. Teacher

Time: 25th of October 14:52

Orange sentence/word: Does it make sense?

Peter: Time: 26th of October 09:10 SOLVED

8. Teacher

Time: 25th of October 14:54

Blue = please have a look at the verb tense; you may use your verblist.

Peter: Time: 26th of October 09:16 SOLVED

9. Teacher

Time: 25th of October 14:57

One ocean or many oceans?

Peter: Time: 26th of October 09:06 SOLVED

10. Teacher

Time: 25th of October 14:58

Pink = spelling mistake

Peter: Time: 26th of October 09:12 SOLVED

11. Teacher

Time: 25th of October 15:02

Aftername?

Peter: Time: 26th of October 09:06 SOLVED

12. Teacher

Time: 25th of October 15:10

I want you to work a bit more with the paragraph that starts with 'Later on that evening...' The punctuation is wrongly used; can you please go to <http://www.norsksidene.no/wer/PageND.aspx?id=99396> and see if you can find out how to use it correctly.

Peter: Time: 26th of October 09:24 SOLVED

13. Teacher

Time: 25th of October 15:12

I am really impressed by your writing, Peter 😊 Your grammar is good, and you have very few spelling mistakes. The story also has a good content 😊

Peter: Time: 26th of October 09:13 SOLVED

Appendix 13c: Peter's work the printed text

The Lost Jewels

BANG! Emma woke up because she heard the alarm in the house. She ran as fast as she could to the parents room. The parents were already awake. They were more scared then Emma it looked like. You could see the panic in their eyes. Luckily Emma's big brother Marcus came in just then. Emma saw that the parents got a tiny bit more relieved. All four in the family was in the same room so now there was a much less chance of being hurt in anyway.

After Bob had answered the phone from the alarm police they were at the way. Because if it was you that started the alarm with an accident and they drove all the way to your house for nothing you would have to pay them. Therefore when they called he told them that it was nobody in their family that started the alarm. Suddenly the alarm police came. They helped the family search for lost things. They didn't find stolen items just before the alarm police was about to leave. Emma yelled: My jewels are gone! You understand that the family was very rich and lived in a town with around five thousand people. So everybody in the town kind of knew them. Emma got her jewels to her five year birthday. They were worth around one thousand pounds each. She had six jewels and all of them were gone. The alarm police said that it was safe now because they did not find

any "intruders" now. They said that there surely was one or more people that had been in their house.

Next day when they woke up again it was time for school. They were really scared but had to go. The police promised they would come back this morning and search for fingerprints and other kinds of traces they could use to find the intruder(s). Marcus had promised to follow Emma to the kindergarten this morning. Marcus was a very kind guy.

He ~~He~~ was very popular at his school and had many friends. ~~He was~~ ^{on the} going ~~in the~~ 6th grade and for sure was the tallest and smartest person at the grade. Emma had inherited more genes from Angela, her mother. Both of them were pretty low in height. Their father Bob wasn't even that tall so there was no doubt that Marcus would be the tallest person in their family. Marcus trained swimming so he had good advantage in the competitions. ^{Marcus} ~~he~~ was very strong to be at the age he was. He had blue eyes and braces. When he had delivered his sister in the kindergarten he started walking to school. ^{There was} ~~He had~~ 5 minutes to walk around 500 meters. He thought he would do it easy. And he did. When the school day was over he came home and the police had found a few traces. They said that there only could have been one person that was in their place yesterday because there was just one unknown fingerprint in the house that was around one day old. The fingerprint might look could be in their genealogy. When Marcus had been fingerprinted he went upstairs to his big room. Out

the window it was a beautiful sight to the ocean and farms in the area. The town they lived in had ^{many} farms and mountains. It even had lakes and a way out to the ocean. In short it was a beautiful town with harmony. That was why they lived there. Angela had lived there her entire life but not Bob. ^{Bob} He moved there as he could live with Angela. Marcus did his homework fast because he thought it was easy. After he made himself some bread with jam for lunch, ^{he} he sat down in there sofa and read the news at the net. He read in the locale net newspaper and saw that the main article in the net news was that his family had been robbed. It was like 3 pages with information about it. Bob and Emma came home a quarter after he read the article, when they came in he showed them the article. Bob didn't care all that much and Emma just thought it was cool. But when mum came home she was really angry. She had not agreed with that they should be in the newspaper. Especially in this situation that had scared the family so much. She called the newspaper and made them take away the article and say sorry. They did what they said and took away the article.

Later on that evening Emma went to her handball training, and when she was there the uncle in their family came to visit them. The Spuds didn't like when he came to visit. He was so greedy and selfish. He said, "I heard you went robbed last night." "Am I right?" "Yes you are." "How did you know. Answered Marcus with an angry tone. "Take it easy" I read it from the newspaper. The uncle said. "I haven't done

anything to you". And he asked once more "Did the police find anything". "Yes they did". Said Bob. "By the way how did you know that they were here"? Said Marcus. "Eeeee hhh" said the uncle. "We never told anyone about that the police were here" Said Angela "You must be the one that robbed us then" Yelled Bob. He called the police straight away and Angela and Marcus watched the guilty uncle. Now they became extra scared because it was Halloween soon. It was the 15th October.

The police came fast as the light and they checked his fingerprints with the one they found in the ^{Sherlock} (afternames) house. It matched. The uncle got arrested. Angela asked her brother why he stole from them. " You have always been rich and i have not. You have someone that loves you and I have not. "Where have you hidden the jewels"? Angela asked. "I will never tell you. The uncle got two years in jail. The first week Bob said there was ten pounds in finder reward for each jewel. Half of the town searched. Most of them searched in the uncle's house. The first day a girl with name Alexandra found a jewel in the uncle's house. Under a green chair she said to Bob where she found it.

Two days later a grown up man found a jewel in the uncle's garage. He went happy when he got his ten pounds. The next day was a successful day. It was a very good day in terms of effort. Emma

thought there might had been around a thousand different people searching. And three of the jewels got found. But there was still one jewel left. Many people searched but none could find them. People searched in three and a half months before they gave up.

2 Years Later

The day had come... the day when the uncle was finished sitting in jail. Everybody was a little terrified. It was a bunch of people watching when he got driven home. He went inside and saw that his place was completely messed up. So he decided to drive to the Spuds family and say sorry. He knocked on the door. Marcus opened. "What are you doing here"? Marcus asked with a haughty tone. By the way we don't want you to visit us. "Listen here: I'm so so sorry for what I have done, I really hoped you could forgive me. I have been in jail for 2 years, probably more too. I will tell you guys where all the jewels are if you want to know. Tell me then, Marcus said with a tone that didn't sound like he had forgiven him. OK... There was a jewel under a green chair. We have already found it. And there was one in my garage. It was easy to find. We have found all apart from one jewel. The purple one. Tell me where it was and leave us alone. OK the purple jewel is hidden in my closet. Go get it to me then. I will, The uncle said with a sad tone.

When the uncle came back all four Spuds was there. The uncle once more told them how sorry he was and gave them the last jewel. "Keep it". Said Emma. I feel sorry for you, it was your own fault that you stole but when I heard you're explaining I just felt sorry. So keep it. I want you to have it. And it was our fault that your place got messed up. So we think that it had been great if you would live with us here for as long as you want. So we can show that we're not angry anymore, said Bob. That would be an honour the uncle said.

The uncle never stole or went greedy again

Appendix 13d: Peter's final text

The Lost Jewels

BANG! Emma woke up because she heard the alarm in the house. She ran as fast as she could to the parents room. The parents were already awake. They were more scared **then** Emma it looked like. You could see the panic in **their** eyes. Luckily Emma's big brother Marcus came in just then. Emma saw that the parents got a tiny bit more relieved. **All four in the family was in the same room so now there was a much less chance of being hurt in anyway.**

After Bob had answered the phone from the alarm police they were at **the** way. Because if it was you that started the alarm with an accident and they drove all the way to your house for nothing you would have to pay them. Therefore when they called he told them that it was nobody in **their** family that started the alarm. Suddenly the alarm police came. They helped the family search for lost things. **They didn't find stolen items just before the alarm police was about to leave.** Emma yelled: My jewels are gone! You understand that the family was very rich and **lived** in a town with around five thousand people. So everybody in the town kind of knew them. Emma got her jewels to her **five** year birthday. They were worth around one thousand pounds each. She had six jewels and all of them were gone. The alarm police said that it was safe now because they did not find any "intruders" now. They said that there surely was one or more people that had been in **their** house.

Next day when they woke up again it was time for school. They were really scared but had to go. The police promised they would come back this morning and search for fingerprints and other kinds of traces they could use to find the intruder(s). Marcus had promised to follow Emma to the kindergarten this morning. Marcus was a very kind guy. He was very popular at his school and had many friends. He was going in the 6th grade and for sure was the tallest and smartest person at the grade. Emma had inherited more genes from Angela, her mother. Both of them were pretty low in height. **Their** father Bob wasn't even that tall so there was no doubt that Marcus would be the tallest person in **their** family. Marcus trained swimming so he had good advantage in the competitions. He was very strong to be at the age he was. He had blue eyes and braces. When he had delivered his sister in the kindergarten he started walking to school. He had 5 minutes to walk around 500 meters. He thought he would do it easy. And he did. When the school day was over he came home and the police had found a few traces. **They said that there only could have been one person that was in their place yesterday because there was just one unknown fingerprint in the house that was around one day old. The fingerprint might look could be in their genealogy.** When Marcus had been fingerprinted he went upstairs to his big room. Out the window it was a beautiful sight to the ocean and farms in the area. The town they lived in had many farms and mountains. It even had lakes and a way out to the ocean. In short it was a beautiful town with harmony. That was why they lived there. Angela had lived there her entire **life** but not Bob. He moved there as he could live with Angela. Marcus did his homework fast because he thought it **was** easy. After he made himself some bread with jam for lunch. He sat down in there sofa and read the news at the net. He read in the locale net newspaper and saw that the main article in the net news was that **his** family had been robbed. It was like 3 pages with information about it. Bob and Emma came home a quarter after he read the article, when they came in he showed them the article. Bob didn't care **all** that much and **Emma** just thought it was cool. But when mum came home she was **really** angry. She had not agreed with that they should be in the newspaper. Especially in this situation that had scared the family so much. She called the newspaper and made them take away the article and say sorry. They did what they said and took away the article.

Later on that evening Emma went to her handball training, and when she was there the uncle in their family came to visit them. The Spuds didn't like when he came to visit. He was so greedy **and** selfish. He said. "I heard **you** went robbed last night". Am **I** right"? "Yes **you** are". How did you know. Answered Marcus with a angry tone. "Take it easy" I read it from the newspaper. The uncle said. "I haven't done anything to you". And he asked once more "Did the police find anything". "Yes they did". Said Bob. "By the way how did you know that they were here"? Said Marcus. "Eeeeeee hhh" said the uncle. "We never told anyone about that the police were here" Said Angela "You must be the one that robbed us then" Yelled Bob. He called the police straight away and Angela and Marcus watched

the guilty uncle. Now they became extra scared because it was **Halloween** soon. It was the 15th October.

The police came fast as the light and they checked his fingerprints with the one they found in the (afternames) house. It matched. The uncle got arrested. Angela asked her brother why he stole from them. “ You have always been rich and **i** have not. You have someone that loves you and I have not. “Where have you hidden the jewels”? Angela asked. “I will never tell you. The uncle got two years in jail. The first week Bob said there **was** ten pounds in finder reward for each jewel. Half of the town searched. Most of them searched in the uncle's house. The first day a girl with name Alexandra found a jewel in the uncle's house. Under a green chair she said to Bob where she found it.

Two days later a grown up man found a jewel in the uncle's garage. He went happy when he got his ten pounds. The next day was a successful day. It was a very good day in terms of effort. Emma thought there might had been around a thousand different people searching. And three of the jewels got found. But there was still one jewel left. Many people searched but none could find them. People searched in three and a half months before they gave up.

2 Years Later

The day had come... the day when the uncle was finished sitting in jail. Everybody was a little terrified. It was a bunch of people watching when he got driven home. He went inside and saw that his place was completely messed up. So he decided to drive to the Spuds family and say sorry. He knocked on the door. Marcus opened. “What are you doing here”? Marcus asked with a haughty tone. By the way we don't want you to visit us. “Listen here: I'm so so sorry for what I have done, I really hoped you could forgive me. I have been in jail for 2 years, probably more too. I will tell you guys where all the jewels are if you want to know. Tell me then, Marcus said with a tone that didn't sound like he had forgiven him. OK... There was a jewel under a green chair. We have already found it. And there was one in my garage. It was easy to find. We have found all apart from one jewel. The purple one. Tell me where it was and leave us alone. OK the purple jewel is hidden in my closet. Go get it to me then. I will. The uncle said with a sad tone.

When the uncle came back all four Spuds was there. The uncle once more told them how sorry he was and gave them the last jewel. “Keep it”. Said Emma. I feel sorry for you, it was your own fault that you stole but when I heard you're explaining I just felt sorry. So keep it. I want you to have it. And it was our fault that your place got messed up. So we think that it had been great if you would live with us here for as long as you want. So we can show that we're not angry anymore, said Bob. That would be an honour the uncle said.

The uncle never stole or went greedy again

Appendix 13e: Peter's work with his criteria list

STEP 3

Name: Peter

Goal: I can write a story in the past tense.

Criteria: I have.....

	
made a mind map or a plan for my story.	
used Times New Roman, size 12.	
used line space 1,5	
given my story a title.	
used paragraphs.	
written about a problem, a conflict, an adventure?	
described the people (name/age/ how they look/how they talk/ how they behave/ bodylanguage).	
described the places (sounds, sights, smells, tastes, colours, feelings).	
let my reader know what happens in the end.	
used adjectives.	
checked my spelling.	
written my story in the past tense.	
varied my sentences, using linkwords for instance.	
read through my text loud and done the necessary corrections.	
used my checklist.	

Appendix 13f: Peter's work with his check list

Peter

Checklist step 3

You are going to do all the changes on your paper before you do the changes in the text on your computer.

1. Underline all the adjectives in the text with a **RED** pencil. Have you used enough in order to write a good description?
2. Underline all the verbs with a **BLUE**. Use your verblist to check if you have used them correctly. Remember that the text should be written in the past tense.
3. Underline the sentences where you have described the people with a **GREEN** pencil. Have you described them well enough? Have a look at the criterialist.
4. Underline the sentences where you have described the places with a **PURPLE** pencil. Have you described them well enough? Have a look at the criterialist.
5. Write down the first word of each sentence in the table below. If you have to many sentences starting with the same words, you should try to start some of the sentences by using link words. You have gotten an own list with these words. Underline the linkwords with an **ORANGE** pencil when you have rewritten your text.

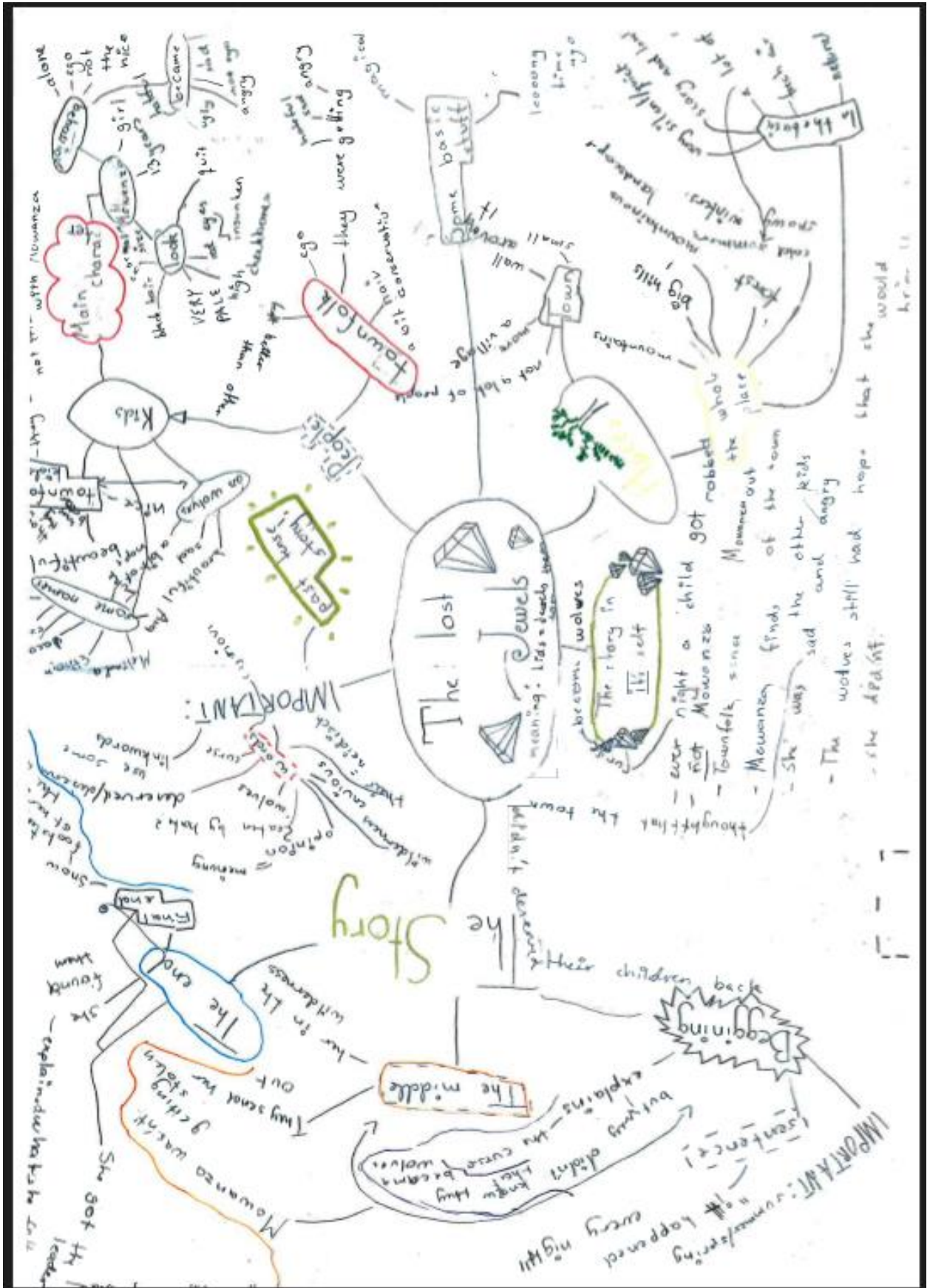
Bang	Because	they	He
Emma III	Therefore	She	Emma
she III	Suddenly	He	Both
The III	They	They	Their
They III	They	Next	Marcus
You III	Emma	They	He
Luckily	My	Her	He
Emma	You	Marcus III	When
All	So III	Marcus	He
After I	Emma	He III III	He

And II In ~~He~~ ~~she~~ How Yes Yelled ~~you~~ Many when
~~That~~ ~~she~~ ~~Angvard~~ By I He ~~where~~ People keep
~~Angela~~ ~~Bob~~ ~~later~~ ~~take~~ ~~now~~ ~~the~~ Listen
~~When~~ ~~But~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ Tell
~~Out~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ OKI
~~It III~~ ~~Especially~~ ~~Am~~ ~~the~~ ~~the~~ ~~the~~ ~~most~~ ~~there~~
~~Yes~~ ~~you~~ ~~Did~~ ~~the~~ ~~the~~ ~~the~~ ~~Under~~ ~~we~~
~~King~~ ~~win~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~60~~

Appendix 13g: Peter's extra work with how he started the sentences

Bang!	Angela 1	Listen	Peter
Emma IIII	Bob 1	I'm	
She III	But 1	Tell	
The IIII IIII IIII	Especially	There	
They IIII II	Later	OK	
You 1	I IIII II	GO	
Ludily	Am	keep	
All	Yes 1	said	
After 1	How		
Because	Take		
Therefore	And II		
Suddenly	Did		
My	By 1		
So IIII	Said 1		
Next	keep		
Marcus IIII	we 1		
At	you 1		
ON	Yelled		
Both	Now		
Their	What		
He IIII III	Half		
When III	Most		
There	Under		
What	Two		
It III	Many		
In	People		
That 1	2		
	Everybody		
	What		

Appendix 14a: Margret's mind map



Appendix 14b: Margret's feedback in Google Classroom

Written feedback provided to Margret by the teacher in Google Classroom

1. Teacher

Time: 25th of October 08:49 *Nice start; but please avoid starting the sentences with 'and', please. I simply love the first paragraph 😊*

Margret: Time: 26. October 09:40 SOLVED

2. Teacher

Time: 25th of October 09:47 *The next morning is ok; you do not have to write on the next morning.*

Margret: Time: 26th of October 09:40 SOLVED

3. Teacher

Time: 25th of October 10:10 *Please use some more paragraphs.... Next morning.... Next day... You should have one then.*

Margret: Time: 26th of October 08:40 SOLVED

4. Teacher

Time: 25th of October 18:55 *Red = spelling mistake*

Margret: Time: 26th of October 08:43 SOLVED

5. Teacher

Time: 25th of October 18:56 *Blue = have a look at the verb; you may use the verblist.*

Margret: Time: 31st of October 08:54 SOLVED

6. Teacher

Time: 25th of October 18:57 *Green = can you find another verb to use?*

Margret: Time: 26st of October 08:50 SOLVED

7. Teacher

Time: 25th of October 19:00 *Orange = have a closer look at the meaning; are you able to rewrite in order to get it better?*

NOT SOLVED

8. Teacher

Time: 25th of October 19:03 *Oh Margret; I am speechless! You write in such a wonderful way; keep going!! Can't wait to read the ending 😊😊*

Margret: Time: 26st of October 08:40 SOLVED

Appendix 14c: Margret's work the printed text

The lost Jewels

It happened every night.

Then ^{on} the next morning one bed was found empty, one chair was unfilled by the kitchen table and one family was left crying bitterly. Their little jewel was gone, their little jewel who had brought happiness and laughter to the family.

Every morning there was ^{unbearable} another family who had lost their beloved child. The days ^{became} turned into weeks, and the weeks into months. The streets ^{unbearable} were more and more unfilled, and the crying ^{unbearable} filled the town.

And then, on one morning all the kids were gone. Just one child was left, waiting for the evening to come. This child was Mowanza, you couldn't say that she was pretty. No, you really couldn't. She had a very pale face with huge, insunken red eyes and high cheekbones. But actually, well there was something beautiful on her. Her hair. Soft black curls hung down her back and when she ran her hair flew back her like some black wings. Mowanza wasn't scared to be taken away, she hadn't a reason to stay here. Her mother was ashamed of her, and it wasn't often mother and daughter were seen together. But this evening when Mowanza lay in her bed the door cracked open. ~~The~~

Her

an had lost their shine and

mother stood over her bed, she looked old, her black hair had gone slightly grey and her blue eyes looked tired. She didn't say anything neither did Mowanza. And then as it looked like she wanted to say something, she just shook her head and walked out. the door locked with

As the morning came Mowanza was still there. The village was concerned why had not Mowanza been taken? They all hoped intensely that she would be gone the next morning. But no, She wasn't taken on the next day and on the next day either. And then when two weeks had gone Mowanza was still there. All the adults didn't want to have her here. It was unfair! Especially because Mowanza clearly didn't deserve to be in the town. Eaten by hate their wish was clear. Mowanza should be banned away from the town.

On the next morning she stood outside the great big walls that surrounded the village. The gates weren't closed yet, ^{so} she saw the whole village staring at her with hate, her mother stood a bit outside the group and saw down to the ground. She couldn't meet the eyes of Mowanza, but she didn't care. She knew that she would die soon. Even if it was summer it was cold and in some months the winter would come and she wouldn't have a chance. With a bang the gates closed and Mowanza was left alone. She didn't know how long she had stared at the walls but after a while she began to walk. It was beautiful, she had to admit that. The grass was a juicy green and the

trees were all big with great trunks and green leaves. What should she do now?

Mowanza lost track of the days, but after a while she ~~was~~ got used to it. The weather became harsher and harsher, and in the night she often woke up, deep frozen and scared she might die. One night it was especially cold and when she woke up something happened that she never had thought of. She saw them. The lost jewels. She quickly sat up, a wolf stared down at her. Blue huge eyes looking at her. She stood up, startled. But then she saw around her, at least fifty wolves stood in a big circle, all eyeing her. Their eyes all different colours, from sapphire blue to opal black. Then she hesitated, she knew those eyes. They were the lost Jewels. The biggest one stepped out of the crowd. She ^{recognized those} knew those grey eyes, it was Ethan. He was definitely the leader. He looked at her, begged her with his big eyes. They wanted back to their parents, of course they wanted it. But they didn't deserve their kids back! NO absolutely NOT! Mowanza smiled to herself, what if... yes what if she, Mowanza would become the leader of them. Mowanza stood up, turned around and began walking. She ^{to begin with} didn't hear them first, but then she heard one ^{harsh underground} silent pair of paws against the ground. And then more and more started following her. They would follow her wherever she would go, cause she was their only hope. Their only hope to go back to their parents. Their parents who had sent Mowanza out here, out here straight to her death.

Snow was falling down, covering every little place. The treetops, swaying in the wind were groaning of the weight of snow. It was so beautiful, so silent. An ice cold wind was blowing. The icicles were clinking like a melody. Footprints covered the otherwise flawless surface of the snow. Wolf paw prints. Big prints and small prints. But in the middle there was the smallest one. Only one small simple pair of footprints. A human footprint.....

Appendix 14d: Margret's final text

The lost Jewels

It happened every night.

Then on the next morning one bed was found empty, one chair was unfilled by the kitchen table and one family was left crying bitterly. Their little jewel was gone, their little jewel who had brought happiness and laughter to the family.

Every morning there was **an** another family who had lost their beloved child. The days turned into weeks, and the weeks into months. The streets became more and more unfilled, and the crying filled the town.

And then, on one morning all the kids were gone. Just one child was left, waiting for the evening to come. This child was Mowanza. You couldn't say that she was pretty. No, you really couldn't. She had a very pale face with huge, insunken red eyes and high cheekbones. But actually, well there was something beautiful on her. Her hair. Soft black curls hung down her back and when she ran her hair **flew** back her like some black wings. Mowanza wasn't scared to be taken away, she hadn't a reason to stay here. Her mother was ashamed of her, and it wasn't often mother and daughter were seen together. But this evening when **Mowanza** lay in her bed the door cracked open. Her mother stood over her bed, she looked old, her black hair had gone slightly grey and her blue eyes had lost their shine and looked tired. She didn't say anything neither did Mowanza. And then as it looked like she wanted to say something, she just shook her head and walked out. The door locked with a silent crack.

As the morning came Mowanza was still there. It was a great shock to the whole village. Why hadn't Mowanza been taken? They all hoped **intensely** that she would be gone the next morning. But no, she wasn't taken on the next day and on the next day either. And then when two weeks had **gone** Mowanza was still there. All the adults didn't **want** to have her here. They just couldn't bear the sight of her. Eaten by hate their wish was clear. Mowanza should be banned away from the town.

On the next morning she stood outside the great big walls that surrounded the village. The gates weren't closed yet, she saw the whole village staring at her with hate, her mother stood a bit outside the group and saw down to the ground. She couldn't meet the eyes of Mowanza, but Mowanza didn't care. She knew that she would die soon. Even if it was summer it was cold and in some months the winter would come and she wouldn't have a chance. With a bang the gates closed and Mowanza was left alone. She didn't know how long she had stared at the walls but after a while she began to walk. It was beautiful, she had to admit that. The grass was a juicy green and the trees were all big with great trunks and green leaves. What should she do now?

Mowanza lost track of the days, but after a while she got used to it. The weather became harsher and harsher, and in the night she often woke up, deep frozen and scared she might die. One night it was especially cold and when she woke up something happened that she never had thought of. She saw them. The lost jewels. Mowanza quickly sat up, a wolf stared down at her. Blue huge eyes looking at her. She stood up startled. But then she saw around her, at least fifty wolves stood in a big circle, all eyeing her. Their eyes all different colours, from sapphire blue to opal black. **Then** she hesitated, she knew those eyes. **They were the lost Jewels**. The biggest one stepped out of the crowd. She recognized those grey eyes, it was Ethan. He was definitely the leader. He looked at her, begged her with his big eyes. **They wanted back to their parents, of course they wanted it**. But they didn't **deserve** their kids back! NO absolutely NOT! Mowanza smiled to herself, what if... yes what if she, Mowanza would become the leader of them. Mowanza stood up, turned around and began walking. To begin with she didn't she didn't hear them, but then she heard one silent pair of paws against the harsh underground. And then more and more started following her. They would follow her wherever she would go, cause she was their only hope. Their only hope to go back to their parents. Their parents who had **sent** Mowanza out **here**, out **here** straight to her death.

Snow was falling down, covering every little place. The treetops, swaying in the wind were groaning of the weight of snow. It was so beautiful, so silent. An ice cold wind was blowing. The icicles were clinking like a melody. Footprints covered the otherwise flawless surface of the snow. Wolf paw prints. Big prints and small prints. But in the middle there was the smallest one. Only one small simple pair of footprints. A human footprint.....

Appendix 14e: Margret's work with her criteria list

STEP 3

Name: Margret

Goal: I can write a story in the past tense.

Criteria: I have.....

	
made a mind map or a plan for my story.	✓
used Times New Roman, size 12.	✓
used line space 1,5	✓
given my story a title.	✓
used paragraphs.	✓
written about a problem, a conflict, an adventure?	✓
described the people (name/age/ how they look/how they talk/ how they behave/ bodylanguage).	✓
described the places (sounds, sights, smells, tastes, colours, feelings).	✓
let my reader know what happens in the end.	
used adjectives.	✓
checked my spelling.	✓
written my story in the past tense.	✓
varied my sentences, using linkwords for instance.	kinda
read through my text loud and done the necessary corrections.	✓
used my checklist.	✓

Appendix 14f: Margret's work with her check list

Margret

Checklist step 3

You are going to do all the changes on your paper before you do the changes in the text on your computer.

descriptive noe

1. Underline all the adjectives in the text with a **RED** pencil. Have you used enough in order to write a good description?
2. Underline all the verbs with a **BLUE** pencil. Use your verb list to check if you have used them correctly. Remember that the text should be written in the past tense.
3. Underline the sentences where you have described the people with a **GREEN** pencil. Have you described them well enough? Have a look at the criterialist.
4. Underline the sentences where you have described the places with a **PURPLE** pencil. Have you described them well enough? Have a look at the criterialist.
5. Write down the first word of each sentence in the table below. If you have to many sentences starting with the same words, you should try to start some of the sentences by using link words. You have gotten an own list with these words. Underline the linkwords with an **ORANGE** pencil when you have rewritten your text.

It III	But IIII	Even	Only
Then I	her I	With	A
Their III	soft	What	
Every	Mowanza IIII	One	
→ The I IIII IIII	As	As I	
→ And II	They III	Snow	
Just	All	An	
This	Especially	Footprints	
No I	Eaten	Wolf	
→ She IIII IIII	On	Big	

Appendix 15: Verb list

IRREGULAR VERBS – UREGELRETTE VERB

Infinitive (Infinitiv)	Simple present (Presens)	Simple past (preteritum)	Present perfect (Perfektum) Have/has foran verbene	Norsk
To become	become/becomes	became	become	Å bli
To begin	begin/begins	began	begun	Å begynne
To bite	bite/bites	bit	bitten	Å bite
To blow	blow/blows	blew	blown	Å blåse
To break	break/breaks	broke	broken	brekke/ødelegge
To bring	bring/brings	brought	brought	Å bringe/ta med
To build	build/builds	built	built	Å bygge
To burn	burn/burns	burned/burnt	burned/burnt	Å brenne
To buy	buy/buys	bought	bought	Å kjøpe
To catch	catch/catches	caught	caught	Å fange/ta imot
To choose	choose/chooses	chose	chosen	Å velge
To come	come/comes	came	come	Å komme
To cost	cost/costs	cost	cost	Å koste
To creep	creep/creeps	crept	crept	Å krype
To cut	cut/cuts	cut	cut	Å skjære/klippe
To do	do/does	did	done	Å gjøre
To draw	draw/draws	drew	drawn	Å tegne
To dream	dream/dreams	dreamt/dreamed	dreamt/dreamed	Å drømme
To drink	drink/drinks	drank	drunk	Å drikke
To drive	drive/drives	drove	driven	Å kjøre
To eat	eat/eats	ate	eaten	Å spise
To fall	fall/falls	fell	fallen	Å falle
To feed	feed/feeds	fed	fed	Å mate/fore
To feel	feel/feels	felt	felt	Å føle/kjenne
To fight	fight/fights	fought	fought	Å kjempe/
To fly	fly/flies	flew	flown	Å fly
To forget	forget/forgets	forgot	forgotten	Å glemme
To get	get/gets	got	got	Å få
To give	give/gives	gave	given	Å gi
To go	go/goes	went	gone	Å gå/reise
To grow	grow/grows	grew	grown	Å vokse/gro
To hang	hang/hangs	hung	hung	Å henge
To have	have/has	had	had	Å eie/ha
To hear	hear/hears	heard	heard	Å høre
To hide	hide/hides	hid	hidden	Å gjemme
To hit	hit/hits	hit	hit	Å slå
To hold	hold/holds	held	held	Å holde
Infinitive (Infinitiv)	Simple present (Presens)	Simple past (preteritum)	Present perfect (Perfektum)	Norsk
To hurt	hurt/hurts	hurt	hurt	Å såre/skade



To keep	keep/keeps	kept	kept	Å beholde
To know	know/knows	knew	known	Å kjenne
To leave	leave/leaves	left	left	Å forlate/dra
To let	let/lets	let	let	Å tillate/la
To lose	lose/loses	lost	lost	Å miste/tape
To make	make/makes	made	made	Å lage
To meet	meet/meets	met	met	Å møte
To pay	pay/pays	paid	paid	Å betale
To prove	prove/proves	proved	proved/proven	Å bevise
To put	put/puts	put	put	Å legge
To quit	quit/quits	quit	quit	Å slutte
To ring	ring/rings	rang	rung	Å ringe
To run	run/runs	ran	run	Å løpe
To say	say/says	said	said	Å si
To see	see/sees	saw	seen	Å se
To sell	sell/sells	sold	sold	Å selge
To send	send/sends	sent	sent	Å sende
To shake	shake/shakes	shook	shaken	Å riste
To shoot	shoot/shoots	shot	shot	Å skyte
To show	show/shows	showed	shown	Å vise
To shut	shut/shuts	shut	shut	Å lukke
To sing	sing/sings	sang	sung	Å synge
To sit	sit/sits	sat	sat	Å sitte
To sleep	sleep/sleeps	slept	slept	Å sove
To smell	smell/smells	smelled/smelt	smelled/smelt	Å lukte
To speak	speak/speaks	spoke	spoken	Å snakke
To spend	spend/spends	spent	spent	Å bruke/tilbringe
To spread	spread/spreads	spread	spread	Å spre
To stand	stand/stands	stood	stood	Å stå
To stick	stick/sticks	stuck	stuck	Å stikke
To swear	swear/swears	swore	sworn	Å sverge/banne
To swim	swim/swims	swam	swum	Å svømme
To take	take/takes	took	taken	Å ta
To teach	teach/teaches	taught	taught	Å undervise
To tell	tell/tells	told	told	Å fortelle
To think	think/thinks	thought	thought	Å tenke
To throw	throw/throws	threw	thrown	Å kaste
to understand	understand/understands	understood	understood	Å forstå
To wake	wake/wakes	woke	woken	Å våkne
To wear	wear/wears	wore	worn	Å ha på seg
To win	win/wins	won	Won	Å vinne
To write	write/writes	wrote	written	Å skrive

Linking words

Linking words link your sentences together.

Using linking words

Example: I read paperbacks. I read hardcovers. I read e-books on my tablet. I listen to audiobooks. I love all sorts of books.

I read paperbacks *but* I also read hardcovers. *In addition*, I read e-books on my tablet *and* listen to audiobooks. *In short*, I love all sorts of books.

Introduce your first argument

To begin with, I thought this book would be boring.

Add more information

besides, what is more, not only, but also, in addition

Example: *Not only* is this an exciting story, *but it also* has an important message for society.



Make a contrast

but, yet, actually, still, unlike, despite, instead of

Example: The main character, *unlike* his friends, believes that the whale can speak to him.

Sum up your text

in a word, to sum up, in short

Example: *In short*, I would definitely recommend that you read this book.

Workbook page 156-161

Linking words

to begin with, what is more, not only, but also, in addition, but yet, actually, still, unlike, despite, instead of, in a word, to sum up, in short, that is why