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Preface

I, the author and researcher of this thesis, am a trained librarian with more than twenty years of experience from public libraries in Norway. Most of my career I have worked with children and children's literature. I have given "book talks" to visiting classes, I have held "story time", I have staffed the desk both in the children's and adult's departments of several main and branch libraries and even a mobile library. I have packed books and other materials to be sent out to schools in the municipality, and for some years I was in charge of acquisition of books in English for the children's department in one of the biggest public libraries in Norway. During all my professional life I have worked to spread literature and the joy of reading to all library patrons, and especially to child readers.

I wish to thank my supervisors, first Rebecca Stuvland who got me started on this master's thesis, and Nadine Kolb who helped me complete it. And a big thanks to Marianne who let me borrow her class for half a year. Thank you all.

Stavanger, 11th May, 2023

Ragnhild H. Skår Nilsen

Abstract

The aim of this study is to investigate the effects of extensive reading in English as a second language under the guidance of a trained librarian has on the language development of a class of sixth graders, with Norwegian as their first language. The study is based on Vygotsky's (cop. 1978) theory of Proximal Development and Krashen's (1981, and cop. 1982) theories of language acquisition.

The researcher explores (i) the correlation between the number of books read and the pupils' language development during the research period, (ii) the number of readings in context of an extensive reading project over twenty-five weeks, (iii) the pupils' choice of literature, and (iv) the impact of recommendations by a librarian.

This is a mixed methods intervention study, where the pupils in the research class are given more time for self-selected reading in English than common in the English curriculum in Norwegian sixth grade. The following measures are included (i) the Cambridge Young Learners English tests (Cambridge English, cop. 2018; and Cambridge English, cop. 2014), (ii) a questionnaire for the pupils' parents and guardians to retrieve language and social background variables, (iii) reading logs where the pupils register what they read during the research period, (iv) short stories written by the pupils, (v) observations of classroom interaction, and (vi) conversations with the pupils and their teachers. The pupils' results in the Cambridge Young Learners Tests provides quantifiable results which will be used to measure their language development, this will be supported by the findings in the short stories written by the pupils during the research period. The pupils have recorded how many and which books they read in their reading logs. The researcher has kept lists over the books that were brought and presented to the class, and the impact of the recommendations by a librarian, that is the researcher, can be found by comparing the pupils' reading logs with the researcher's lists.

The researcher's predictions are that pupils who read more are more likely to improve in language proficiency. The number of books the pupils read will vary significantly and will be influenced both by their language competence and their earlier reading habits and reading experiences. The pupils will probably choose books of similar types and themes to those they would choose in Norwegian, and most will read at least some comic books. The books recommended by the librarian will probably be read by many of the pupils.

In line with the findings from the reading programs described by Day and Bamford (1998), Krashen, Lee and Lao, (2018), Mason and Krashen (2004), Salameh (2017), and Axelsson (2000), the research for this master's thesis shows an increased language proficiency among the pupils in a Norwegian sixth grade class who took part in this intervention study with increased focus on extensive reading in English as a second language. While there is a correlation between numbers of books read during the research period and increased language proficiency, the connection is neither linear nor unambiguous: The pupils who read the least during the research period, showed the least progress in language skills as measured by the pre- and post- research tests, while also one of the top scorers registered reading few books.

1 Introduction

This master's thesis presents a study of the development in English second language competence in a Norwegian sixth grade class, based on extensive reading under the guidance of a trained librarian. Many studies on extensive reading show how increased reading helps develop the pupils' language proficiency, and improve their attitudes to second and foreign languages, and reading in general (e.g., Axelsson, 2000; Mason & Krashen, 2004; Salameh, 2017). Few studies of this kind have been held within the Norwegian school system, and even fewer with the participation of a librarian.

An observation by many librarians is that if someone is given a book that they perceive as 'good', that is compelling, interesting, or useful in any way, that person will come back for more recommendations and to borrow more books. If an adult reader happens to disagree with the librarian on what a good book is, if they did not like the book the librarian recommended, they will not ask for assistance again but will continue to browse the shelves on their own. They will continue reading the familiar genres and the familiar authors, they may not expand their reading habits, but they will continue reading. If a child reader is given a book that they do not find interesting, that is too difficult, too boring, or simply not engaging, they may stop reading altogether. It is in many ways more important to find 'the right book' to a ten-year-old than to a fifty-year-old, and a good knowledge of the books you have at your disposal is essential.

The aim of the empirical study is to explore the effects extensive reading in English as a second language has on the language development of a class of sixth graders, eleven-year-olds, with Norwegian as their first language. The researcher wants to investigate (i) the correlation between the number of books read and the pupils' language development during the research period, (ii) the number of readings in the context of an extensive reading project, (iii) the pupils' choice of literature, and (iv) the impact of recommendations by a librarian.

The research for this thesis is based on Lev Vygotsky's (cop. 1978) theory of proximal development and Krashen's (1981, and cop. 1982) theories of language acquisition. Vygotsky's theory described how a child or learner is assisted in reaching their potential developmental level by the guidance of an adult, instructor, or more experienced peer. Krashen (1981, and cop. 1982) developed this further in his theories of language acquisition, where the student acquires new language through exposure to the target language, on a level at or slightly above their present level of competence. Extensive reading is defined by Day and Bamford (1998) as sustained silent reading of self-selected literature over time, and the reading programs described by Day and Bamford (1998), Axelsson (2000), Krashen (2018), Mason and Krashen (2004), and Salameh (2017), all conclude that their students gain in language proficiency and in positive affect to reading. The researcher uses the Readers advisory method (Moyer & Stover, cop. 2010; Øyrås, cop. 2017; Posselt, et al., 2022) in her presentations and recommendations of literature.

A mixed methods intervention study was conducted, where the pupils in the research class were given more time for self-selected reading in English than what is common in the English curriculum in Norwegian sixth grade, and where quantitative findings are backed up by qualitative observations. The researcher visited the class five times from mid-December 2020 to early June 2021, where she presented books, and talked about literature, language, and reading. Due to the restrictions posed by the Covid-19 pandemic of 2020 and 2021, class visits and one-on-one interaction had to be limited to a minimum, and a social distance had to be upheld.

In the research to this thesis, the following measures are included (i) the Cambridge Young Learners English tests (Cambridge English, cop. 2018; and Cambridge English, cop. 2014), (ii) a questionnaire for the pupils' parents and guardians to retrieve language and social background variables, (iii) reading logs where the pupils register what they read during the research period, (iv) short stories written by the pupils, (v) observations of classroom interaction, and (vi) conversations with the pupils and their teachers.

The pupils' results in the Cambridge Young Learners Tests provides quantifiable results by which language development can be measured, this will be supported by the findings in the short stories written by the pupils during the research period. The pupils have recorded how many and which books they read in their reading logs. The researcher has kept lists over the books that were brought and presented to the class, and the impact of the recommendations by a librarian, that is the researcher, can be found by comparing the pupils' reading logs with the researcher's lists.

The researcher's predictions are that pupils who read more are more likely to improve in language proficiency. The number of books the pupils read will vary significantly and will be influenced both by their language competence, and their earlier reading habits and reading experiences. The pupils will choose books of similar types and themes to those they would choose in Norwegian, and most will read at least some comic books. The books recommended by the librarian will be read by many of the pupils.

The main findings in the research to this thesis is that there is a correlation between the amount read by the pupils during the research period, and their language development, but this correlation is neither linear nor unambiguous, in that there are variations in the reading patterns of pupils on all levels of language proficiency. While the class on average had a fantastic improvement in test scores, there were a few pupils who only showed minor improvements. The class on average also read many books, but while a few read almost a book a week, there were some pupils, both among the high- and low scoring on the research tests, who read less than a book a month. The pupils who improved the least from the pre- to the post-research test were among the pupils who read the least, but also one of the top scorers registered reading only four books during the six months long research period.

The present thesis is divided into the following sections: Section 2 describes the theoretical background for the research, including an overview of a selection of other reading projects. In section 3, the research for the empirical study will be presented, with research questions and the researcher's predictions. This sections also contains the choice of research subjects and

materials, a description of the procedures, and the results of the research. In section 4, the findings from the research presented in section 3 will be discussed, and finally a conclusion is provided in section 5.

2   Theoretical background

The research for this thesis is based on Lev Vygotsky's theories on pedagogics (Vygostky, cop. 1978) and Stephen Krashen's theories on language acquisition (Krashen, 1981 and cop. 1982). Vygotsky introduced the concept of 'zone of proximal development' (cop. 1978), where he describes how a child or student is assisted in reaching their potential level of development and competence by an instructor or more experienced peer. Krashen (1981, and cop. 1982) specifies how successful acquisition of language is dependent on input on a level suitable for the student, on a level just above the students present level of competence, and within their zone of proximal development. The aim for the present thesis is to examine how extensive reading, where language learners are exposed to literature within their zone of proximal development, influences their language acquisition.

2.1   Lev Vygotsky – Theory of proximal development

In his book "Mind in society" Lev Vygotsky (cop. 1978) described how children develop in connection with their surrounding society. According to Vygotsky (cop. 1978) all higher mental functions develop through interpersonal communication and social interactions: a child is first shown how to manage a task, later it will be able to do it alone. Like animals, humans have lower mental functions tied closely to biological processes and physical needs, but through cultural mediation we also learn the social tools and signs of the society surrounding us. When a child first reaches out to get something, its parents and guardians interpret this as pointing at the item. The interaction between the child and its carer enforces the child's actions so that

later when the child wants something that is out of reach, the child points to it in anticipation of getting it.

> "Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals." (cop. 1978, p. 57)

Vygotsky (cop. 1978) introduces the concept of the 'zone of proximal development'. According to Vygotsky this means that social learning precedes a child's development, in that the social learning sets in motion the processes needed for the child to develop further. He states that learning is matched with the child's developmental level, but that the learning must be on a slightly higher level than what the child is able to do on their own. What the child can accomplish without assistance or instruction at any given point is the child's *actual developmental level*. In learning new skills, both physical, mental, and academic, the child will be instructed and aided by a carer, a teacher, or a more experienced peer, and through instruction and guidance will be able to complete the new task, first only with guidance and later by themselves. This new level of skill, that the child is capable of reaching only with support and instruction, is its *potential developmental level*.

> "The zone of proximal development [...] is the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration with more capable peers" (cop. 1978, p. 86).

This support from others is called 'scaffolding', a term first introduced by Jerome Bruner in 1976 (McLeod, 2019), to describe the interaction between a child or learner and their teacher or instructor. The term originates in the temporary support structures used in the building

industry, to allow construction workers to climb higher and build further, to transport building materials higher up in the structure, and to support the structure itself during construction. Scaffolding in pedagogics involves structured interaction between a child or student and an adult or instructor with the aim of helping the child achieve a specific goal. This support can be facilitated through motivating and encouraging the child or student, by showing the steps needed to reach the desired results, and by giving models that can be imitated. The teacher provides a scaffold to assure that the child's ineptitudes can be rescued or rectified by appropriate intervention, and then removes the scaffold when the structure can stand on its own (Bruner, 1983). Scaffolding in education can be implemented through examples for the pupils to follow, by step-by-step instructions, by visual or oral guidance, or sometimes simply by motivation. In reading and language learning scaffolding can be found in the assistance from a teacher or instructor, or within the texts themselves through illustrations or dictionaries. Reading aloud can introduce new concepts in literature and language, and can motivate the children to try for themselves. If the language is more complex than the children are used to, or if it is in a second or foreign language, a teacher can assist their class through acting, sound effects, and use of body language, and by asking questions to ensure that the pupils have understood the story so far. The use of different types of scaffolding simultaneously or successively, for instance both illustrations, dictionaries, and acting, can provide for pupils on different proficiency levels, and for pupils of different learning types. Traditional classroom education has often favoured learning through reading and through listening to lectures, but with using visual aids and allowing the pupils to actively partake in classroom activities, both kinaesthetic-, auditory-, visual-, and reader/writer-learners will be provided for (Malvik, 2020).

When the child or student has reached a level of aptitude where they do not need the instructor's support. the scaffolding can be removed, and the student will perform the task without instruction or help (Bruner, 1983). But as in construction working, if the scaffolding is removed too soon, the building will be structurally unstable, will not be able to support further development and will be in danger of collapsing completely. After having been introduced to

the solutions to their problems, the child needs time to practice and repeat the exercises, whether it is a physical skill or an academic problem, until the new skill is internalised, and the child can use it as a tool to achieve other goals and to complete more complex tasks. Finally, the child will be able to adapt the learnt skills to his or her needs, to fit with their personal situations, their desires, and limitations, and they will have appropriated the new learning completely.

> "We believe that child development is a complex dialectical process characterized by periodicity, unevenness in the development of different functions, metamorphosis or qualitative transformation of one form into another, intertwining of external and internal factors, and adaptive processes which overcome impediments that the child encounters." (Vygostky, cop. 1978, p. 73)

Learning under guidance and with assistance from an instructor will both increase the speed of a child's learning and will ensure that they are able to reach their potential. Guidance, that is scaffolding, will help the child seeing opportunities and promote learning, while also providing methods for doing so. In a classroom setting it can be difficult to accommodate for the various needs of the pupils, but a trained teacher will introduce new elements when the child is ready for the next stage of learning. This means that while some children may need remedial classes or other extra support to reach their potential, others should be allowed to jump ahead of the class and to explore more advanced topics. There is no need to introduce advanced calculus before the child has grasped fundamental multiplication and division, and spelling drills are unnecessary if the child is already reading advanced texts.

Lev Vygotsky, an early Soviet pedagogue, began his works in developmental psychology in 1924 and died in 1934, only thirty-seven years old. Vygotsky developed much of his theories in response to western psychologists and pedagogues of his time, but due to political and linguistic barriers his works were not published in the west until the late 1960's. He was a contemporary of Pavlov, Freud, and Piaget, he was familiar with their theories, translated their

works to Russian, and developed his own theories in response to theirs. Vygotsky's works gained popularity in the western world from the 1970's onwards, and formed the basis for much of the works of Bruner (1983), Krashen (1981, cop. 1982) and others.

2.2   Stephen D. Krashen – Second language acquisition

In his books "Second language acquisition and second language learning" (1981) and "Principles and practices in second language learning" (cop. 1982), Stephen Krashen introduces the distinction between conscious and formalised language learning and subconscious language acquisition. Krashen's theories on language acquisition (1981, cop. 1982) builds directly on Vygotsky's theories on learning and pedagogics (cop. 1978) in that new learning must be introduced at a slightly higher level than what the child or pupil is able to achieve on their own at present. According to Krashen a parent to a child who is about to learn to speak, or a teacher to a student who is learning a new language, must modify their language to a level that the child or student will understand, just as Vygotsky describes in his *zone of proximal development* (Vygostky, cop. 1978). To help a student reach their potential development level they must be supplied with language at or slightly above their present level of performance.

According to Krashen, *language acquisition* is similar to the process children use in learning to speak their first language, where meaningful interaction between the child and their caretakers is more important than correction of mistakes. A caretaker of a small child, or a fluent speaker of the language a student is trying to learn, will modify their language to fit the level of the child or student to ensure that they will understand. Krashen calls this 'caretaker talk' or 'foreigner talk' (1981, p. 10), and it is often characterised by shorter sentences and simpler, but still correct, grammatical constructions. The child or student will not consciously

learn the grammatical rules of the language but will, given time and exposure, get a 'feeling' for what is right and what is wrong.

Krashen continues by saying that *language learning* occurs in formalised settings with an educator teaching vocabulary and grammar. The progress of teaching a foreign language will normally follow a set syllabus, where the elements come in a set order, with newer learning building on earlier learnt materials. The student is progressing from the simple to the more complex and will be helped by error correction and explicit rules. With this method a new grammatical feature will be taught as new one time, and while there will be repetitions and exercises, a student that missed the first lesson will be severely hampered in their later learning. When this teaching method works as planned, when the students have managed to learn the vocabulary and grammatical rules according to schedule, they will have a theoretical and practical understanding of both grammar and vocabulary. At this stage the student will be able to use the correct forms of words they know, they will be able to self-monitor their language output, to correct their own writing and speech. If this method fails, if a student is absent from lessons or cannot understand the instruction given, the student will be left with significant losses in their understanding of the language. The review and repetition lessons are aimed at 'reminding' the students about what they have learnt earlier, and to give them additional practice, but will normally not cover all the aspects that were taught to the class in the first place. (cop. 1982, p. 69). When new grammar is taught after this, the student will have problems building on the earlier rules they did not learn, and they will lag further and further behind their class peers. Language acquisition through comprehensible input will ensure that the student is exposed to these new grammatical features and new vocabulary repeatedly. Each time they encounter these features will give the student a new chance at picking them up and will also work as built-in review and repetition.

Krashen's monitor method (cop. 1982, pp. 15-20 and 83-119) is described as the student's ability to observe and control their own language output. Self-monitoring occurs when a student or a learner of a language can self-correct their language output through conscious

use of grammatical rules. One condition for successful use of the monitor method is that the student must have *time* to think through and apply the rules they have learnt. This can be achieved in prepared speech or in writing where one can easily go back in one's text or manuscript and correct mistakes, but it is not easily done in a conversation where the answers must be instantaneous. The student must also be *focused* on applying the right grammatical forms. And finally, the student must *consciously know* the grammatical forms, the sentence structure, and the right vocabulary for the situation. Used correctly and in the right settings self-monitoring is a useful tool, the student can control the correctness of his or her output and their performance will be better. Monitor over-users often do not trust their knowledge of the language and its grammar, and may be unwilling to speak for fear of making mistakes. Under-using of the method happens when the students either do not know the rules applied, or they know the rules in theory but cannot transfer the abstract rules to practical language. In both cases the students will benefit from practice and exposure in low anxiety situations. When learning a new language, it is important that the students are exposed to enough of that language in a form that is accessible to them. The language must be on an appropriate level for them to understand and must be varied enough for them to expand their horizon.

As Vygotsky describes in his theories of *zone of proximal development* (cop. 1978, pp. 84-91), Krashen says that a parent to a child who is about to learn to speak, or a teacher to a student who is learning a new language, must modify their language to a level that the child or student will understand. To help a student reach their potential development level, their teacher or instructor must supply them with language at, or slightly above, their present level of performance. This is described in detail in Krashen's 'Input Hypothesis' (cop. 1982, pp. 20-30). The student's present level of proficiency is described as "i", and new material is best introduced at a level described as "i + 1", slightly above their present level. The student will build on what they already know and understand and will concentrate on the meaning of the message rather than the form of the text, but given enough time and exposure they will acquire the new grammar and vocabulary presented in this more advanced text. If the student

is given new material at a level too high for them, they will not be able to access the meaning and may even be put off trying to read anything above their present reading level ever again.

In a classroom situation, the students will have reached different levels of understanding, what is "i" for one student may be "i - 1" for another and "i + 1" for a third. Reading at a slightly lower level will work as repetition of already learnt materials and will give the student time to internalise the learning. Reading at a slightly higher level may need some extra explanation from the teacher, or other scaffolding (Bruner, 1983) provided in the form of illustrations, explanations, and dictionaries, or simply that the student finds what they understand of the text to be interesting. As pointed out by Phil, Carlsten and Van Der Kooij (2017, p. 14) studies indicate that the reading of fiction of one's choice strongly affects reading engagement, and that such reading can even facilitate reading *above* the child's proficiency level in the language of instruction. In other words, if the text is compelling, that in itself can work as scaffolding. This means that if the instructor can help the student find texts, be it fiction or non-fiction, on subjects that they are interested in they will continue reading and will continue to acquire language above what they would otherwise be able to understand.

2.3   Literature review

Reading programs have been used in and out of schools for decades, both in first-, second- and foreign language education. The common goal for these has been to improve the students' language acquisition through exposure to varied literature. Day and Bamford (1998) define 'extensive reading' and describes how it works in a classroom setting. Krashen, Lee, and Lao (2018) counter the claims that pupils will only choose 'easy' books and low-quality literature if they are allowed to choose their own reading materials. Axelsson (2000) describes the progress done in a class of immigrant children in Sweden. Salameh (2017) shows how

extensive reading improves students' attitudes to English as a foreign language. Mason and Krashen (2004) shows how extensive reading as a teaching method outperforms other more traditional methods of education. And finally, Worthy, Moorman, and Turner (1999) explore the attitudes American sixth graders have to various types and genres of literature.

2.3.1 Richard R. Day and Julian Bamford (1998)

Day and Bamford (1998) define extensive reading as longer periods of silent reading of self-selected texts, intended to build vocabulary and to encourage the students to enjoy reading. This contrasts with intensive reading, where groups or whole classes of students read the same text, analyse its grammar and vocabulary, translate, and do exercises. Day and Bamford analysed several reading programs and found that in second- and foreign language reading an extensive reading approach will lead to increased proficiency both in reading and general linguistic competence, as well as increased vocabulary and a positive affect to literature (1998, p. 34).

Extensive reading may be introduced into the foreign language curriculum as a separate course, a part of an existing reading course, a non-credit addition to an existing course, or as an extracurricular activity. Some teachers and school administrators will dismiss reading self-selected material in the fear that the students would choose literature at a too low level, that they would not learn anything new from it, and that reading a foreign language should not be attempted before the students can speak and understand this language. Day and Bamford argue that reading at a lower level, that is "i - 1" as described by Krashen (cop. 1982), will help the student develop reading fluency in that they will increase the number of common words they recognise by sight rather than by spelling them out, what they call 'sight vocabulary' (1998, pp. 16-17). Allowing the students to choose books on topics they are interested in will both ensure that they gain knowledge, and that they increase their passive as well as their

active vocabulary. This will give them a more positive attitude to both the second language and reading in general, and thus ensure that they continue reading and learning.

2.3.2   Stephen D. Krashen, Sy-Ying Lee, and Christy Lao (2018)

Krashen, Lee, and Lao (2018) address the worry that both parents and educators often raise, that when children are allowed to select their own reading materials they will choose 'light reading' rather than more advanced literature and non-fiction books. They did a comparative study of two elementary schools in Heifei in China and compared the two groups of seventh graders', twelve-year-olds', attitude to various literary genres and to reading their first language, Mandarin.

One of the schools in Krashen, Lee, and Lao's study was a traditional elementary school, the other was part of a reading program called The Stone Soup Happy Reading Alliance, where extra emphasis is given to first language reading instruction on all levels, there are regular sessions of reading aloud, and the pupils are given time each day for self-selected reading. The Stone Soup Happy Reading Alliance program also ensures that books are available to the pupils both in the school library and classrooms, and in hallways and other places where the children spend time. The children in both schools were given a questionnaire where they would indicate how interested they were in various genres for self-selected reading. The pupils in the Stone Soup Happy Reading Alliance school were generally more positive to all sorts of literature than the pupils in the traditional school, except for poetry and textbooks for school. According to their self-reported interest in books, the pupils in the Stone Soup school were only moderately fond of reading comic books while the pupils in the comparison school did not really like comics at all. The opposite was reported for school textbooks where the pupils in the comparison school were enthusiastic, and even the pupils in the Stone Soup school found them interesting. The researchers found this highly unlikely, both when comparing to other known studies like Worthy, Moorman, and Turner (1999), see section 2.3.6, and when

looking in the comic book sections of bookstores in the area. The children were aware that teachers and parents regarded comics as lower value reading and that poetry and textbooks were valued much higher, so they reported what they thought the researchers wanted to hear. "This could provide the basis for additional research: *What children say they read* vs. *What they really read*" (2018, p. 53).

To continue their research Krashen, Lee, and Lao did a longitudinal study of school children in the Stone Soup Happy Reading Alliance school in Heifei, where the school library loans of twelve children were studied for three and a half years (2018). The researchers collected data both on the number of books each child read, the total number of words in each of the books, and the complexity of the content of the books. The complexity of the books was evaluated both by a team of experienced teachers and by the children themselves, and while there were differences in how they evaluated the books teachers and pupils agreed for the most part. The school library system also did not provide full records for all the twelve children for all the seven school terms of the study, but the records were complete enough to give clear indicators that while the progress was not linear the children read more advanced texts as they matured.

2.3.3   Monica Axelsson (2000)

Axelsson (2000) studied a class of children of immigrant background in the suburb Rinkeby in the outskirts of Stockholm. The class consisted of twenty-four third graders of immigrant background, all with another first language than Swedish and most of them born in Sweden to immigrant parents. Most of the children had been in the same class since preschool and had learnt to read through the whole language method. Earlier studies had shown that children with other linguistic backgrounds than Swedish, the main language of the society, had significantly bigger problems in reading comprehension than children with Swedish as their first language. One explanation was that this was mainly due to the lack of fitting reading

material in these children's homes. As in the Stone Soup Happy Reading Alliance school described in Krashen's studies (2018), the Rinkeby school increased the focus on reading and provided books in vast amounts throughout the school. These programs are called 'bokflodsprogram', 'book flood programs', in Swedish and work according to Krashen's theories on language acquisition (Krashen, 1981): The pupils are provided with, or 'flooded with', meaningful, interesting, and compelling texts at suitable reading levels. Oral and written activities are integrated in the children's tasks, and content and meaning of the texts produced by the children are more important than form. This leads to a higher inner motivation for the children, they read more and thus get exposed to more of the target language, and the learning, or rather the acquisition, of the language happens through meaningful interaction. Axelsson describes how both parents and some teachers, both in this reading program and others, have worried that the children 'have too much fun' to be learning properly, and that learning a second or foreign language ought to be hard work (2000, p. 14). The consensus of all reading programs seems to be that increased focus on reading has a positive effect on both overall reading- and writing skills and on second language acquisition, and on the pupils' attitudes to reading and literature in general.

In the Rinkeby study the children wrote short texts that were evaluated according to several criteria: Is it possible to understand what the text is about, how has the pupil structured his or her text, and whether the main message of the text can be understood, even if some of the details are unclear. When evaluating language complexity, Axelsson and her team looked at the correct use of vocabulary, word order, the use of compound verbs and set phrases. The children were clearly influenced by what they had read and were for instance starting stories with "Det var en gång …", "Once upon a time …", as if they were telling fairy tales. After the reading program eighteen, that is 86% of the pupils in the research class, were at an advanced level of writing and three pupils, 14%, were on an intermediate level. For oral performance there were 73% at advanced and 27% at intermediate levels. There were no pupils at beginner levels in either written or oral performance. In the control group of pupils that had not taken part in the reading program the numbers were much lower, with respectively 45% at

advanced, 45% at intermediate, and 10% at beginner levels for written performance, and 22%, 59%, and 19% for oral performance (p. 18). Axelson concludes that the combination of group readings and reading of individually chosen books, of written productions in class, individually and together with a well-known author, and oral performance in class, outside school, and on stage with a big and unknown audience, all lead to the success of this reading program.

2.3.4   Lina Abdeleqader Mohmmad Salameh (2017)

Salameh (2017) investigated the effects of extensive reading in a group of students of English as a foreign language (EFL) in the Hail university in the Kingdom of Saudi Arabia. Studies have shown that a positive attitude to reading in the foreign language or reading in general is crucial for the students' academic success. Attitudinal values can be divided into affective, cognitive, and behavioural elements, where the affective refers to the student's feeling or emotions to the subject, cognitive refers to their thoughts or rational arguments surrounding this, and finally the behavioural elements are the changes this will incite the students to make. If the students like the language they are studying and the literature they are reading, and believe this will increase their chances for better understanding and higher grades, they are more likely to improve their study habits and spend more time on reading.

According to Salameh the reported reading levels of English major students in Saudi Arabia were low, and reading was given low priority in higher education. Seventy undergraduate students enrolled in compulsory EFL classes in the Haif university in Saudi Arabia were questioned about their attitudes towards reading before and after a fifteen-week period where one hour a week was devoted to extensive reading. The students were allowed to read books of their own choice, they could change books if they found them uninteresting or too difficult, and they were encouraged to read both in and outside of school.

"Based on the results of the present study, the positive relationship between extensive reading and the EFL learners' positive responses on the three attitudinal variables (Affective, Cognitive, and Behavioral) indicated that, it seemingly remains true that reading programs that incorporate extensive reading are more likely, than those that do not, to foster a love for reading." (2017, p. 13)

Salameh found that while the students' confidence rose and their anxiety towards EFL reading decreased, there were only limited changes in the students' behavioural patterns. This could be due to the relatively short period of the study. The students reported that they found reading more interesting and enjoyable, and that they found improvements in vocabulary and reading speeds. Salameh concludes that students must be given a wide choice of reading materials, and that an instructor must follow the students closely.

2.3.5   Beniko Mason and Stephen D. Krashen (2004)

Mason and Krashen (2004) performed a series of studies of extensive reading in English as a foreign language for Japanese students. According to Mason (2004, pp. 1,2) there have been made claims that language acquisition through extensive reading is only viable in a second language setting and not in a foreign language setting. It has also been claimed that extensive reading will only benefit motivated and already successful students, and not students with lower academic skills or a negative attitude to reading in a foreign language.

The subjects of the first study were a class of university students who had earlier failed in a compulsory course of English as a foreign language. After one term following a traditional curriculum with emphasis on comprehension, vocabulary, and grammar, attendance was low, tasks were left incomplete, test scores were low, and almost a third of the retakers of the course had dropped the class. Most of the students in the comparison class, who were taking

this course for the first time, were well motivated, and scored well on tests. The researcher, Mason, was the teacher for both classes. For the second term of the course the retakers read graded reader books, that is easy-to-read books with a restricted vocabulary and limited grammar, intended for language learners, that had been purchased for the class. They were asked to write a diary, a reading log, of the books they had read, with a short synopsis and their reactions to the books. During class Mason checked the students' notebooks, discussed their reading with them, and encouraged them. At the end of the term some students had read more than forty books, the average of the class being around thirty. A cloze test, where the students were asked to fill in the missing words in a text, was given both to the research class and the comparison group before and after the research period, to determine the gains of both groups during this term. While the comparison group outperformed the research class on the first test, the research class had almost caught up with the comparison group on the second test. The research class had also gained in attitude towards the foreign language, and became eager readers of English.

Mason and Krashen's second and third studies of extensive reading of English as a foreign language in Japan were conducted over one academic year each. The second study was performed both in a junior college and in a prestigious four-year university, with control groups form the same schools. The students read graded readers, with the university students progressing to original texts towards the end of the research period. The students kept a reading log where they wrote a short summary of each book in English, and a commentary in Japanese on their reflections and attitudes to the books and their own reading. In addition, the students presented a book in English to a partner in class each week. The students, both the research and comparison classes, were tested at the beginning and end of the study, with the same cloze test as the students in the first study. The first and last book summary of each student was also analysed by external judges, who divided the texts into three groups: 'good', 'average', and 'not good'. In both the junior college and the four-year university, the research classes had scored slightly below the control classes on the first test, but the progress to the

second test was significantly better in the research classes. The texts analysed by external judges also showed a marked improvement from the early to the late texts.

In the third study, the students were divided into two groups: one group wrote their book summaries in Japanese, their first language, and one group wrote in English, the target language. And finally, Mason added a third class who concentrated on cloze tests and vocabulary exercises. All three classes were given the same cloze test as in study one and two, and they also sat for a reading comprehension test. In addition, subjects in all three groups were asked to write a summary in English of a book they read at the beginning of the school year, and were asked to repeat this task using the same book at the end of the academic year. The texts were evaluated by two external examiners with English as their first language, who did not know which texts were from the beginning and which were from the end of the research period. Both extensive reading groups gained more from the first to the second cloze test than the class that had specifically concentrated on exercises of that kind. The extensive reading classes also scored significantly better than the cloze test class on reading comprehension, but there were only minor differences between the classes who wrote their book summaries in Japanese and English.

Overall, these three studies show that extensive reading was more successful than other more traditional methods of education in increasing the students' reading comprehension, and according to teacher observations, it also raised the students' attitudes to the foreign language.

2.3.6   Jo Worthy, Megan Moorman, and Margo Turner (1999)

Worthy, Moorman, and Turner (1999) investigates what children really want to read, in their free time and in their first language. They studied 419 sixth graders from three different schools in Texas, divided into twenty-eight classes, taught by twelve different teachers. The

children were asked to grade 21 different types of reading materials according to interest, what would they chose to read if they had unlimited access and time. They found that regardless of income, gender, academic achievement, and attitude to recreational reading in general, scary books scored highest. The children were also asked to name their favourite author, other favourite reading materials, and where they usually got their reading materials. In addition to the scary books, with the author R.L. Stine of the "Goosebumps" series as the runaway winner, comics and magazines were popular materials.

The students' socioeconomic status was divided by whether they were eligible for free or subsidised school lunches, and children from low-income families ranked books about animals higher on their list of preferred literature, while other children ranked fantasy and science fiction higher. Students who scored high in the state reading competency test, top 25%, ranked funny books and books for adults higher than the lower achieving students, bottom 25%, who preferred books about cars and trucks, and drawing books. 44% of the students stated that they normally borrowed their materials from the public library, school library or classrooms, while 56% said they mainly got theirs through purchase. As could be expected, children from low-income families were less likely have the money to buy books and magazines themselves, and borrowed most of their reading materials from the school library.

Worthy, Moorman, and Turner went on to see if the children's preferred materials were available in the schools, whether the libraries had the various materials and if they were available to the children. While scary and funny books were widely available, the most popular series and titles were in short supply. Several school libraries had books about sports and cars, but many titles were dated, most magazines were not available for checkout, and most of the magazines specifically named by the students were unavailable. Only one library and one class library had cartoons, but they were not circulated, and comic books were not available. Most teachers and school librarians said that lack of money was the main reason for not stocking popular genres. There was also a notion that drawing books, comics and many popular

magazines were inappropriate for school but would be fine for reading at home. Worthy, Moorman, and Turner quotes one teacher:

> "I want them to read an honest-to-goodness book. One of the reasons I'm kind of restricting the comic book and magazine format is I think you can really get into looking at the pictures and not reading the text…" (1999, p. 22)

According to Worthy, Moorman, and Turner there is an increasing gap between what children want to read and what is available for them in schools and libraries. While middle school students are reading, or are at least not opposed to reading as such, they do not find literature they are interested in in school.

> "Limited availability of preferred materials in schools leaves students with three choices: reading something outside their interests, obtaining their preferred materials themselves, or not reading at all. Students who cannot afford to buy their preferred materials are more dependent on school sources and, thus, their choices are even more limited." (1999, p. 23)

Worthing, Moorman, and Turner's findings show that children are interested in reading, but not necessarily in literature found in traditional libraries. Their interactions with the teachers and librarians also demonstrate what the children in Krashen, Lee, and Lao's study (2018) in Heifei, China, knew: Adults do value literature differently from children. Children want to read because it is fun, it is interesting and compelling, not because they learn from it, though language acquisition will be one of the results of reading. Positive experiences with reading, both in first-, second, and foreign languages, will instil a more positive affect to reading, and that will in turn incite the children to read more.

According to Krashen (1981, and cop. 1982) and Day and Bamford (1998), if a language learner is given access to literature on a level appropriate for them, their language proficiency will improve. Day and Bamford (1998, p. 34) summarises eleven different extensive reading

programs, both in second- and foreign language education, and all show significant gains in either language proficiency or positive affect to reading, or both.

2.4 Reader's advisory

Compelling literature at a fitting level for the student is a crucial element in language acquisition according to both Krashen (cop. 1982) and Day and Bamford (1998). To ensure that the students find reading materials they enjoy and will continue reading, on subjects that they are interested in and on a suitable level of complexity, they will need guidance from an instructor, a teacher, or a librarian. While teachers are trained educators they are not to the same extent as librarians trained in procuring the right book to the right reader at the right time. Since the students have different interests and have reached different reading levels, they will need different books to find something appropriate for them, their needs, and their desires. The reader's advisory system (Moyer & Stover, cop. 2010; Øyrås, cop. 2017) is a tool for librarians and other purveyors of literature to help them finding literature fitting for their patrons.

As a librarian, it is always difficult to find out what the library patrons are looking for in literature. That problem arises whether the patrons are adults, students, children, or teenagers. Do they want something funny, scary, or instructional? Is it recreational or for school or study? At which level do they want their reading materials? The reader's advisory system (Moyer & Stover, cop. 2010) was first introduced in public libraries in the USA from the early twentieth century, and over several decades developed into an efficient way of clarifying the patrons' needs and desires. The reader's advisory system was also introduced in Norwegian public libraries from the mid 2010's onwards, where a set of tools described as 'appeal factors', is used, where traits of literature are analysed separately and in context to

help determine what the reader is looking for in books (Øyrås, cop. 2017, and Posselt, et al., 2022).

The main appeal factors of literature are 'characters', 'setting', 'plot', 'pacing', 'tone', and 'language'. In helping a patron find a new book that he or she will enjoy, the librarian asks a series of questions to determine the readers' needs and desires. Does the reader want character-driven novels or plot-driven ones? Is it necessary for the reader to find the characters likeable and trustworthy, or will an unreliable narrator be tolerated? How important is the setting to the reader, and how is that setting described? Will the reader prefer a linear plot, or will breaks in the timeline or shifting narrators be better? Does the reader like fast paced stories or more leisurely ones, or maybe slow but intense? Which feelings do the books evoke? And when language is considered as an appeal factor one must both look at pace and complexity. Some authors who use long sentences and advanced vocabulary, while others strip their language of all excess and look for the art in simplicity. During these interviews, the librarian will ask the patron to describe the elements of their favourite books and build on that to find other books, so called "read-a-likes", that they will enjoy. These interviews work best on a one-on-one basis, but a trained librarian will use the appeal factors in book talks, class visits and other situations when books are presented to an audience.

Krashen emphasises the importance of compelling input in language acquisition, in that it ensures that the language student keeps reading and thus keeps acquiring new language. "Compelling input, input that is so interesting that the acquirer 'forgets' what language he or she is reading or listening to, is an extremely important factor in language and literacy development: when input is 'compelling', only the message exists." (Krashen, Lee, & Lao, 2018, p. 1). Day and Bamford (1998) describe how positive experiences in extensive reading lead language students to discover that reading is pleasurable, interesting, and rewarding, which leads to gains in attitude and motivation, which again leads to more reading and more language acquisition.

2.5   Quantitative, qualitative, and mixed methods research

The research in this thesis set up to be a mixed-methods study, where qualitative and quantitative findings are backing each other up. In Mertler (cop. 2016), mixed-methods research is defined as research that combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study, by mixing, integrating, or linking them either concurringly, sequentially, or embedding one within the other. Based on the research questions and emphasis of the research one can give priority to one or both forms of data.

In this thesis the quantitative findings are the pupils' results from the Cambridge Young Learners tests (Cambridge English, cop. 2018, and cop. 2014), given at the beginning and at the end of the research period, to give a base line for the pupils' language competence and to give a quantifiable result to measure their development during the research period, see figure 6, and appendixes A and B. Other quantifiable results are from the pupils' reading logs, see figures 2 and 4, and appendixes D.1 and D.2, where they recorded the number and titles of books they read during the research period, and a questionnaire given to the pupils' parents and guardians to register the pupils' linguistic backgrounds, see appendix C. The qualitative results are the present researcher's evaluation of the complexity of the books the pupils have recorded reading, the evaluation of the short stories the pupils wrote during the research period, and observations of classroom interaction and through conversations with the pupils and their teachers.

According to Mertler (cop. 2016), Cresswell (2007), and Cresswell and Garrett (cop. 2008) mixed-methods research was first used to any extent in the mid and late 1980's, and with increasing frequency during the 1990's and after. This was in response to the wish for a more comprehensible view on complex phenomena than quantitative or qualitative methods can on their own.

Quantitative and qualitative approaches to research are used in various degrees in the different disciplines of educational sciences, sociology, and language studies. According to Rahman (2016) there is a distinct polarisation between positivist researchers who see the world as a concrete and unchangeable reality that can be objectively quantified, and interpretive researchers who believe reality is a social construct and as such can be changed and must be understood subjectively. Positivist world view, backed by quantitative research, was the dominant paradigm in the early and mid- twentieth century. From the 1960's onwards, with the emergence of critical research, feminism, and discourse analysis, some researchers found that quantitative methods were lacking and that a qualitative approach where one evaluated the reasons behind why things developed as they did, gave better results.

It may be difficult to define the term 'qualitative research' clearly, as it does not have any paradigms, theories or obvious methods and practices which separates it from other research methods. Rahman quotes Strauss and Corbin (1990) who state that "By the term 'qualitative research', we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviours, emotions, and feelings as well as about organisational functioning, social movements, cultural phenomena, and interactions between nations." (Strauss & Corbin, 1990, cited in Rahman, 2017) Rahman also quotes Flick (2014) who says that "Qualitative research interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics." (Flick, 2014, cited in Rahman 2017) And finally Rahman quotes van Maanen (van Maanen, 1979) who defines it as, "an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world." (1979, p. 520, cited in Rahman, 2016). To sum this up, qualitative research is the study of results not found through statistical or numeric analysis

but through non-standardised information, of social interactions and experiences, to find the meaning behind them rather than the frequency of them.

The advantages of qualitative research are, according to Rahman (2016), that it produces a detailed description of the participant's experiences and can interpret the meaning behind their actions. Through qualitative research language assessment is seen as a part of the context and culture where it was used. In language testing, the qualitative research techniques analyse the behaviour of the candidate, the interviewer and interlocutor, and cross-cultural influences on behaviour during the tests. In qualitative studies one can adjust for influences like classroom environment or events in society, and it is easier to change both research questions and methods as the study progresses.

The disadvantages of qualitative research can be that qualitative studies can focus more on understanding and interpreting the participants' experience and meaning and leave out important contextual influence. Due to limitations on time and resources one often must concentrate on smaller sample sizes, which raises the issue on the generalisability to the general population. Qualitative research can be difficult to replicate, thus leaving the results open for doubt. And finally, the analysis and interpretation of the data can be complex, difficult, and very time consuming.

Quantitative methods lean heavily on positivism, in which it is believed that an objective reality exists beyond the human experience of it. Knowledge is obtained from empirical testing, data measure reality objectively, research results can be reproduced, and research objects have inherent qualities that exist independently of the researchers. In all quantitative studies one finds a set of parameters and count the frequency with which they occur. In his article Rahman quotes Payne and Payne (2004) who say that "Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques and accessed through researcher-introduced stimuli and systematic measurement." (Payne &

Payne, 2004, cited in Rahman 2016). Quantitative findings are more easily generalised to a bigger populace since the research often includes a bigger sample size, and the analysis of the results is often faster than in qualitative studies since the numeric results are in their nature more easily quantifiable.

The fact that quantitative studies are faster to conduct and analyse may also be a disadvantage. A quantitative study may give a snapshot of the situation at the present day, without seeing how the situation develops over time, the reasons behind this situation and the participants' reactions to the phenomenon studied, the society surrounding them and their situations in it.

An academic test can show student's competence and ability, or if the student in question has reached a level of competence high enough to enter the next level of education. In language testing the testers are concerned with the extent to which an examination can produce scores that reflect a candidate's ability accurately, and how one can ensure the validity of the tests. It must be noted that a test-situation is the exact opposite of what Krashen describes as a 'low anxiety situation' (cop. 1982, p. 32) in that most students will feel extra pressure to perform well and that in itself may inhibit their performance.

Mixed methods were chosen for this study because this gives the opportunity to interpret the quantitative findings from the pupils' tests and reading logs in light of qualitative observations done in the classroom or through interpretations of their written texts. A pupil who does not manage stress situations like tests, may still produce good short stories, and a pupil who does not read many books may tell of other extramural learning situations. The levels of difficulty of the books the pupils read must also be evaluated in consideration of the level of proficiency the pupils are on at any time.

3   The empirical study

This thesis presents an empirical study of language development in a Norwegian sixth grade class with English as a second language, based on extensive reading under the guidance of a librarian. A librarian is trained in helping readers to find the reading materials they want, need, and find meaningful, and this study was set up to explore how this would influence the pupils' desire for reading and further learning.

This is a mixed methods intervention study, in that the class is given more time and more materials for extensive reading in English than what is common in the Norwegian school system. The following measures are included (i) the Cambridge Young Learners English tests (Cambridge English, cop. 2014, and Cambridge English, cop. 2018), see appendixes A and B, (ii) a questionnaire for the pupils' parents and guardians to retrieve language and social background variables, see appendix C, (iii) reading logs where the pupils register what they read during the research period, see appendix D, (iv) short stories written by the pupils, (v) observations of classroom interaction, and (vi) conversations with the pupils and their teachers.

Due to restrictions posed by the Covid-19 pandemic in 2020 and 2021, class visits and one-to-one interactions had to be limited to a minimum. The plan to use the researcher's extensive experience as a librarian to talk individually to the pupils and help them find the perfect books that fitted both their reading levels and their interests had to be amended to comply with the centrally and locally given regulations. She was still able to visit the class five times between December 2020 and June 2021 but had to always keep a social distance of at least one meter to all pupils and teachers.

3.1 Research questions and predictions

The aim of the research for this thesis is to explore the effects extensive reading in English as a second language has on the language development of a class of sixth graders with Norwegian as their first language. This overarching question has been divided into four quantifiable research questions.

RQ 1. Is there any relationship between the number of books read by the pupils and their language development?

RQ 2. How many books do 6th graders read when they participate in an extensive reading project over a 6-month period?

RQ 3. What types of books do the pupils choose to read?

RQ 4. To what extent do they choose books which have been recommended by the librarian?

The pupils' results in the Cambridge Young Learners Tests will give quantifiable results by which one can measure the language development of the pupils mentioned in RQ 1, this will to some extent be supported by the findings in the short stories written by the pupils during the research period. The pupils have recorded how many and which books they read in their reading logs, which will be used to answer RQ's 2 and 3. The researcher has kept lists over the books that were brought to the class, and partial lists over which books she presented in class. Answers to RQ 4 can be found by comparing the pupils' reading logs with the researcher's lists. It must be noted that much of the research relies self-reporting, and the researcher has no way to verify that the pupils' reading logs are correct and complete.

The researcher's predictions to these questions were that **P 1:** Pupils who read more are more likely to improve their scores from the pre-research to the post-research tests. Pupils who

read more are more likely to write better, that is more grammatically and idiomatically correct, short stories. This will be in line with the findings in Mason and Krashen's studies (2004), where several classes of Japanese students improved their language skills as measured by cloze tests and written book reports. **P 2:** The number of books the pupils read will vary significantly and will be influenced both by their language competence and their earlier reading habits. Krashen, Lee and Lao's (2018) longitudinal studies of the school library records of a class in Heifei, China, show that there are individual differences in the children's reading patterns. A language learner's attitudes to reading in the second or foreign language will be influenced by all their earlier reading experiences, both in their first and second language (Day & Bamford, 1998). **P 3:** The pupils will choose books of similar types and themes to those they would choose in Norwegian, and most will read at least some comic books. Worthy, Moorman, and Turner (1999) asked American sixth graders about their preferred literature, and together with funny and scary books, comic books were among the most popular genres. Krashen, Lee, and Lao (2018) investigated attitudes seventh graders in Heifei, China, had to reading and literature, and pupils in a school with increased focus in reading were more positive to all kinds of literature than pupils following a traditional Chinese curriculum. **P 4:** The books recommended by the librarian will be read by many of the pupils. Reader's advisory (Moyer & Stover, cop. 2010; Øyrås, cop. 2017; and Posselt, et al., 2022) is a system for librarians to help each reader find books that fit their needs and desires for literature, and though individual interviews are the most effective, class presentations will also pique the pupils' interests and influence their choice of reading materials.

While the research for the present thesis does not include measurements of the pupils' earlier reading habits, the researcher will use her earlier contact with the class, see section 3.2 Participants, and back this up with conversations with the teacher.

The reading programs described by Day and Bamford (1998), Axelsson (2000), Krashen (2018), Mason and Krashen (2004), and Salameh (2017) all conclude that their students gain in language proficiency and in positive affect to reading. According to Day and Bamford (1998)

sustained silent reading in the second or foreign language classroom can both help students learning second or foreign languages, and also instil a more positive attitude to both language and reading in general, and ensure that they continue reading and learning after the formal study of the language is over. Extensive reading will at the very least consolidate the students' earlier learning, and at the best increase their language proficiency.

In Axelsson's (2000) study a class of immigrant children in Rinkeby, a Stockholm suburb, were flooded with books fitting both their reading level and interests. Compared to the other classes their performance levels increased drastically, both in oral and written skills. In the Stone Soup Happy Reading Alliance school in Heifei, China, (Krashen, Lee, & Lao, 2018) the pupils were much more positive to literature and reading than in the more traditional comparison school in the same city. A progress in the children's reading materials from simple to more complex was also reported over a period of three years, though the progress was not linear. Mason and Krashen (Mason & Krashen, 2004) conducted a series of three studies of extensive reading of English as a foreign language in Japan, and found that extensive reading was preferrable to other more traditional teaching methods. The students gained both in academic results, and in positive affect to the foreign language and to reading in general. And in the Hail University, Saudi Arabia, (Salameh, 2017) a fifteen-week program of extensive reading led to an increase in the students' positive affect to reading English as a foreign language.

In the research for this thesis the researcher based her prediction that reading will have a positive effect on children's language development and will improve their vocabulary and general understanding of language, both on the earlier mentioned reading programs and on observations done during more than twenty years of experience as a librarian in public libraries in Norway. These observations were supported with the results from standardised national tests given in classes and schools where extra attention and time had been given to extensive reading, the class of sixth graders that participate in the research for this thesis are among these. After having visited the public library every four weeks through their second,

third and fourth year in school, and having spent considerable time on self-selected reading in school, their results in the fifth-grade standardised national tests for reading in Norwegian, their first language, was markedly above the national average. The other two classes at the same grade level in the same school had visited the library fewer times, only two and three times respectively in this three-year period, and while they also had results above the national average their results were lower than the main research class. Less emphasis had been spent on English than on Norwegian, and their results in the national tests were only marginally above the national average. Figure 1 shows the results of the standardised national tests for all three classes in the research school, edited to remove the schools name.

Figure 1 Results from standardised national tests 2019

3.2   Participants

The research class was chosen because of the researcher's earlier contact with the class and their teacher, see previous section 3.1. The class consisted of twenty-four pupils in the sixth grade in a primary school in Stavanger, Norway. The school is situated in a relatively affluent part of town (Stavanger kommune, 2018), it had 380 pupils and 29 teachers in the school year 2020-2021 (Undervisningsdirektoratet, [2022]), and the school's library is open to the pupils thirty hours a week but only manned three hours a week.

The class teacher was willing to use considerable time on self-selected reading in English. Since the teacher of the research class has spent much time on extensive reading in Norwegian, the class had visited the local public library branch monthly from second through fourth grade. As part of this three-year project, the researcher and her colleagues at the local library branch observed the class and their reading habits in a library setting, in cooperation with the class teacher, to provide literature that fitted each child both in interests and reading levels. All the pupils became experienced library users during these years, and many of them are still avid readers. The researcher had interacted with these children many times, they had spoken about literature and reading, and the pupils knew that the researcher both had a good knowledge of the books she presented and that she would find books that were both interesting and at an appropriate reading level for each child.

According to Dysleksi Norge (cop. 2021), the Norwegian Dyslexia association, as many as twenty percent of all students leaving lower secondary school in Norway suffer from general reading problems, that is problems with motivation, concentration, insufficient training, or insufficient access to aids to facilitate for other disabilities. There are also between five and ten percent of the population that have specific reading problems, that is dyslexia, but some of these are not diagnosed until later in life, if at all (Dysleksi Norge, cop. 2021). In a class of twenty-four pupils like the research class, one can expect two or three to have significant reading problems, either from dyslexia or other general reading problems, with another two or three struggling with concentration and motivation. Observations done by librarians over

many years will also show that in most classes there are two or three book lovers, that is approximately ten percent in an average class, who read far more than their peers. These avid readers are often high achieving in other theoretical subjects as well. In the research class there are more avid readers and fewer unmotivated pupils than one would expect in a class of this size, probably due to the work done during the three years of monthly library visits, from second through fourth grade. The results from their fifth year standardised national tests shown in figure 1, show that the school scored well above the national average in both reading in Norwegian, and in mathematics, but only marginally above average in English.

Twenty-three of the twenty-four pupils, eleven girls and twelve boys, in the research class got parental permission to participate in the research program. Of the twenty-three pupils there is one with a severe learning disability, and though they participate in all parts of the study, their results are removed from the final statistics as a statistical outlier.

The researcher had planned to include the other two sixth grade classes at the same school as a control group to the main research class, to see if there was a significant difference in the development between classes following the ordinary curriculum for English in the Norwegian school system, compared to a class with increased focus on extensive reading. This plan had to be rejected, both due to the scope of this master's thesis, and due to low participation from the pupils in the other classes.

3.3   Materials

In the research to this thesis, the following measures are included (i) the Cambridge Young Learners English tests (Cambridge English, cop. 2018, and Cambridge English, cop. 2014), see appendixes A and B, (ii) a questionnaire for the pupils' parents and guardians to retrieve language and social background variables, see appendix C, (iii) reading logs where the pupils

register what they read during the research period, see appendix D, (iv) short stories written by the pupils, (v) observations of classroom interaction, and (vi) conversations with the pupils and their teachers.

(i) The results from the Cambridge Young Learners English test (Cambridge English, cop. 2018) given before the research period started will give a baseline for the pupils previous language competence. The results from the Cambridge Young Learner English test (Cambridge English, cop. 2014) given at the end of the research period will give a quantifiable result to measure the pupils' language development during the intervention study. (ii) The questionnaire given to the pupils' parents and guardians will try to map whether there are major linguistic or cultural differences between the children's backgrounds. (iii) The pupils' reading logs will both record the number of books the children have read, which books they have read, how difficult they found the books, and whether they liked the books or not. (iv) The short stories written by the pupils were included in the research both to include a low anxiety situation in which to measure the pupils' language output, and to try to compensate for the lack of one-to-one conversations with the pupils, especially in the early parts of the research period. (v) Observations of class interaction, and (v) conversations with the pupils and their teachers were included to account for events that could influence the pupils' reading and language learning, and to record extramural language acquisition. Measures of the participants' earlier reading habits are not included in this study, the researcher uses her knowledge from her earlier contact with the pupils, see section 3.2, supported with conversations with their teachers.

3.3.1   The Cambridge Young Learners English Test

The Cambridge Young Learners English test (Cambridge English, cop. 2018), developed by Cambridge English Language Assessment (Cambridge University Press & Assessment, 2022), a non-teaching part of the University of Cambridge, was given at the beginning of the research

period to establish a baseline for the pupils' level of competence. An older version of the Cambridge Young Learners English test (Cambridge English, cop. 2014) was given at the end of the research period to determine if there had been a significant development in the pupils' language competence during the research period. The researcher chose not to use the same test before and after the research period, to avoid that the pupils remembered answers from the pre-research test when answering the post-research test. The question types on the two tests are the same, with one exception. See section 3.4.1 for more thorough descriptions of the tests, and appendixes A and B for the full tests.

The Cambridge Young Learners English tests are divided into different levels of difficulty according to the Common European Framework of Reference for Languages (CEFR) system, where A1 is beginner level, and C2 is complete proficiency in the language (Council of Europe, cop. 2021). The Norwegian school system aims for its students to complete the A2 level, that is the pre-intermediate level, by the end of seventh grade and starting on the B1 level, intermediate level, when the students enter lower secondary school in eighth grade. The test used in the beginning of the research period, the pre-research test, was the sample paper for exams given in 2018 (Cambridge English, cop. 2018), and the test given at the end of the period, the post research-test, was the 2014 sample paper (Cambridge English, cop. 2014). The tests were given at the "Flyers" level, that is the A2 level. The students are evaluated on vocabulary, grammar and understanding, in modern everyday English and depicting situations they can recognise. The tests are written on paper, the pre-research test consisted of 44 questions that could give a maximum score of 48 points, and the post-research test consisted of 50 questions giving a maximum score of 50 points. Both tests were estimated to take 40 minutes. More detailed descriptions of the tests are found in section 3.4.1. See also appendixes A and B for the full tests.

3.3.2 Questionnaire about language background and parents' reading habits

The parents and guardians of the main research class were given a questionnaire where they were asked about their families' linguistic background and their own reading habits. The questionnaire was sent out to the parents together with the form where they were asked about parental consent for the pupils to take part in the study. From the researcher's earlier contact with the class, she knew that all the pupils were fluent in Norwegian, but a better assessment of the pupils' language and cultural background was needed. The parents answered questions on whether Norwegian is their main language at home, and which other languages they speak, both at home and when travelling. The parents were also asked if they read books, magazines, newspapers, or audiobooks, if they read online texts, and which languages they read. See appendix C for the questionnaire.

3.3.3 Class visits

The researcher visited the school a total of seven times from December 2020 to June 2021, a period of twenty-five weeks. Of these visits two were to give the pre- and post-research tests, and five times were to visit the research class. In addition, they had one online meeting due to the Covid-19 pandemic, when the class was in quarantine. During these visits, the researcher talked about literature, language, and reading. A more detailed description is found in section 3.4.3.
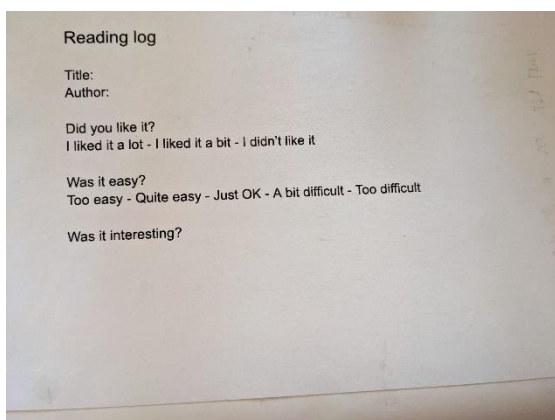
3.3.4 Reading

Figure 2 Template for reading log

The researcher brought just over one hundred books of various genres and complexity to the class during the research period. See appendix E for titles. The books were kept in the classroom, available for the pupils when they wanted them. The class was given twenty minutes to read, two or three times each week during the entire research period. The teacher also allowed the pupils to read if they had completed other tasks during the school day. The pupils were asked to keep a logbook, a reading log, over literature they read during the test period. They were asked to record the title and author of the books they had read, and to grade them as to how difficult they found them, and whether they liked the books or not.

3.3.5 Short stories

The pupils were asked to write three short stories, from a few sentences up to approximately one page long, during the research period. The stories were added to the research in order to supply a low anxiety situation where the pupils' language output could be assessed. A few findings will be used to support the results found in the Cambridge Young Learners English tests and observations done in the classroom.

The short stories can only to some degree be used as a measure on the pupils language proficiency since the pupils wrote their short stories as home assignments and not in a controlled environment. The pupils were free to use dictionaries or other aids, and while this diminish the short stories' validity as measures of language output, it ensures that also lower

performing pupils are given possibilities to self-monitor their written output (Krashen, cop. 1982, pp. 15-20).

3.4   Procedure

The research period for the present thesis stretched from mid-December 2020 to early June 2021, and accommodations for the ongoing Covid-19 pandemic of 2020-2021 had to be made. Both centrally and locally given restrictions had to be obeyed, social distancing had to be maintained, and some planned activities had to be revised.

3.4.1   The Cambridge Young Learners English Test

To determine a baseline of the pupils' language competence they sat for The Cambridge Young Learners English test. The pre-research test given to the class in December 2020 was the sample paper from the 2018 exams, at the A2 level, called "Flyers" (Cambridge English, cop. 2018). The test is estimated to take 40 minutes, contains forty-four questions and gives a maximum score of 48 points. The students are evaluated on vocabulary, grammar and understanding, in modern everyday English and depicting situations they can recognise.

The 2018 sample paper consisted of seven different parts. In the first part of the test the pupils were given a list of definitions or descriptions and to choose the right words from a list to fit these. The second part of the test was a dialogue where the pupils were asked to fill in the right response from a list of pre-written answers. Part three was a cloze test, where the pupils would fill in missing words in a text by choosing the right words from a list. In the fourth part the pupils had to fill in the right word of three choices for each sentence. In most cases this

Extensive reading guided by a librarian: L2 English development in primary school

was a choice between grammatical forms of the same word, a choice between prepositions with similar meanings, or a choice between pronouns. Part five was a short text with questions where the pupils had to fill in one or a few words to answer. The sixth part was a second cloze test, but this time the pupils did not have a list of words to choose from and where all words that were correct for the setting were accepted. In the seventh and final part of the test the pupils were asked to write a short story of at least twenty words to describe what happened in a small comic strip consisting of three panels.

The pre-research test was given in December 2020. The class was given a brief explanation to part two and four, the two most complicated tasks on the test, and the researcher and the class's own teachers were present in the classroom and available for questions during the test.

 At the end of the research period the pupils sat for a second test, the post-research test, to determine if there had been a development in their language skills. The test given in June 2021 was the Cambridge Young Learners English test sample paper from 2014 (Cambridge English, cop. 2014). As with the 2018 sample paper, the pre-research test, this test was estimated to take 40 minutes, and evaluated the pupils on vocabulary, grammar and understanding, in modern everyday English. There were fifty questions to this test, giving a maximum score of 50 points.

The 2014 sample paper, the post-research test, also consisted of seven parts. As with the 2018 sample paper, the pre-research test, part one was a list of definitions or descriptions where the pupils had to choose the right word to fit the definitions from a list. Part two was a picture and seven sentences describing it, where the pupils had to write "yes" or "no" to indicate if it was true or not. Part three was a dialogue where the pupils had to choose the right responses from a list of answers. The fourth part was a cloze test where the pupils could choose the right words from a list. Part five was a short text with questions where the pupils must fill in one or a few words to answer the questions. In the sixth part the pupils were asked to choose between three alternative words in each sentence. As in the 2018 sample paper this is most often a choice between different grammatical forms of the same word, or between

prepositions of similar meanings. The seventh and last part of the test was a second cloze test where the pupils did not have a list of words to choose from.
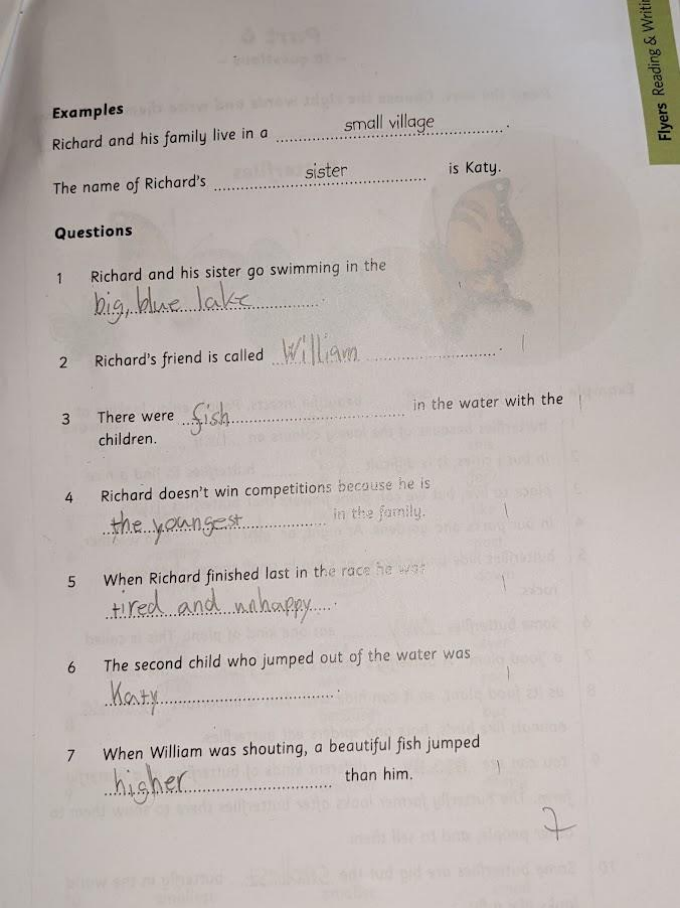
The post-research test was given in June 2021. The researcher gave a brief explanation on how to do the third and sixth part of the test, and both the researcher and the class's teachers were present in the classrooms when the test was given.

See appendix A for the pre-research test, the Cambridge Young Learners English test, sample paper for 2018, given to the research class in December 2020, and appendix B for the post-research test, the Cambridge Young Learners English test, sample paper for 2014, given to the research class in June 2021.

Figure 3 Cambridge Young Learners Sample Paper, cop. 2014, "Flyers", part 5

3.4.2   Questionnaire about language background and parents' reading habits

The parents and guardians of the research class were given a questionnaire where they were asked about their family's linguistic background and their own reading habits. The first part of the survey was about the languages spoken in the family. The parents were asked to mark whether both parents have Norwegian as their first language, if one of them has another first

language, or if neither of the child's parents have Norwegian as their native language. They were also asked if they all speak Norwegian at home or if they use other languages.

In the second part of the survey the parents were questioned about their own reading habits, specified as their own reading, and not reading aloud to the child. They were asked to specify if they, that is at least one of the parents in the family, read books, newspapers, magazines, audiobooks, or if they read texts online. They were asked to grade how often they read the various types of texts, if they read often, sometimes, seldom, or never. The parents were also asked if they read other languages than Norwegian, how often they read texts in other languages, and which languages they read. See appendix C for the questionnaire.

3.4.3   Class visits

Since one-on-one sessions with the children had to be limited due to the Covid pandemic of 2020 and 2021, visits to the class had to be organised more like regular library visits. The public library invites all classes in the municipality to visit the library three times during the ten compulsory years of education. The classes will come to the main library or one of the three library branches, where a librarian will welcome them, instruct in the use of a library, and present books for the children to borrow. The classes are invited to the library in second grade at seven years old, in sixth grade at eleven years old, in eighth or ninth grade at fourteen or fifteen years old. Some schools and classes are more active library users, and the main study class had already spent considerable time on self-selected reading in Norwegian and had visited the library monthly for three years, see section 3.2, they were already experienced library users, and several of them are avid readers. As mentioned in the introduction to this thesis, in the researcher's experience it is more important to find the right book for a child than for an adult, that is a book fitting the child's needs, interests, and reading levels, as one bad reading experience for a child may be enough to stop that child from ever reading for pleasure again.

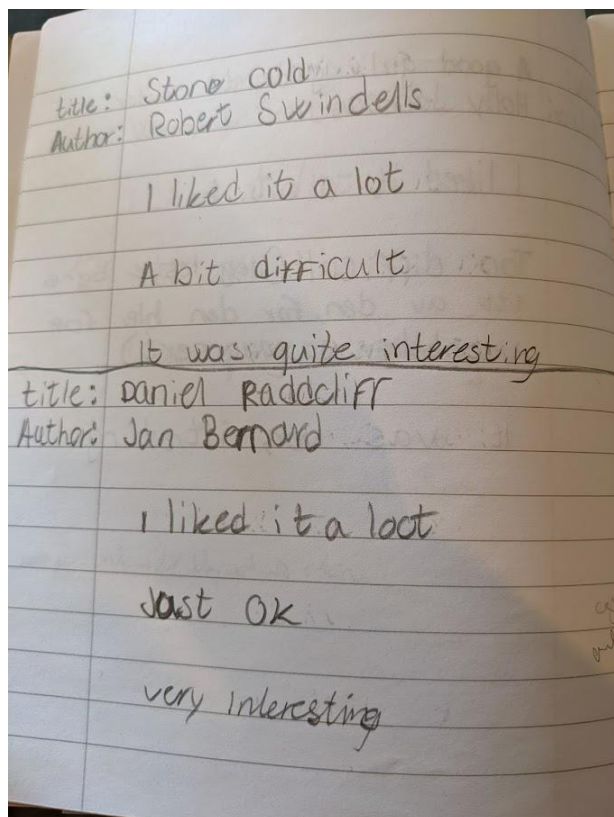When visiting the class for the first time, the researcher presented the class with approximately sixty books of varying contents and complexity that were to be placed in the classroom, available for the pupils at all times. About ten books were specifically presented to the pupils each time the librarian visited, the researcher gave a brief description of the appeal factors (Øyrås, cop. 2017) with particular emphasis on language and reading levels. A short introduction of genre, plot, and characters was also given, often with a comparison to other books, so called "read-a-likes", that the pupils may know from earlier. If more than one of the pupils were interesting in borrowing the books that were recommended, the researcher and class teacher organised a small lottery to decide who would be the first to read the books in question, and afterwards the teacher and pupils organised a list of reservations. Some books were removed from the classroom after a few months when there had been little or no interest from the pupils, and the researcher brought between ten and fifteen new books each time she visited the class. During the five visits to the class the researcher brought over one hundred books to the classroom. See appendix E for a list over books brought from the public library during the research period. The pupils were also encouraged to read books from the school library and from other sources, and the researcher also assisted them in logging on to the public library's e-reader, Overdrive (cop. 2022), where they could access books from home. Due to the Covid-19 situation in the spring of 2021, one meeting had to be postponed one week, and one was held online when the pupils were quarantined. Not all pupils brought

Figure 4 Example of reading log

their books home before they were quarantined, but all had their Chromebooks and could log on to Overdrive and other online sources.

The teacher gave two or three assigned reading periods each week, each of about twenty minutes. The pupils were also allowed to read if they had completed their other tasks during the school day.

The pupils were asked to write a reading-log of which books they read, with title and author, if they found the book easy or difficult, and whether they liked the book or not, see figure 4, and appendixes D1 and D2, The pupils were allowed to change books if they wanted, they could abandon books that were too difficult or too boring to complete, but the researcher asked the pupils to make a note in their reading logs if they did. The researcher is familiar with the reading levels of the books she brought from the public library to the classroom, and has enough experience as a librarian to estimate the levels of books from other sources.

3.4.4   Short stories

The pupils were asked to write three short stories in English during the research period, and sent their texts to the researcher on e-mail. The stories were from a few sentences to approximately one page long, and the researcher specifically asked for 'fantastic stories', that is fantasy, science fiction, and similar genres, to ensure that the pupils' personal data were not accidentally compromised. The writing tasks were given as homework, giving the pupils opportunity to use dictionaries and other aids if they wanted. While this diminishes the short stories' validity as measures of language output, it ensures that also lower performing pupils are given possibilities to self-monitor their written output.

The first writing task was given when the researcher visited the class in December 2020. The pupils were asked to give a 'fantastic excuse' to why they did not read during their Christmas break. The researcher said specifically that she would not accept 'boring' stories about

forgetting to read or simply not having time, and that aliens, time travel, and other fantastic elements would be appreciated. The second writing task was set just before the pupils' winter midterm break in February, and the pupils were asked to explain how they were able to go on holidays despite the Covid restrictions that were imposed during that period. The final task was given when the researcher visited early in May and asked the pupils to explain the concept of the Norwegian Constitution Day celebrations as if they had only observed it without knowing what happened. The researcher told a tall tale to the pupils as inspiration before each writing task. The first was how she was forced up on the roof by burglars and only could read by the flashing strobe lights from circling police helicopters, and the second story was how she was part werewolf and could cross mountains in a snowstorm. The third and final writing task was given just before the Norwegian Constitution Day, and the researcher told a story about an extra-terrestrial who visited Norway during the Constitution Day, on the 17th of May, and believed the locals were overthrowing the government. The pupils were clearly inspired by the researcher's stories, and more than half of the final short stories involved aliens.

The researcher sent feedback to the pupils on their short stories on e-mail, and some time was used during the following visits in class to discuss both composition and common mistakes.

3.5 Results

Individual differences in reading levels and language skills have been found in all studies on extensive reading. In Krashen, Lee, and Lao's (2018) longitudinal study of the reading habits of students attending the Stone Soup Happy Reading Alliance school in Heifei, China, the pupil who read the most, read twice as many books as the one who read the least. They also found that the number and complexity of books a student would read could vary significantly from

term to term, also when looking at each individual student (Krashen, Lee, & Lao, 2018, pp. 61-66). In Mason and Krashen's (2004) first study of extensive reading in English as a foreign language in Japan, the student who read the most during one term read more than forty books while the average number was around thirty (Mason & Krashen, 2004, p. 3). According to Day and Bamford (1998), variations in reading habits, and in turn in language acquisition, can be due to variations in attitude and motivation.

3.5.1   The Cambridge Young Learners English Test

The test given at the introduction of the research period, the pre-research test, was the 2018 sample paper of the Cambridge Young Learners English Test, at the "Flyers" level, that is the A2 level (Cambridge English, cop. 2018). The test was given in writing and was estimated to take 40 minutes, it consisted of 44 questions, giving a maximum score of 48 points.

The pupils are evaluated on vocabulary, grammar and understanding, in modern everyday English and depicting situations they can recognise. That being said, the first vocabulary questions of this test were about sports, and Norwegian children are less familiar with baseball, basketball, and golf than children from the United Kingdom and the USA, and very few had everything correct.

Twenty-two of the twenty-three pupils in the research class who had parental permission to partake in the study sat for both tests, one was absent for the first test. The highest score on the first test was 47 points, 97.91%, and the lowest was 10 points, 20.83%. The best pupil had one mistake where they had chosen a preposition according to Norwegian usage rather than English, the lowest scoring pupil had skipped three pages and answered only about two thirds of the questions on the pages they had looked at. The average score for the entire class was 35.06 points, 73.06%. When removing the lowest result from the average, the rest of the

pupils had an average of 75.54%. Eleven pupils of the twenty-two sitting for the test had higher than 80% score, and five had higher than 90%.
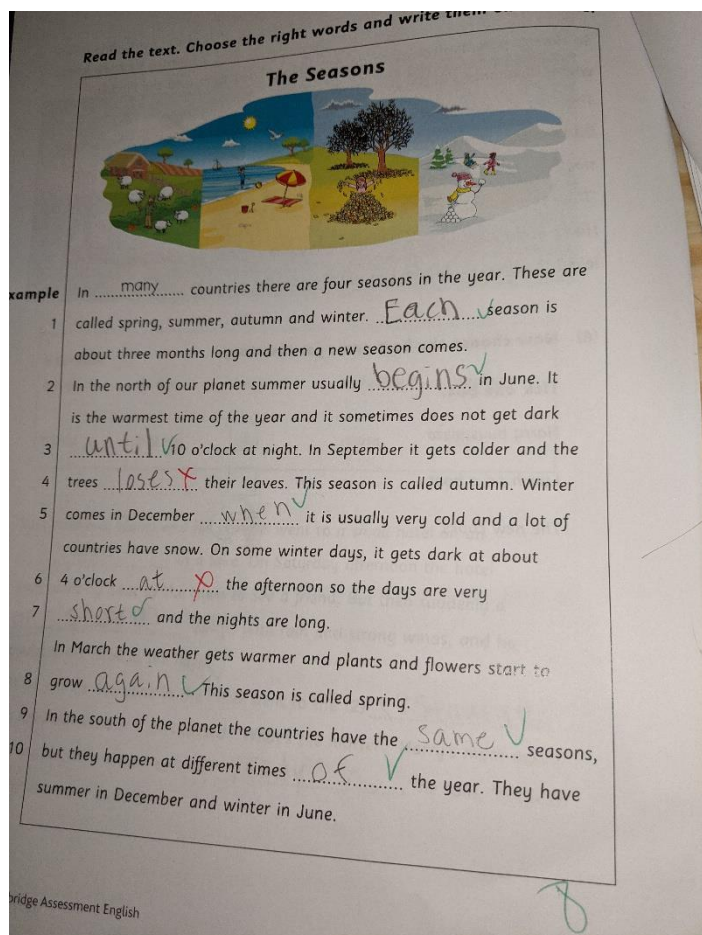

Figure 5 Cambridge Young Learners Sample Paper, cop. 2018, "Flyers", part 4

The most common mistakes, in addition to not being familiar with basketball and baseball, were the use of prepositions and the correct inflection of verbs. Several of the pupils used prepositions that were more in line with Norwegian usage than what is correct in English, like "4 o'clock *at* the afternoon" or "different times *on* the year". Several of the students also showed an over-usage of the third-person singular inflection of verbs, and added a final "-s" to all or most present tense verbs.

At the end of the research period the pupils sat for a second test, the post-research test, an older version of the Cambridge English Young Learners Test (Cambridge English, cop. 2014), to determine how their language skills had developed during the research period. This older version was also estimated to take 40 minutes, consisted of 50 questions, and had a maximum score of 50 points. As with the first test the pupils were evaluated on vocabulary, grammar, and understanding.

The lowest score on this second test was still only 10 points, 20%, but the second lowest scoring pupil from the first test had improved from 45.8% to 76%. Three students had a maximum score of 50 points, 100%, and another four had made only one mistake, 49 points

or 98%. The average score on the second test for the entire class was 87.22%, and 90.25% when removing the statistical outlier. The median value was 93%, and seven pupils, that is one third of the class, had 98% score or higher. Only five pupils had a test score of under 80%, and the second lowest score was 69%. The biggest improvement in scores was 33.75 percentage points, from 56.75% to 90%. Apart from the highest scoring pupil from the pre-research test, who still had one mistake on the post-research test, the lowest improvement in test scores was only 2.17 percentage points, from 70.83% to 73%.

Figure 6 shows the development in the test results for each student. The students are named A through V, ranked by the results on their pre-research test in December 2020. As on can see from the graphs, all pupils have improved their test scores from the beginning to the end of the research period, but not all to the same degree. The lowest scoring pupil, pupil A, has been removed from the graph as a statistical outlier due to their learning disabilities.
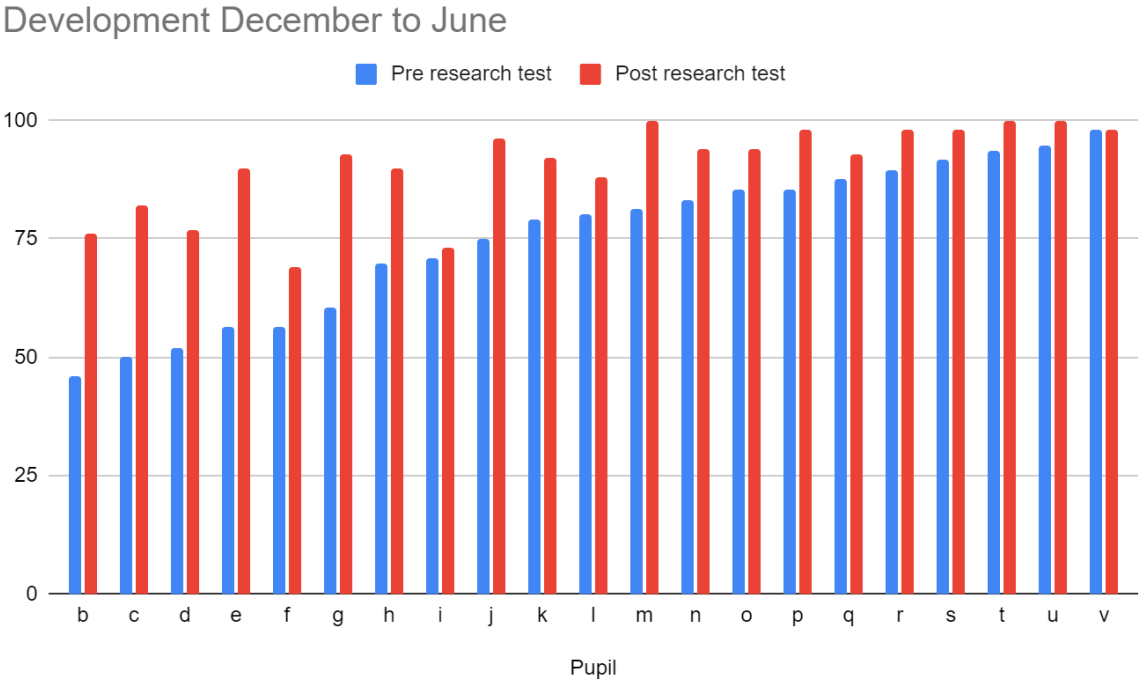

Figure 6 Results of the Cambridge Young Learners test. Development from pre- to post-research test

The three lowest scoring pupils on the post-research test were pupils A, F, and I, who were also among the pupils who read the least during the research period. While pupils B, C, and D are still below average on the post-research test, they improved tremendously during the intervention period.

Figure 7 shows the number of books read by each pupil, compared to the results from the Cambridge Young Learners English Tests given in December 2020 and June 2021, and the improvement in percentage points from the first to the second test. Pupil A has again been removed as a statistical outlier. Pupil V was the one who read the most books, and the most complex books, by far. Both pupil A, F, I, and T read few books, but while pupils A, F, and I were the lowest scoring pupils on the post-research test, pupil T was one of three who had a perfect result.

Books read compared to results on pre- and post-research placement tests

Pupil	Books read	Pre research test	Post research test	Improvement percentage points
B	15	45,83	76	30,17
C	11	50,00	82	32
D	8	52,08	77	24,92
E	7	56,25	90	33,75
F	2	56,25	69	12,75
G	8	60,42	93	32,59
H	7	69,79	90	30,21
I	4	70,83	73	2,17
J	16	75,00	96	21
K	12	79,17	92	12,83
L	12	80,21	88	7,8
M	20	81,25	100	18,75
N	7	83,33	94	10,66
O	not available	85,42	94	9,59
P	9	85,42	98	12,58
Q	20	87,50	93	6,5
R	9	89,58	98	9,5
S	18	91,67	98	7,33
T	4	93,75	100	6,25
U	11	94,72	100	5,3
V	24	97,92	98	0,19

Figure 7 Number of books read compared to results on pre- and post-research tests.

3.5.2 Questionnaire about language background and parents' reading habits

Of the twenty-three pupils that had parental permission to partake in this study, twenty-one parents and guardians answered the questionnaire they were presented with at the start of the research period. They were asked about the families' language backgrounds, and their own reading habits. See appendix C for the full questionnaire.

According to the questionnaire given to the parents and guardians of the research class all the students have at least one Norwegian born parent, and all families have stated that Norwegian is their main language at home. Statistics from the Norwegian Directorate for Education and Training show that there were no pupils in this school getting first language instruction in other languages in the academic year of 2020-2021 (Undervisningsdirektoratet, [2022]). Of the twenty-one students in the class, three have one parent with another first language than Norwegian who speaks this language with their child. One child speaks Danish with one of their parents, one speaks German, and one speaks Hungarian. In addition, one of these bilingual families have other relatives in Latin America and their child is also learning Spanish. One family have lived abroad where their child was enrolled in an English-speaking international school, and although the entire family have Norwegian as their first language, they still use English actively at home.

The parents were also asked about their own reading habits, how often they read books, newspapers, magazines, and audiobooks, and if they read in other languages than Norwegian. Most of the parents reported that they read books, newspapers and magazines often or sometimes, but rarely or never listen to audiobooks. Only one parent reported that they rarely read digital texts, including e-books, magazines, and newspapers online, while the rest of them reported that they did that often. They also report that most of them often or sometimes read foreign languages, only three parents rarely or never read other languages than Norwegian. All the parents that had stated that they read foreign languages reported that they read English, though a few also read German, Danish, Spanish and one reads Hungarian. And the parents reported that when they travel abroad, they speak all speak English, and two also speak German, Spanish, and French, and one each speaks Danish and Hungarian.

Day and Bamford (1998) say that attitude to second language reading is influenced by earlier reading experiences, both in the first and second language, and attitudes to the target language itself and the cultures attached to that. According to Day and Bamford (1998) and Heathington (1994) attitudes to reading are strongly influenced by the attitudes of family and

friends in that they can work as role models. Since all parents in this study who read other languages than Norwegian, read English, and since all parents who travelled abroad on holidays, speak English on said holidays, it can be inferred that at least most of these parents have a positive attitude to the English language. It would be interesting to explore the relationship between the parents' attitudes and reading habits, and those of their children, but that is beyond the scope of this master's thesis.

3.5.3   Reading

The researcher visited the research class five times from December 2020 to May 2021, where she introduced books, talked about reading, language, and literature, and answered questions from the class. There was a good report between the class and the researcher, but due to the restrictions set by the Covid-19 pandemic, one-on-one interaction had to be reduced to a minimum. This in turn resulted in more general and fewer personal questions, and further to less personal recommendations.

The pupils in the research class were asked to keep a log over what they read in English during the research period. They wrote down the title and authors of the books they read, and graded them on how difficult they found them and whether they liked the books or not. Twenty-two of the twenty-three pupils participating in the study handed in their reading logs at the end of the research period.

The pupils read an average of 10.8 books, ranging from two small and easy to read books, to twenty-four thick novels most of which were written for teenagers and young adults. The one who read most books was the top scorer on the first test, who reads well above their age both in English and Norwegian. Seventeen of the pupils have recorded that they read comic books, and eleven read picture books. All pupils have registered reading books they found "easy", though most also read things that were "just right" for their reading levels, and nine pupils

read things they considered difficult. Only one of the pupils has not registered reading any books that were specifically recommended by the researcher, while the other pupils read between one and five recommended books. The most popular of the recommended books were two nonfiction books; a graded reader version of Anne Frank's diary, and a book on pollution and environmental problems, called "A Planet full of Plastic" by Neal Layton.

3.5.4   Short stories

The researcher asked the pupils to write three short stories, between a few sentences and one page, during the research period. The texts were given as homework, the pupils were free to use dictionaries and other aids, and the completed texts were sent to the researcher on e-mail. The researcher gave individual feedback on e-mail, and some common mistakes in grammar and composition were discussed in class the next time the researcher visited. The stories were influenced by the pupils' interests in games, comics, cartoons, and TV-series, both in contents and language. The stories were fun to read, many of them were well thought out and well executed, and though there were mistakes it was for the most part easy to understand what the pupils had meant to tell.

The pupils who read the most wrote the most idiomatically correct texts, but also others wrote good, or even excellent, stories. Most of the texts were easy to understand even though there were mistakes, and this includes the pupil with learning disabilities: Their stories were simple both in grammar, vocabulary, and contents, the texts were riddled with mistakes, but they were understandable. The two pupils who read the least during the research period were among the students who wrote the shortest stories, and also wrote stories that could be difficult to understand because of all the mistakes made in the text. Pupil T, who was one of the three pupils who scored a perfect 100% on the post-research test but who only registered reading four books, wrote idiomatically good stories that were influenced by movies and tv-series they had seen. Several of the pupils made mistakes where they replaced the contraction

"we're" with the past tense form "were", or "it's" with "its", or "to", "too" and "two". One of the pupils wrote a story where a machine to produce vaccines featured heavily, and they chose the Norwegian spelling "maskin" throughout. In many cases the mistakes found in the short stories are mistakes in spelling, rather than in grammar or vocabulary, though there were also problems with verb inflections, prepositions, and set expressions.

A more thorough analysis of the short stories, both compared to which books the pupils registered reading, their reading levels, and their results on the pre- and post-research tests, would be interesting, but had to be omitted both due to the scope of this master's thesis, and because not all pupils sent in their stories.

4 Discussion

In this chapter the results from the research presented in section 3.5 will be discussed in relation to the research questions and predictions presented in section 3.1, and in view of theories and earlier findings presented in chapter 2.

The pupils in the research class read 10.8 books on average, ranging from two small and easy books to twenty-four young adult novels. The average results from the pre- to the post-research tests improved from 75.54% to 90.42%, the biggest improvement was 33.75 percentage points and the lowest was 2.17 percentage points. In the discussion the pupils' results will be evaluated both individually and in groups, divided by their test results, their improvement from the pre- to the post-research test, and by how much they read during the research period.

4.1 Research questions and predictions

The aim of the research for this thesis was to explore the effects extensive reading in English as a second language had on the language development of a class of sixth graders with Norwegian as their first language. This overarching question has been divided into four quantifiable research questions.

RQ 1. Is there any relationship between the number of books read by the pupils and their language development?

RQ 2. How many books do 6th graders read when they participate in an extensive reading project over a 6-month period?

RQ 3. What types of books do the pupils choose to read?

RQ 4. To what extent do they choose books which have been recommended by the librarian?

The researcher's predictions to these questions were that **P 1:** Pupils who read more are more likely to improve their scores from the pre-research to the post-research tests. Pupils who read more are more likely to write better, that is more grammatically and idiomatically correct, short stories. **P 2:** The number of books the pupils read will vary significantly and will be influenced both by their language competence and their earlier reading habits. **P 3:** The pupils will choose books of similar types and themes to those they would choose in Norwegian, and most will read at least some comic books. **P 4:** The books recommended by the librarian will be read by many of the pupils.

4.1.1 RQ 1. Is there any relationship between the number of books read by the pupils and their language development?

According to Krashen (1981 and cop. 1982), language acquisition is dependent on access to compelling literature on a fitting level for the students. The students must be able to understand the message of the texts, to decode its meaning, so according to Krashen (cop. 1982) the ideal level to acquire new language is at the "i + 1" level, slightly above the language students' present level of competence. Day and Bamford (1998) agree with Krashen in that there is no need to specifically provide literature at the "i + 1" level, but if sufficient reading material is provided some of it will automatically be at the "i + 1" level. Day and Bamford also say that reading at a slightly lower level, that is the "i – 1" level, will work as built-in repetition of earlier acquired language and will give the student time to internalise and later to use what they have learnt. The language learner will increase their sight vocabulary, and thus improve the flow of their reading (1998, p. 16). With better flow to their reading, the readers will spend

less time on decoding the text, it will be easier to access the meaning, and the entire reading experience will be more enjoyable.

The prediction to RQ1 was that pupils who read more are more likely to improve their scores from the pre-research to the post-research test, and that pupils who read more are more likely to write idiomatically and grammatically correct short stories. A secondary prediction was that the pupils who read a lot even before the research period would score high on the pre- and post-research tests. The researcher knew from previous contact with the class who were avid readers and who struggled with reading, and all avid readers scored above average on the pre-research test. The pupil who scored the highest on the pre-research test is one of the pupils who reads at the highest levels, and is also the one who read the most books during the research period. The researcher also predicted that the pupils who struggle with reading, both in English and Norwegian, will be among the lowest scoring pupils on the pre- and post-research tests, but that low scoring pupils could improve their results through reading.

To explore the effect extensive reading has on language learners' language proficiency, some results from the research class will be studied in detail. There will always be variations of the proficiency and progress in a group of pupils (Krashen, Lee, & Lao, 2018, p. 61), which can be caused both by differences in their academic skills and by the pupils' attitudes to the subject in question. The pupils are named A through V, after their results from the pre-research tests, see figure 6, and their developments are evaluated both individually and in groups. The pupils are grouped both by how much they read, by proficiency-level as measured by the pre- and post-research tests, and by improvement in test scores from the pre- to the post-research test.

The two pupils who improved the least from the first to the last tests were among those who read the fewest books. Pupil F improved from a score of 56.25% on the first test, to 69% on the second test, and while that is an improvement of 13.75 percentage points, they went from sixth lowest to second lowest score. They had only read two books during the research period, one picture book and one graded reader at a low level. The only pupil who scored lower than

pupil F on the second test was pupil A, who has been removed from the final statistics as a statistical outlier due to their learning disabilities. Pupil I improved their score from the first to the second test by only 2.17 percentage points, from 70.83% to 73%. While pupil I has recorded reading four books during the research period, the researcher knows that they only finished three of them and that the last one was far too difficult. They had chosen a book they wanted to read in Norwegian, but there had been a waiting list in the school library, and pupil I was disappointed that they were not able to read it in English. This led to a significant decrease in pupils I's motivation and attitudes to reading, and they refused to cooperate in later activities. The other books pupil I read were two comic books that were presented by the researcher in class, and one picture book. It should still be noted that while pupil I lost motivation to keep reading, their results on the post-research test were still a bit better than on the pre-research test.

The biggest improvements from the pre- to the post-research test were found in pupil E and pupil G. Pupil E's results from the first test was the same as pupil F, 56.25%, but their results improved by 33.75 percentage points to 90%. Pupil E read seven books during the research period, five they considered easy to read and two a bit more difficult. They told the researcher that they are also gaming and watching both TV-series and various films and clips on YouTube and TikTok in English without subtitles or dubbing. Most of the mistakes pupil E did on their tests, and also in the short stories they wrote during the research period, were spelling mistakes rather than mistakes on vocabulary or grammar. Pupil G's results from the first test was 60.41%, and they improved their results by 32.54 percentage points to 93% on the second test. Pupil G read eight books during the research period, four of which were recommended in class. They read both comic books, graded readers, and children's novels, and found most of them easy but one of the novels was a bit difficult.

Pupils B, C, and D, three of the lowest scoring pupils on the pre-research test, all read many books and improved their score on the post-research test by more than 25 percentage points. Pupil B read fifteen books during the research period, ten of them from other sources than

the books the researcher brought to school, but also two that were recommended in class. They reported that ten of these were "just right" for their reading levels, not too easy and not too difficult, but one of the books was also a bit difficult. As far as the researcher can tell, most of these books are relatively simple, but agrees with Krashen (1981 and cop. 1982) and Day and Bamford (1998) in that it is better to read at a lower level than not to read at all. Reading at the "i – 1" level will both give the pupil extra repetition of earlier learnt language, help them consolidate what they already have learnt, and increase their sight vocabulary. With pupils B's low skills, simple books that they could read without too much effort was necessary. If they had had to struggle with decoding the text, they would probably not have understood the message, and would have lost the motivation to keep reading. Pupil B had a score of 45.83% on the pre-research test, the only pupil with a lower score was pupil A who has been removed from the final statistics due to their learning disabilities. Pupil B improved their scores from the first to the last test with 30.17 percentage points, to 76%. Pupil C read eleven books, and found eight of them easy. On the first test pupil C had 50% and improved by 32 percentage points to 82% on the second test. Pupil D read eight books during the research period. On the first test they had a score of 42.83% and improved their scores with 25.02 percentage points to 77% on the second test.

Among the pupils who scored a maximum of 100% on the post-research test, Pupil M was the lowest scoring pupil on the pre-research test, at 81.25%. They registered reading twenty books, sixteen of which they found to be "just right" for their reading level. The other two pupils who reached a maximum score on the post-research test were pupils T and U, who improved from respectively 93.75% and 94.72%. The researcher is surprised to see that Pupil T only registered reading four books during the research period, two of which were comic books and two were novels. From their earlier contact the researcher has always seen pupil T as one of the good readers, who would borrow as many books as they were allowed from the library, but they may have read books in Norwegian as well during this period. It must also be noted that the books pupil T read were both longer and at a higher reading level than those read by pupils F and I. Pupil U read twelve books, including one young adult novel

recommended to them by pupil V, which they gave up when it turned out to be too difficult. The top scorer from the pre-research test, pupil V, read twenty-four books during the twenty-five weeks of the study. Pupil V had only one mistake both on the pre-, and post-research tests, in both cases a preposition in line with Norwegian usage rather than what is correct in English.

Only pupil H reported that they read together with their parents; the pupil did most of the reading, with some assistance when they reached difficult words or passages, and afterwards they talked about what they had read. This direct feedback may have helped in improving pupil H's test results from a bit below average, 69.79%, on the pre-research test, to exactly average, 90%, on the post-research test. The text, or at least parts of it, was more complicated than pupil H managed to read on their own, it was not at their "i + 1" level but at levels "i + 2" or "i + 3" (Krashen, 1981 and cop. 1982), but with the scaffolding provided by their parents' help, the text was brought within pupil H's zone of proximal development (Vygostky, cop. 1978, p. 86).

While there is a link between reading and improving results from the pre- to the post-research test, the connection is not linear. The two pupils who showed the least improvement from the pre- to the post-research test were the two who registered reading the fewest books, but also one of the top scorers registered reading only four books. Since the pupils registered title and author of the books they read, one could examine complexity of plot and language of each pupil's reading, but this would be beyond the scope of this thesis. It must be noted that the research relies on self-reporting, and that the researcher does not know if the pupils have reported all books they have read, if they have forgotten to add books to their reading logs, or if they added book to their logs that they did not read.

4.1.2 RQ 2. How many books do sixth graders read when they participate in an extensive reading project over a 6-month period?

The researcher's prediction to RQ2 was that the number of books read by the pupils in the research class would vary significantly, and that the pupils' previous reading habits would influence their reading during the research period. Their reading habits are influenced by both the time the pupils have for reading, and the attitudes they have towards reading and to the second language in general. According to Day and Bamford (1998, pp. 22-27), a student's attitudes to reading in a second language is influenced by their first language reading attitudes, by previous reading experiences both in the first and the second language, by attitudes towards the second language, culture, and people, and by their classroom environments.

The average number of books read by the pupils in the research class during the six months of this study period was 10.8 books, which ranged from two graded readers and picture books to twenty-four books of which most were young adult novels. It came as no surprise to the researcher that pupil V read the most and that they read advanced books, since they have always read much, both in Norwegian and English, and well above their age. The researcher also expected pupil F to read few books, though she had hoped they would read more than two. Ten of the twenty-two pupils who handed in their reading logs had registered reading more than ten books, and three of them had read twenty books or more, which is impressive considered the entire research period was twenty-five weeks.

Attitudes towards reading can be formed through example from family members, friends, and people the students look up to. The parents and guardians of the research class reported that most of them read books, newspapers, and magazines frequently, and could be positive role models for their children. It would be interesting to explore the relationship between parents' reading habits and their children's attitudes towards reading, but there was not enough time to include that in the present thesis. The previous contact the researcher has had with the class confirms that most of the class enjoy reading, and while there are a few pupils with

reading difficulties most of these are still within a normal variation. The pupils are used to reading in Norwegian, their first language, and though there are variables in their proficiency, most of them scored well above average on the standardised national test in reading in Norwegian in fifth grade, the academic year before this research period (Undervisningsdirektoratet, 2023). The class had spent less time on English than on Norwegian before this research program started in their sixth year, and their results on the standardised national test in English in their fifth year were only marginally above the national average (Utdanningsdirektoratet, 2023), see also figure 1. It has been known among teachers for a long time that increased focus on reading will lead the pupils to better reading proficiency, both in first- and second language learning, so while the researcher is not surprised that the research class are good readers, she is surprised that they are so much better than the national average.

Attitudes towards the second language and its culture will also influence a student's willingness to read and learn that language (Day & Bamford, 1998). English is widely used in in the entertainment industry, and an abundance of movies, games, tv-series, cartoons, comics, and other media are available for the students when they have a good grasp of English as a second language. The pupils in the research class had also found English useful on a personal level, one of them told the researcher that they spoke English to a member on their ice hockey team, and several others told that they were gamers and used English both within the games and when communicating with other gamers. Few had given any specific thought to how their language levels could influence their education or professional life later, but when prompted the consensus among the pupils was that "being good at speaking English" would be useful when they grew up.

The class was used to having fifteen to twenty minutes to read, two or three times a week, and during this research period they read English rather than Norwegian as they had done earlier. The class were also asked to read their books as homework, but since four pupils only registered reading four or fewer books during these six months, the researcher believes that

not all did. Even if both the teacher and the researcher did their best to make reading an enjoyable activity, both with the literature available to the pupils and when giving enough time to read, there were a few who made little effort and seemed to see the entire project as useless. Luckily, these were a small minority and did not have a significant impact on the rest of the class. Day and Bamford (1998) quotes Heathington (1994) who says that forcing the students into reading will not work, but that it will also damage all subsequent attempts at introducing literature and reading. "Trying to pressure the pupils into reading without motivation only drives them to adopt an attitude of hating those engagements and avoiding literacy activities once they leave school" (Heathington, 1994, p. 200). Heathington argues that while teachers need to ensure that their pupils have the skills to decode the texts they encounter, it is just as important to promote positive attitudes towards literacy. The worst, according to Day and Bamford (1998), is that even technically good readers can hold negative attitudes to reading, and will see reading and writing as purely academic activities that are useless outside school.

Improvement of vocabulary, grammar, and composition in the texts the pupils produced during the research period was also observed. The pupils were asked to send three short stories, ranging from a few sentences to one page, on e-mail to the researcher during these six months. The researcher gave feedback to the pupils individually on e-mail, and they discussed composition and some common mistakes in class. Most of the class showed significant improvement from the first to the last story, with improved vocabulary, fewer grammatical mistakes, and better composition. It was also easy to see where the pupils took inspiration from, both books they had read, movies and tv-series they had seen, and stories that had been told in the classroom. The pupils who read the most wrote the most idiomatically correct short stories

4.1.3   RQ 3.   What types of books do the pupils choose to read?

The researcher predicted that the pupils would read a wide variety of books, influenced both by their personal interests and by which books were available in the classroom. The researcher also predicted that most of the pupils would read at least some comic books, both because the pupils were used to reading comics in Norwegian, and because these were available to them.

Worthy, Moorman, and Turner (1999) surveyed the reading interests of more than four hundred sixth graders in Texas, USA, by asking them about what they would like to read if they had unlimited access and time. According to their findings many of the children would like to read materials that were not found in school- or public libraries, or were not available in enough copies that all had access to them. The pupils were especially interested in funny and scary books, but also comics, cartoons, magazines, colouring books, and other genres and formats. Funny and scary books are still popular among children and pre-teens and are widely available in public- and school libraries, while drawing- and colouring books are still deemed unsuitable for school- and library use, since they will be 'used up' as soon as the first child had used them the way it was intended. Few comic books were circulated in libraries, both in the USA and Norway, in the late 1990's, but this has changed in Norway over the last decades. In Norway the Arts and Culture Norway (Kulturdirektoratet, 2012), financed through the Norwegian Ministry of Culture, has supported the production and distribution of comic books in Norwegian, and statistics now show that more than half of the 100 most popular titles for children and youth in Norwegian public libraries are graphic novels, comics, cartoons, and other fully illustrated books (Norsk Barnebokinstitutt, 2022). See appendix F for the most borrowed books for children in Sølvberget, the Stavanger Public Library, in 2021. See appendix G for the most borrowed books in English for children in Sølvberget, the Stavanger Public library, in 2021. The illustrations in graphic novels and comics can work as scaffolding (Bruner, 1983) in that it supports the reader in their understanding of the text. The illustrations assist in describing situations and characters, and in explaining difficult words or concepts, and can

help a learner acquire new language. With the help of illustrations, the literature is brought within the pupils' zone of proximal development (Vygostky, cop. 1978), within the "i + 1" level of the learners (Day & Bamford, 1998). And not to forget, the illustrations make the literature more fun, more interesting, and more compelling to the readers, and through that it ensures that they keep reading.

In Japan, Mason's (Mason & Krashen, 2004) intervention program was mainly executed with providing her classes with graded readers, to ensure that the students found literature that fitted both their reading levels and their interests as students and young adults. English is a foreign language to Japanese students and a second language to Norwegian children and youth. This is both because the English language is so different from the Japanese language while it is closely related to Norwegian, and because the Japanese population is less exposed to English language through media than what the Norwegian population is. A feature of graded readers is that complexity of content is not directly linked to complexity of language: Graded readers are recognised by simpler grammar and restricted vocabulary, aimed at language learners. They can be adaptations of classics or originally written for students, at different levels of learning from beginner to advanced, and for both adults and younger learners. An adult learner of a new language will not be interested in the same subjects as a young reader who is learning to read their native language, even if they are at the same reading level. A young first language reader is learning to decode the text, but will be assisted by their understanding of the language that they already know, while an older language learner already knows how to read, but not this second or foreign language. The Japanese students in Mason's studies (2004) were at various levels of language proficiency, but they were all teenagers or young adults, and it can therefore be assumed that they read books at a higher level of maturity than the present study's class of Norwegian sixth graders, who were eleven years old at the start of the project. Most of the books that the present researcher brought to the research class were original texts, that is texts written for an audience of native English speakers, though there were also a few adaptations. Among the books were picture book adaptations of several of Hans Christian Andersen's and Jacob and Wilhelm Grimm's fairy

tales, and there were graphic novel adaptations of two books in Rick Riordan's "Percy Jackson" series. Several books were written for young readers, and were meant for English speaking children at a much younger age than sixth grade. When reading Norwegian, their first language, the sixth graders will normally want to read about situations involving children and youngsters at their own age or a couple of years older, but 'allowed' the main protagonists to be younger than themselves if the story was compelling otherwise. The most popular book, the book that was registered as read and liked by most pupils, was a graded reader adaption of Anne Frank's diary (Frank, 2008): The pupils found the story interesting, neither too childish nor too mature, and the language of the text had been adapted to a level that most managed to read it without struggling with the decoding of the text.

In Axelsson's study of immigrant children in Rinkeby, Sweden, both parents and other teachers worried that the children had 'too much fun' to be learning anything (Axelsson, 2000), because learning a language ought to be hard work. Krashen (2018) quotes Gardner (2004) who argues that literature that children would typically choose for their extensive reading does not contain enough vocabulary of high enough complexity to prepare them for academic reading later in life (Gardner, 2004, cited in Krashen, Lee, & Lao, 2018). Krashen also quotes Gardner (2008), where he argues that children read 'narrow' rather than wide, in that they choose books on similar topics or by the same authors, and acquire a specialised vocabulary for that, that is only to a small degree useful later. According to Krashen, the children's reading habits will develop, given time and access to varied literature, and even though they will choose books of the same genres they will acquire a varied vocabulary anyway. Day and Bamford (1998) argue that all pleasure reading will lead to better flow in that the language learner increase their sight vocabulary, that they recognise common words by sight rather than by spelling them out. In Krashen, Lee, and Lao's longitudinal study of the school library records of pupils at the Stone Soup Happy Reading Alliance School in Heifei, China (Krashen, Lee, & Lao, 2018), a development of the children's reading habits from simple to more complex texts could be observed, though the progress was not linear.

According to Krashen (1981, and cop. 1982) new language is best acquired on the level "i + 1", slightly above the language learner's present level of competence. And according to Day and Bamford (1998) reading at a slightly lower level, that is on level "i - 1", will give the language learner time and opportunity to consolidate and internalise already acquired language. If the text is compelling, if the reader is so interested in decoding the message, to solve the mystery, or to learn new things, that they almost forget which language they are reading, the text works as its own scaffolding, and the reader will acquire new vocabulary and grammar from the context of what they understand from earlier. "The reader does not read with the intention of improving their language proficiency, but when input is compelling, language and literacy development take place whether or not the acquirer is interested in improvement" (Krashen, Lee, & Lao, 2018, p. 1). And according to Phil, Carlsten and Van Der Kooij (2017), allowing children to read literature of their own choice can lead to the child reading *above* their proficiency level in the language of instruction.

Of the twenty-one pupils who handed in their reading logs, only four did not register reading any comic books at all. Three pupils read twelve or more comic books, the majority of these were read online or from other sources.

The researcher brought more than a hundred books from the public library to the classroom during the research period, see appendix E for list, she helped the pupils to log on to the e-reader Overdrive (Overdrive.inc, cop. 2022), and encouraged them also to acquire books from other sources if they wanted. The entire class were quarantined for a week due to an outbreak of Covid-19, and while not all had brought their English books home, all had access to Overdrive and other e-book resources online. More than half the pupils read books and comics online, and some read other books they had at home. Five pupils read more than ten books or comic books from other sources than what the researcher brought to school.

The researcher had only brought five audiobooks on CDs to school, three of which were combined with the same books in print, but these were not much used. The only student who tried to read and listen in parallel was pupil A with the help of their teacher assistant, but they

found the story too complex to follow, and abandoned the book. Other than pupil A, the pupils did not have any opportunities to play audiobooks on CDs at school, and few owned a CD-player themselves. There are audiobooks available on Overdrive and other e-readers too, but few pupils took the opportunity to listen to books.

Figure 8 "The Diary of a Young Girl" by Anne Frank

The most popular books according to the pupils reading logs were two nonfiction books; a graded reader version of Anne Frank's diary (figure 8), and a book on environmental issues called "A Planet full of Plastic" by Neal Layton. Other popular books were the "Diary of a Wimpy Kid" series by Jeff Kinney, the "Captain Underpants" series by Dav Pilkey, and the "Timmy Failure" series by Stephan Pastis. The most popular comic books were a graphic novel version of the "Percy Jackson" series by Rob Riordan, the "Hilo" series by Wick Judd, and the comic book "Ghosts" by Raina Telgemeier. Popular books acquired from other sources were biographies of actors and football players, and comic books based on cartoons and TV-series.

4.1.4 RQ 4. To what extent do they choose books which have been recommended by the librarian?

On average the pupils in the research class registered reading 2.67 books that had been recommended to the class. Two pupils read five books that the researcher had recommended, another four pupils read four recommended books, and only one of the twenty-one pupils

who handed in their reading logs had not registered reading any books at all that had been recommended to the class.

According to Krashen (1981 and cop. 1982) and Day and Bamford (1998) compelling books at an appropriate level for the language learner is essential to ensure that they acquire new language. Each time the researcher visited the class she brought ten to fifteen new books that she presented to the class, with a brief presentation of plot, characters, setting, tempo, tone, and language as described in the readers advisory system (Moyer & Stover, cop. 2010, and Øyrås, cop. 2017) to pique the pupils' interest. A trained librarian will try to find books fitting for each reader's interests and needs, and while personal interviews are the most effective, group conversations and recommendations will also be of use. Finding books that fit the pupils' interests will ensure that they pick up these books, but if the pupil finds the plot too complex or the language too difficult, they will not be able to complete the book. The pupil will use too much time and effort to decode the text to be able to enjoy the contents, the books will not be on the "i + 1" level (Krashen, 1981, and cop. 1982), but on a higher level that the pupil is still not able to access. While talking about books to the whole class is a good method to pique the pupils' interests, individual interviews and conversations are better methods to evaluate and track each pupil's reading levels. Had the present researcher had the opportunity to talk individually to each pupil instead of keeping a social distance to the children and their teacher, she might have been able to see that pupils F and I were developing their reading skills at a slower speed than their peers, and might have been able to find better fitting literature for them.

Since the research class had worked with extensive reading in Norwegian, their first language, for three years already, see section 3.2, more pupils than one can expect in an average class had already had positive experiences in reading. According to Day and Bamford (1998), attitudes to reading in a second language is strongly influenced by the students' attitudes to reading in their first language. Approximately twenty percent of pupils leaving upper secondary school in Norway suffer from general reading problems, that is problems with

motivation, concentration, insufficient training, or insufficient access to aids to facilitate for other disabilities (Dysleksi Norge, cop. 2021). With the earlier work done on reading in the research class, the pupils have more reading experience than average, the level of motivation is higher, and even the pupils one would expect to struggle are doing better than they would without this background.

4.2   Limitations

As is the case in most empirical studies, there were limitations to the research for this thesis. Some of the limitations were expected but unavoidable due to the scope and time limits of a master's thesis, others were due to external factors, most notably the Covid-19 pandemic of 2020-2021.

 All the research was done in one school with sixty-five sixth graders divided into three classes, and while there was a high degree of participation in the main research class, few of the pupils in the two other classes were given parental consent to participate in the study. The pre-research test for one of the control classes happened to coincide with a remedial class for the low achieving pupils of all the three classes, so in addition to the low participation from the other two classes, high achieving pupils were overrepresented. The low participation and the skewed selection of pupils, with only thirteen of the forty-one pupils participating, and only three of them with test results lower than the average for the main research class, led the present researcher to exclude them from the study. In the first of Mason and Krashen's (2004) series of intervention studies in Japan the main research class was decidedly lower performing than the control groups, with the research class consisting of students who had earlier failed the course of English as a foreign language. But in both the first of Mason and Krashen's studies and the two subsequent studies, the use of control groups showed that the improvement of results was due to the increased focus of extensive reading (Mason &

Krashen, 2004). Without a control group participating in the research for the present thesis, the validity of the study cannot be fully assured.

The research for this study was done in a period of twenty-five weeks, from mid-December 2020 to early June the following year. While this is relatively long for the research for a master's thesis, it is not enough to lead the participants to a lasting change of reading habits to ensure that their language acquisition continues after the end of this intervention study. As shown by Salameh (2017) in her study on extensive reading of English in the Haif university in Saudi Arabia, a shorter reading program may be enough to instil a better attitude to reading in a second or foreign language, but may not be enough to lead to lasting behavioural changes in the participants (Salameh, 2017). A longer research period would also have allowed for a more thorough analysis of the results, to compare the pupils' test results and short stories to the books they read, and to compare the pupils' reading habits to those of their parents.

It must also be noted that much of the research relies on self-reporting. Both the parents' questionnaire and the pupils' reading logs were filled in by the participants, without input from the researcher. The researcher has no way to ascertain that the parents did not embellish their reading habits, or that the pupils' reading logs are complete, that they have noted all books they have read during the research period, or that they have not added books they did not read. If the researcher had had the opportunity to talk individually to the pupils, like Mason (2004) did in her research in Japan, she would have checked the pupils reading logs, both to see if they really registered what they had read, to encourage them in their reading, to help them in choosing which books to read next, and to track their language development.

The research period for this thesis was from mid-December 2020 to early June 2021, during the Covid-19 pandemic of 2020-2021. This resulted in severe restrictions to the researcher's visits to the class, and especially the one-on-one interaction suffered due to the social distancing that was enforced during this period. If the research had been done at any other period, the researcher would have had the opportunity to talk individually to the pupils, which

would have led to more personal recommendations, and that in turn could positively influence the pupils' reading and language acquisition.

4.3   Outlook

In the previous section, section 4.2 Limitations, the researcher mapped the limitations to her study. A similar study to this present master's thesis would hopefully not have the same restrictions regarding a pandemic, so more personal interaction and more class visits would be possible. With more personal interaction there would be opportunities for individual interviews, or in smaller groups, leading to more individually adapted recommendations. The present researcher believes this would instil a more positive attitude to reading, which in turn would lead to a more positive language development for the participants. It would also be useful to repeat the study with a bigger group of participants, both from more classes and more schools, and to ensure they had a control group. Both would ensure the validity of the research.

In a study like this, it would be interesting to examine the relationship between the books read and the pupils' language output and development. Since the pupils' reading logs lists both the number of books read and the titles of these books, it would be possible to investigate the number of words, and the complexity of the literature they have read. This presupposes that the researcher knows the collection presented to the participants in detail, and can estimate the reading levels of literature acquired from other sources. The short stories written by the participants in the present study were strongly influenced both by tv-series, comics, and books the pupils were exposed to. It could be interesting to study the impact literature and other extramural influences has on the pupils' language output, and on their language proficiency in general.

It would also be interesting to examine the relationship between the parents' and pupils' reading habits. According to Day and Bamford (1998), and Heathington (1994), family and friends will act as role models for young readers. Given enough participants, one could study how family and friends influence each other, both in instilling attitudes to reading and language learning, in developing reading habits, and in choice of literature.

All these proposed areas of research would demand more time and resources than one can expect to have for a master's thesis, but would be interesting to pursue in future research programs.

5   Conclusion

The main objective for the research to this master's thesis, was to investigate the effects of extensive reading in English as a second language under the guidance of a trained librarian, on the language development of a class of sixth graders with Norwegian as their first language. The study was based on Vygotsky's (cop. 1978) theory of proximal development and Krashen's (1981, and cop. 1982) theories of language acquisition. Vygotsky's theory focuses on how a child or learner is assisted in reaching their potential developmental level by the guidance of an adult, instructor, or more experienced peer. Krashen (1981, and cop. 1982) developed this further in his theories of language acquisition, where the student acquires new language through exposure to the target language, on a level at or slightly above their present level of competence. Krashen describes the student's present level of language proficiency as "i", and the level best suited to ensure language acquisition as "i + 1". Day and Bamford (1998) state that it is not necessary to provide literature specifically at "i + 1", but if enough reading materials are provided some of it will automatically be at "i + 1". They also say that reading at a slightly lower level, that is "i − 1", will work as inbuilt repetition and give the student time to practice, internalise, and consolidate already acquired language. To ensure that the language learner reads, it is necessary that they are provided with compelling literature on appropriate language levels: The books must be on subjects and in genres the reader is interested in, about characters, events, and places the reader can relate to, and told in ways the reader finds compelling. A tool used by librarians is the reader's advisory (Moyer & Stover, cop. 2010; Øyrås, cop. 2017) where literature is analysed according to appeal factors describing the characters, setting, plot, pacing, tone, and language in the books, and trying to find the library patron or reader's needs through interviews and conversations, or to pique their interests with the help of class presentations, brochures, and exhibitions.

In this study the researcher examined whether there was a relationship between the number of books the pupils read, and their language development. The researcher also investigated how much the sixth graders read, what they read, and to what extent their choices of literature was influenced by recommendations from a librarian.

The researcher's predictions to these questions were that pupils who read more, are more likely to improve their scores from the pre-research to the post-research tests, and are also more likely to write better, that is more grammatically and idiomatically correct, short stories. The researcher also predicted that the number of books the pupils read would vary significantly, and would be influenced both by their language competence, and their earlier reading habits. The pupils will choose books of similar types and themes to those they would choose in Norwegian, most will read at least some comic books, and books recommended by the librarian will be read by many pupils.

In the research to this thesis, the following measures were included (i) the Cambridge Young Learners English tests (Cambridge English, cop. 2018, and Cambridge English, cop. 2014), see appendixes A and B, (ii) a questionnaire for the pupils' parents and guardians to retrieve language and social background variables, see appendix C, (iii) reading logs where the pupils registered what they read during the research period, see appendix D, (iv) short stories written by the pupils, (v) observations of classroom interaction, and (vi) conversations with the pupils and their teachers.

(i) The results from the Cambridge Young Learners English test (Cambridge English, cop. 2018) given before the research period started gave a baseline for the pupils previous language competence. The results from the Cambridge Young Learner English test (Cambridge English, cop. 2014) given at the end of the research period will gave a quantifiable result to measure the pupils' language development during the intervention study. (ii) The questionnaire given to the pupils' parents and guardians mapped if there were major linguistic or cultural differences between the children's backgrounds. (iii) The pupils' reading logs both recorded

the number of books the children have read, which books they have read, how difficult they found the books, and whether they liked the books or not. (iv) The short stories written by the pupils were included in the research to provide a low anxiety situation in which to measure the pupils' language output. (v) Observations of classroom interaction and (vi) conversations with the pupils and their teachers were included to account for events that could influence the pupils' reading and language learning, and to record other extramural language acquisition.

In the research to this thesis, the researcher visited a class of sixth graders in a school in Stavanger, Norway, over a period of six months, from mid-December 2020 to early June 2021. The class consisted of twenty-four pupils, one of which did not partake in the study, and one who has been removed from the final statistics as a statistical outlier due to their learning disabilities. The researcher has been in contact with this class and their teachers earlier, since they visited the local library branch where the researcher was a librarian, monthly for three years, during their second, third, and fourth year in school. Together with an increased focus on reading during these years, this led to results markedly above the national average on the standardised tests in reading in Norwegian in fifth grade (Undervisningsdirektoratet, 2023), see figure 1. Less emphasis had been spent on reading in English, so the class's results on the national standardised tests in English in fifth grade were only marginally above the national average (Utdanningsdirektoratet, 2023).

The parents of the pupils in the research class were asked to fill in a questionnaire on their families' language backgrounds, see appendix C. All the pupils had at least one parent born in Norway and with Norwegian as their first language. All parents also reported that they often or sometimes read books, magazines, and newspapers, and rarely or never listened to audiobooks. And seventeen of the twenty-one parents who handed in their questionnaire reported that they read foreign languages, most often English, sometimes, or often.

To find a baseline for the pupils language proficiency before the intervention study started, they sat for the Cambridge Young Learners English test, the 2018 sample paper (Cambridge

English, cop. 2018) in December 2020, and to measure their development after the research period they sat for an older version of the same test, Cambridge Young Learners English test, the 2014 sample paper (Cambridge English, cop. 2014) in June 2021. When removing the statistical outlier, the results on the pre-research test showed an average of 75.54%, ranging from 50% to 97.91%. On the post-research test, the results had improved to an average of 90.42%, ranging from 69% to 100%.

The researcher visited the class five times between December 2020 and June 2021, where she talked to the pupils about reading, literature, and language learning. She brought just above 100 different books to the class during the research period, see appendix E, presenting around ten new books to the class each time she visited, using the appeal factors described by Moyer and Stover (cop. 2010), and Øyrås (cop. 2017). The books were kept in the classroom, available for the class at all times. The class had twenty minutes assigned reading time two or three times a week, and were also allowed to read after having finished other tasks. The pupils wrote reading logs where they recorded which books they read, and graded them on how difficult they found them, and whether or not they liked the books they had read. The average number of books read by the pupils in the research class was 10.8 books, ranging from two small and easy to read books, to twenty-four books, most of which were novels for teens and young adults. Ten of the twenty-one pupils who handed in their reading logs read more than ten books or comic books, and three read twenty books or more. Only four pupils did not register reading any comic books at all, and three read more than ten comics.

The class were also asked to write three short stories during the research period, from a few sentences to approximately one page long. Since not all pupils handed in their stories, only a few examples were included in this thesis, to support the findings from the other measures. The short stories were written as home assignments and not in a controlled setting, and can only to a limited degree be used as measurement of language proficiency.

The pupils who read the most, wrote the best, that is the most grammatically and idiomatically correct, short stories. The pupil who read the fewest books, and who was among the pupils

who showed least improvement from pre-research to post-research test, wrote only one extremely short story, which was difficult to understand due to severe mistakes both in grammar and vocabulary. The pupils who read the fewest books were among those who showed least improvement from the pre- to the post-research test, though one of the top scorers also only registered reading four books.

In line with the conclusions from the reading programs described by Day and Bamford (1998), Krashen, Lee and Lao, (2018), Mason and Krashen (2004), Salameh (2017), and Axelsson (2000), the research for this master's thesis shows an increased language proficiency among the pupils in a Norwegian sixth grade class who took part in this intervention study with increased focus on extensive reading in English as a second language. While there is a correlation between the number of books read during the research period and increased language proficiency, the connection is neither linear nor unambiguous. The pupils who read the fewest books showed the least improvement from the pre- to the post-research test, and were among those who wrote the least idiomatically and grammatically correct short stories. But also one of the top scorers, who wrote perfectly formed short stories without mistakes of any kind, only registered reading four books.

Extensive reading has been used in first- and second language education in all school levels, with great success. To fully profit from projects like these it is essential to have a good knowledge of the books you have at your disposal, of the interests and reading levels of your students, and the ability to find the right book to the right reader. Readers advisory (Moyer & Stover, cop. 2010; Øyrås, cop. 2017; Posselt, et al., 2022) is a tool for librarians, teacher, and other instructors, to help the students find books they find compelling, to ensure that they keep reading. The students must *want* to read, they must have good attitudes to reading, and they must have the motivation to keep reading. Positive attitudes to reading are built through good reading experiences (Day & Bamford, 1998; and Heathington, 1994), and good reading experiences are built by access to books the readers find interesting, on levels where they can access the meaning of the text rather than struggling with decoding it, and with someone to

assist them in the choice of literature. The most important way to ensure that the students keep acquiring new language, that they keep learning new vocabulary and grammar, that they get time to consolidate and internalise earlier learnt language, is that they keep reading.

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7   Appendixes

Appendix A – Pre-research test. The Cambridge Young Learners English test, sample paper, 2018 (Cambridge English, cop. 2018)

Appendix B – Post-research test. The Cambridge Young Learners English test, sample paper, 2014 (Cambridge English, cop. 2014)

Appendix C – Questionnaire to parents and guardians, to retrieve language background and parents' reading habits

Appendix D – Reading logs

    Appendix D.1 – Reading log, template

    Appendix D.2 – Reading logs, examples

Appendix E – Books available in the classroom

Appendix F – Most borrowed books in Norwegian for children and youth at Sølvberget, Stavanger public library, in 2021

Appendix G – Most borrowed books in English for children and youth at Sølvberget, Stavanger public library, in 2021

Appendix A   Pre-research test

Cambridge Young Learners English Test, sample paper, cop. 2018

Part 1
— 10 questions —

Look and read. Choose the correct words and write them on the lines.
There is one example.

an astronaut   a pilot   golf   sugar

	This person can fly to the moon in a rocket.	an astronaut
1	This is made from fruit and you can put it on your bread with a knife.	....
2	Players in this game throw, catch and hit the ball on a sports field.	....
3	These have pictures on them and you can write on the back and send them to friends when you're on holiday.	....
4	It is this person's job to write about news in a newspaper.	....
5	You buy these and put them on your envelopes before you post them.	....
6	This person flies a plane and usually wears a uniform.	....
7	People like reading these because they have stories with pictures or photos on their pages.	....
8	You can play this game inside on ice or outside on a field.	....
9	Some people like this in their tea or coffee and they put it in with a spoon.	....
10	People don't usually play this game in teams. They use a small, hard white ball.	....

basketball   hockey

salt   magazines

jam   baseball

stamps   postcards

a journalist   letters   a photographer

Part 2
— 5 questions —

Katy is going to go with her Aunt Emma to her office today.
Katy is asking Emma some questions about her work. What does Emma say?

Read the conversation and choose the best answer.
Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example

Katy: Emma, is it time to go to your office?

Emma: .... E

Questions

1   Katy: Do you always walk to work?

Emma: ....

2   Katy: How many people work there?

Emma: ....

3   Katy: Where do you eat your lunch?

Emma: ....

4   Katy: Can I play on the computer in your office?

Emma: ....

5   Katy: What time do you come home?

Emma: ....

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A Sometimes I sit at my desk and
   sometimes I go out.

B Yes, everyone did this time.

C OK, but only when I am in a meeting.

D No, there aren't many cafés near the
   office.

E Yes it is. I don't want to be late.
   (example)

F Usually when I've finished everything
   that I've got to do.

G I take the bus if it's raining.

H Only a few. It's a small business.

Part 3
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

example				
island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an
___island___ in a lake. On Saturday afternoon the hotel
cook went by boat to the town to see a friend. But then suddenly a
(1) .... came, with rain and strong winds, and he
couldn't sail back to the hotel.
At six o'clock everyone in the hotel went to the (2) ....
to have dinner, but it was closed. 'What's the matter?' Harry's mum asked
the waiter. 'The dinner isn't (3) .... ,' he said, 'because
there is no-one to cook.'

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So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) .... and in the cupboards. They found some flour, tomatoes, cheese and vegetables.

Dad made pizzas and Mum (5) .... the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

(6)   Now choose the best name for the story.

Tick one box.

Harry buys pizza	☐
Lunch on a boat	☐
The new cooks	☐

Part 4

– 10 questions –

Read the text. Choose the right words and write them on the lines.

The Seasons

Example	In .....many..... countries there are four seasons in the year. These are
1	called spring, summer, autumn and winter. .... season is about three months long and then a new season comes.
2	In the north of our planet summer usually .... in June. It is the warmest time of the year and it sometimes does not get dark
3	.... 10 o'clock at night. In September it gets colder and the
4	trees .... their leaves. This season is called autumn. Winter
5	comes in December .... it is usually very cold and a lot of countries have snow. On some winter days, it gets dark at about
6	4 o'clock .... the afternoon so the days are very
7	.... and the nights are long. In March the weather gets warmer and plants and flowers start to
8	grow .... This season is called spring.
9	In the south of the planet the countries have the .... seasons,
10	but they happen at different times .... the year. They have summer in December and winter in June.

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Part 5
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Mr Park's class visit a castle

Paul's class at school are studying castles in History. So last week their history teacher, Mr Park, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mr Park pointed to the castle at the top of the hill and said, 'There is no road up there so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mr Park had juice for all of them. It was very interesting because Mr Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul's friends said, 'Let's have a race.' So Paul and his friends started to run.

'Stop running!' shouted Mr Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn't broken, but he couldn't walk very well.
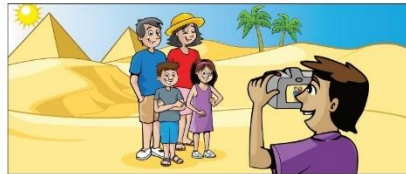
Mr Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

'Sorry we didn't listen to you on the hill,' Paul said to Mr Park, 'but we listened in the castle. It was great! Can we come again?'

Example	many	much	any
1	Each	Other	All
2	began	begins	beginning
3	until	for	during
4	lost	loses	lose
5	which	when	where
6	at	in	on
7	shorter	short	shortest
8	after	again	already
9	both	same	more
10	of	up	with

A2 Flyers   83   84   Cambridge Assessment English

Examples

The children are learning about .... *castles* .... in history at school.

.... *Mr Park* .... is Paul's history teacher.

Questions

1   Mr Park and the children went in a ....
    to a castle.

2   The castle that they visited was near ....
    and on a hill.

3   Mr Park gave everyone .... when they
    arrived at the castle.

4   The children looked at the .... of the
    castle.

5   Some of the children had .... on the way
    down the hill.

6   Paul .... because he fell over when he
    was running.

7   Paul went back to the bus on a .... !

Part 6
– 5 questions –

Read the diary and write the missing words. Write one word on each line.

Example	We are .... *having* .... a great time on this holiday. Today
1	we've been .... visit the pyramids. My teacher told
2	me about them in our Geography .... and she
	showed us some pictures of them, but in the pictures they
3	looked much smaller .... they are. We went inside
4	one and I .... lots of photos with my camera.
	We are going to go and see some camels tomorrow. I am very
5	excited .... I have always wanted to ride one. Mum
	doesn't want to go near them. She says camels are usually not
	very friendly.

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Part 7

Look at the three pictures. Write about this story. Write 20 or more words.

....
....
....
....

A2 Flyers   87   88   Cambridge Assessment English

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Extensive reading guided by a librarian: L2 English development in primary school

A2 Flyers Reading and Writing

Marking key

( )	=	Acceptable extra words are placed in brackets
/	=	A single slash is placed between acceptable alternative words within an answer

Part 1   10 marks

1. jam
2. baseball
3. postcards
4. a journalist
5. stamps
6. a pilot
7. magazines
8. hockey
9. sugar
10. golf

Part 2   5 marks

1. G
2. H
3. A
4. C
5. F

Part 3   6 marks

1. storm
2. restaurant
3. ready
4. fridge
5. cut
6. The new cooks

Part 4   10 marks

1. Each
2. begins
3. until
4. lose
5. when
6. in
7. short
8. again
9. same
10. of

Part 5   7 marks

1. bus
2. the sea
3. (some) juice/a drink (of juice)/(a) juice (to drink)
4. (different) parts
5. a race/(started to) run
6. hurt his leg/couldn't walk ((very) well)
7. (big) (brown) (farmer's) horse/farmer's (big) (brown) horse

Part 6   5 marks

1. to
2. class(es)/lesson(s)/studies
3. than
4. took/got
5. because/as/since/and

Part 7   5 marks

A possible answer which would receive full marks

An astronaut flew into space and made friends with an alien. The alien invited the astronaut to his house for dinner. The astronaut was hungry and accepted. He had a sandwich and some juice with the alien's family.

A2 Flyers   89

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Appendix B   Post-research test

Cambridge Young Learners English Test, sample paper, cop. 2014

Centre Number | Candidate Number

Cambridge Young Learners English

Flyers
Reading & Writing
Sample Paper

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 50 questions.

You have 40 minutes.

You will need a pen or pencil.

My name is: ....

Flyers   Reading & Writing

Blank Page

Flyers   69   70   Cambridge English: Young Learners

Part 1
– 10 questions –

**Look and read. Choose the correct words and write them on the lines.
There is one example.**

an actor   a hospital   a bank

a library

a chemist's

a secretary

a clown

a mechanic   a circus   a café

an airport

an artist

a dentist

a cinema

a journalist

You can go to this place if you want to watch a film.   a cinema

1 You can go to this shop to buy medicine and other things.   ....

2 This is a place you go to if you want to catch a plane.   ....

3 If you want to be one of these, you need to be very good at drawing or painting.   ....

4 You usually see this inside a big tent. You might see horses, lions and elephants here.   ....

5 This is someone who works in the theatre, in films or on TV.   ....

6 People laugh when they see this person with his round, red nose, big feet and strange clothes.   ....

7 An ambulance might take you here if you are very ill.   ....

8 You go to this place if you want to get money or talk to someone about your money.   ....

9 This person makes you better when you have a toothache.   ....

10 This person writes in a newspaper about things that have happened.   ....

Part 2
– 7 questions –

Look and read. Write yes or no.

Examples

There is a stamp on the corner of the envelope.   yes

The children are running into the garden.   no

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Questions

1   All of the children are carrying rucksacks on their backs.   ....

2   Through the window, you can see two swings.   ....

3   The girl who is brushing her hair has got black tights.   ....

4   The woman has just come into the house and
    closed the door.   ....

5   The umbrella that is in the bin is broken.   ....

6   Outside, the sky is grey and it has begun to rain.   ....

7   On the shelf that is below the picture there are
    three keys.   ....

Part 3

– 5 questions –

Tom is talking to his Uncle Harry. What does Uncle Harry say?

Read the conversation and choose the best answer.
Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example		
Tom:	Uncle Harry, do you like being a fireman?
Uncle Harry:	..........C..................

Questions

1   **Tom:**   What are your friends at work like?

    Uncle Harry: ....

2   **Tom:**   Who drives the fire engine?

    Uncle Harry: ....

3   **Tom:**   How many days do you work each week?

    Uncle Harry: ....

4   **Tom:**   Do you prefer living at the fire station or at home?

    Uncle Harry: ....

5   **Tom:**   Can I come and visit you at the fire station?

    Uncle Harry: ....

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A   They are very nice, brave and strong.

B   We live at the fire station for four days
    every week, and we have to be
    ready to work all the time.

C   Yes I do. I love it.   (example)

D   My friend Anna does that job.

E   Of course. Come one day next week.

F   You have a lot of friends.

G   I like being in my house best because
    your aunt and cousins are there.

H   I like Mondays best.

Part 4
– 6 questions –

**Read the story. Choose a word from the box. Write the correct
word next to numbers 1–5. There is one example.**

Helen Green is a .... clever .... girl who loves school. Helen likes

learning and (1) .... out about old things, so she was

very happy when her mum said, 'Today, we are going to a place full

of old things like cups, bowls, chairs, dolls and dinosaurs! Can you

(2) .... where we are going to go?'

Helen's little sister Lucy didn't answer, but Helen shouted, 'A museum!'

Mum smiled and said, 'Helen's right. Let's go!'

When they were there, Mum took the girls to the dinosaur room,

but Lucy didn't want to go in. 'What's the matter? Why are you

(3) .... ?' asked Helen.

'The dinosaurs might eat me,' said Lucy and she started to cry.

'You mustn't think that,' said Helen. 'Dinosaurs have been extinct for

(4) ....'

Lucy stopped crying because she was so surprised. She looked at her mum

to see if she (5) .... with Helen. Then Lucy laughed,

and the girls ran to look at the dinosaurs.

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example				
clever	yesterday	guess	finding	afraid
agreed	dangerous	forgot	seeing	centuries

(6) **Now choose the best name for this story.**

Tick one box.

The expensive bowl ☐

Lucy learns something new ☐

The angry dinosaur ☐

Part 5
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A competition

My name's Richard, and I live in a small village with my older sister and my parents. My sister's name is Katy. Our village is very near a big, blue lake, and we love to go swimming in it.

Last Tuesday, my friend William came to our house and we went swimming together. When we were in the water, we saw some silver fish. Katy said, 'Look, I can swim faster than the fish!' William said, 'So can I!'

Then Katy said, 'Let's see who can swim across the lake the fastest! Let's have a race!' William likes to have competitions, and so does Katy, but I don't because I am the youngest and so I never win. I was last again. I felt tired and unhappy.

William said, 'OK. Let's have one more competition. Let's see who can jump the highest out of the water. Richard, you go first.'

I jumped up, then Katy jumped, then William. I jumped the lowest, and William jumped the highest. William shouted, 'I am the best at jumping! I am the best!' But when he was shouting, a beautiful gold fish jumped out of the water, much higher than William.

I laughed and said, 'No, William, that beautiful fish is the best!'

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Examples

Richard and his family live in a .... small village ....

The name of Richard's .... sister .... is Katy.

Questions

1   Richard and his sister go swimming in the
    ....

2   Richard's friend is called ....

3   There were .... in the water with the
    children.

4   Richard doesn't win competitions because he is
    .... in the family.

5   When Richard finished last in the race he was
    ....

6   The second child who jumped out of the water was
    ....

7   When William was shouting, a beautiful fish jumped
    .... than him.

Part 6
– 10 questions –

Read the text. Choose the right words and write them on the lines.

Butterflies

Example	Butterflies ...... are ...... beautiful insects. People enjoy looking at
1	butterflies because of the lovely colours on .... wings.
2	In busy cities, it is difficult .... butterflies to find a nice
3	place to live, but we can plant flowers that butterflies ....
4	in our parks and gardens. At night, or .... bad weather,
5	butterflies hide under leaves or sleep in small spaces ....
	rocks.
6	Some butterflies .... eat one kind of plant. This is called
7	a 'food plant'. A butterfly's colours are .... the same
8	as its food plant, so it can hide well. This is important ....
	animals like birds, bats and spiders eat butterflies.
9	You can see .... different kinds of butterflies at a butterfly
	farm. The butterfly farmer looks after butterflies there to show them to
	other people, and to sell them.
10	Some butterflies are big but the .... butterfly in the world
	looks like a fly.

Part 7
– 5 questions –

Read the email and write the missing words. Write one word on each line.

Example	is	are	be
1	their	every	this
2	by	off	for
3	likes	liking	like
4	during	until	past
5	before	between	down
6	only	once	ever
7	often	next	soon
8	or	because	but
9	each	another	many
10	smallest	smaller	small

Dear David

Example   Tomorrow is my birthday. ......<u>What</u>...... shall I do?

1   I'd like to go to a restaurant .... you and my other friends. We could have pizza and ice cream, but Mum and Dad say it's more fun to go to the park

2   and .... football.

3   I think going to the restaurant is better ....

4   going to the park but I .... everyone to enjoy my birthday.

So I have decided to ask all my friends to choose. Then

5   I can tell Mum and Dad. What .... you like to do tomorrow?

Please email back quickly. Thanks!

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Flyers Reading & Writing

Marking Key

( ) = Acceptable extra words are placed in brackets

/ = A single slash is placed between acceptable alternative words within an answer

// = A double slash is placed between acceptable alternative complete answers

Part 1   10 marks

1 a chemist's
2 an airport
3 an artist
4 a circus
5 an actor
6 a clown
7 a hospital
8 a bank
9 a dentist
10 a journalist

Part 2   7 marks

1 no
2 yes
3 yes
4 no
5 yes
6 no
7 yes

Part 3   5 marks

1 A
2 D
3 B
4 G
5 E

Part 4   6 marks

1 finding
2 guess
3 afraid
4 centuries
5 agreed
6 Lucy learns something new

Part 5   7 marks

1 lake
2 William
3 fish
4 the youngest
5 tired
6 Katy
7 higher

Part 6   10 marks

1 their
2 for
3 like
4 during
5 between
6 only
7 often
8 because
9 many
10 smallest

Part 7   5 marks

1 with
2 (to) play/watch
3 than
4 want
5 would

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-Vil du delta i forskningsprosjektet

"Extensive reading in second language learning"?

Kan dere svare på disse spørsmålene om språklig bakgrunn for elevene i klasse ▉?
Sett ring rundt svarene som passer, gjerne flere ringer der det er nødvendig.
Dette skjemaet oppbevares så lenge jeg arbeider med masteroppgaven min, og makuleres etter dette.

Elevens navn: _____

Hvilke språk snakker dere hjemme?
- Begge foreldre og alle nære slektninger har norsk som førstespråk, alle snakker norsk hjemme
- Begge foreldre har norsk som førstespråk, men andre språk brukes aktivt hjemme
- En av foreldrene har en annen språklig bakgrunn, og snakker dette språket med barnet
- Andre slektninger snakker et annet språk, barnet kan snakke med disse
- Begge foreldrene har annen språklig bakgrunn, men norsk er det språket som brukes mest hjemme
- Begge foreldrene har annen språklig bakgrunn, norsk brukes lite hjemme

Hvilke andre språk er det snakk om?

_____

Leser foreldrene så barna ser det?
For eget bruk, *ikke* høytlesing/samlesing med barna.
  Minst en av foreldrene leser bøker
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
  Minst en av foreldrene leser aviser
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
  Minst en av foreldrene leser tidsskrifter, inkludert ukeblader
  - Ofte
  - Av og til
  - Sjelden
  - Aldri

Minst en av foreldrene hører på lydbøker
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
Minst en av foreldrene leser digitale tekster, e-bøker, aviser eller tidsskrifter på nett
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
Minst en av foreldrene leser på andre språk enn norsk
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
Hvilke andre språk er det snakk om?

_____

Drar familien på ferier og turer til utlandet?
  - Ofte
  - Av og til
  - Sjelden
  - Aldri
Hvilke språk snakker dere da?

_____

Hilsen
Ragnhild Skår Nilsen
Masterstudent ved UIS
▉▉▉▉▉▉▉▉▉▉▉▉▉

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Appendix D   Reading logs
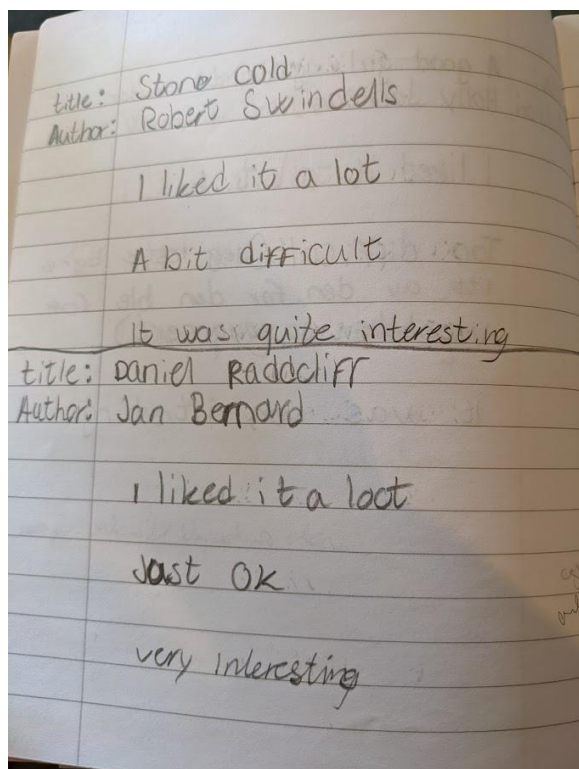
D.1   Reading log – template

Reading log

Title:
Author:

Did you like it?
I liked it a lot - I liked it a bit - I didn't like it

Was it easy?
Too easy - Quite easy - Just OK - A bit difficult - Too difficu

Was it interesting?

D.2 Reading logs – examples

title: Stone cold
Author: Robert Swindells

I liked it a lot.

A bit difficult,

It was quite interesting

title: Daniel Raddcliff
Author: Jan Bernard

I liked it a loot

Just Ok

very Interesting

Title: Mj's Camp CRISIS
Author: BY Wendy L. Brandes

I dindn4 like it

Just OK

It was not interesting.
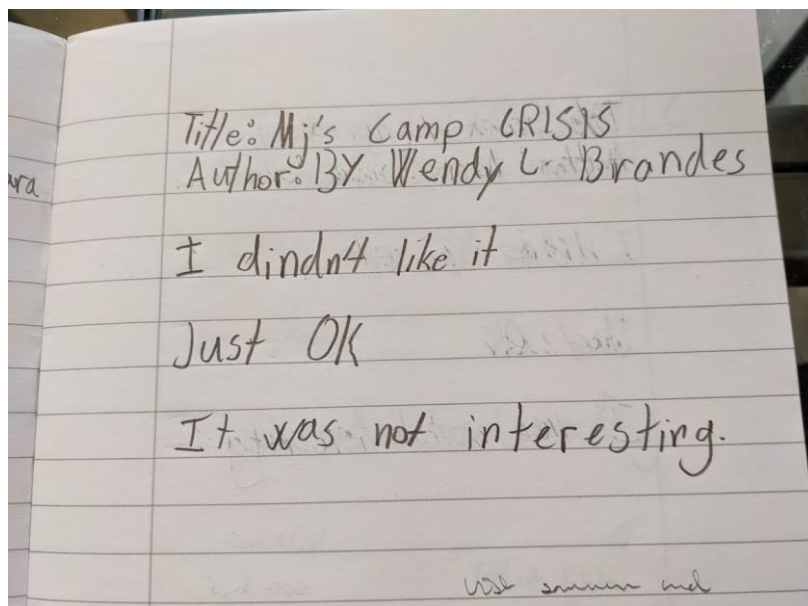
Appendix E Books available in the classroom

Books brought to the classroom
From the public library, to be used in the research class

: Five famous fairy tales
: Football handbook
Adams, Georgie : Murdoch Mole digs for gold
Almond, David : The boy who climbed to the moon
Andersen, Hans Christian : Andersen's fairy tales
Andersen, Hans Christian : The Emperor's new clothes
Andersen, Hans Christian : The princess and the pea
Andersen, Hans Christian : The ugly duckling
Blyton, Enid : Secret Seven win through
Bosch, Pseudonymous : The name of this book is secret
Bradford, Chris : Gamer
Brallier, Max : The last kids on Earth
Brallier, Max : The last kids on earth and the zombie parade!
Brandes, Wendy L. : MJ's camp crisis
Brandes, Wendy L. : Nina's NOT boy crazy! (she just likes boys)
Brown, Jeff : Flat Stanley
Brown, Jeff : Invisible Stanley
Brown, Pierce : Red rising
Brusatte, Steve : Day of the dinosaurs : step into a spectacular prehistoric world
Burnett, Frances Eliza Hodgson : The Secret Garden
Byng, Georgia : Molly Moon's hypnotic holiday
Byng, Georgia : Molly Moon's hypnotic time travel adventure
Cole, Stephen : Adventure Duck vs Power Pug
Cummings, Priscilla : Red Kayak
Dahl, Roald : Fantastic Mr Fox
Deutsch, Stacia : Team BFF : race to the finish!
Deutsch, Stacia : The friendship code
Dickens, Charles : Oliver Twist
DiTerlizzi, Tony : The field guide and The seeing stone
DiTerlizzi, Tony : The field guide. Book one of five
Doyle, Roddy : The rover adventures
Dumas, Alexandre, d.e. : The Three Musketeers
Durant, Alan : Doing the double
Earle, Phil : The unlucky eleven
Frank, Anne : The diary of a young girl
Gaiman, Neil : Hansel & Gretel
Gaiman, Neil : Pirate stew
Gaiman, Neil : The sleeper and the spindle
Grant, John : The adventures of Robin Hood
Grimm, Jacob : Rapunzel
Grimm, Jacob : Rumpelstiltskin
Guibert, Emmanuel : Sardine in outer space
Hatke, Ben : Mighty Jack

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Horowitz, Anthony : The French confection
Jackson, Holly : A good girl's guide to murder
Jeffers, Oliver : This moose belongs to me
Kanani, Sheila : The extraordinary life of Michelle Obama
Kinney, Jeff : Diary of a wimpy kid : Greg Heffley's journal
Lawrence, Patrice : Toad attack!
Lawrie, Robin : 2 Xc 4 my shirt
Lawrie, Robin : Ballerina biker
Lawrie, Robin : Snow bored
Lawrie, Robin : Treetop trauma
Layton, Neal : A planet full of plastic
Lepp, Royden : Rust : visitor in the field
Mackenzie, Malcolm : 100% unofficial BTS : everything you need to know about the kings of
Maggs, Sam : Marvel fearless and fantastic! : female super heroes save the world
Manning, Matthew K. : Batman and the flock of fear
McCall Smith, Alexander : Akimbo and the crocodile man
McCall Smith, Alexander : Akimbo and the snakes
Muncaster, Harriet : Isadora moon gets in trouble
Muncaster, Harriet : Mirabelle gets up to mischief
Orme, David : Blitz
Pastis, Stephan : Mistakes were made
Pearson, Luke : Hilda and the black hound
Perkins, Stephanie : There's someone inside your house : a novel
Pilkey, Dav : Captain Underpants and the big, bad battle of the bionic booger boy : the sixth
Pilkey, Dav : Captain Underpants and the wrath of the wicked Wedgie Woman : the fifth epi
Porter, Eleanor Hodgman : Pollyanna
Pratchett, Terry : The Amazing Maurice and his educated rodents
Prue, Sally : Class Six and the eel of fortune
Pullman, Philip : The subtle knife
Riddell, Chris : Ottoline goes to school
Riordan, Rick : Magnus Chase and the sword of summer
Riordan, Rick : Percy Jackson and the battle of the labyrinth
Rosen, Michael : Barking for bagels
Roth, Veronica : Divergent
Ryan, Rob : The invisible kingdom
Sánchez Vegara, Ma Isabel : Greta Thunberg
Say, Allen : Grandfather's Journey
Sendak, Maurice : In the night kitchen
Simpson, Dana : Phoebe and her unicorn in the magic storm
Smith, Robert Kimmel : The war with grandpa
St. John, Lauren : Anthony Ant saves the day
Stevens, Robin : Murder most unladylike
Strong, Jeremy : Kidnapped! : the hundred-mile-an-hour dog's sizzling summer
Sutton, Laurie S. : Batman and the killer croc of doom!
Swindells, Robert : Stone cold
Telgemeier, Raina : Ghosts

Thornton, Nicki : The Last Chance Hotel
Thurber, James : Many moons
Tobin, Paul : How to capture an invisible cat
Torday, Piers : The dark wild
Torday, Piers : The frozen sea
Venditti, Robert : Percy Jackson and the Titan's curse
Venditti, Robert : The lost hero
Vickery, Gill : The pet shop mystery
Walliams, David : Bad dad
Willems, Mo : We are in a book!
Wilson, Jacqueline : Rose Rivers
Winick, Judd : The great big boom
Winick, Judd : Waking the monsters
Woodson, Jacqueline : Harbor me

Appendix F Most borrowed books in Norwegian

Most borrowed books in Norwegian, for children and youths, in Sølvberget, Stavanger Public Library, in 2021

Most borrowed books for children and youth in Sølvberget, Stavanger Public Lib
Norwegian

Author	Title	Borrowed
Våhlund, Elias	Håndbok for superhelter. Del 1. Håndboka	302
Kibuishi, Kazu	Supernova	279
Pilkey, Dav	I kattepine	275
Kibuishi, Kazu	Steinvokteren	270
Våhlund, Elias	Håndbok for superhelter : del 2. Del 2. Røde maske	267
Kibuishi, Kazu	Steinvokterens forbannelse	260
Våhlund, Elias	Alene	256
Våhlund, Elias	Forsvunnet	255
Kibuishi, Kazu	Alveprinsen	254
Kibuishi, Kazu	Byen bak skyene	254
Kibuishi, Kazu	Ildfuglen	252
Kibuishi, Kazu	Det hemmelige rådet	251
Pilkey, Dav	Hundemannen	250
Falch, Malin	Trollriket	235
Kibuishi, Kazu	Flukten fra Lucien	230
Pilkey, Dav	I fri dressur	229
Pilkey, Dav	Når villdyret våkner	226
Pilkey, Dav	Hundemannen og Superpus	226
Falch, Malin	Vikingene og orakelet	225
Våhlund, Elias	Ulvene kommer	222
Pilkey, Dav	Hundemannen er på ballen	221
Falch, Malin	Reisen til Jotundalen	220
Våhlund, Elias	Håpløst	219
Falch, Malin	Kråkesøstrene	217
Pilkey, Dav	Hundemannen håver inn	209
Pilkey, Dav	Loppenes herre	202
Telgemeier, Raina	Smil	201
Galligan, Gale	Guttegærne Stacey	192
Galligan, Gale	Den store festen	191

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Appendix G   Most borrowed books in English

Most borrowed books in English, for children and youths, in Sølvberget, Stavanger Public Library, in 2021

Most borrowed books for children and youth in Sølvberget, Stavanger Public Library
English
Books, including comic books

Author	Title	Borrowed
Telgemeier, Raina	Guts	47
Pilkey, Dav	Fetch-22	44
Pilkey, Dav	For whom the ball rolls	39
Gray, Kes	Oi cat!	34
Starling, Robert	Fergal is fuming!	34
Telgemeier, Raina	Sisters	33
Willems, Mo	Waiting is not easy!	32
Kinney, Jeff	Cabin fever	30
Telgemeier, Raina	Smile	30
Jeffers, Oliver	Here we are : notes for living on planet earth	28
Pilkey, Dav	Dog Man and Cat Kid	27
Rowling, J.K.	Harry Potter and the philosopher's stone	27
Pilkey, Dav	Unleashed	27
Martin, Ann M.	Logan likes Mary Anne!	26
Oseman, Alice	Heartstopper. Volume 1.	26
Black, Holly	The cruel prince	25
Coelho, Joseph	Luna loves library day	25
Miller, Madeline	The song of Achilles	25
Kinney, Jeff	Double down	25
Lockhart, E.	We were liars	25
Galligan, Gale	Kristy's big day : a graphic novel	24
Telgemeier, Raina	Ghosts	24
Kinney, Jeff	Old school	24
Riordan, Rick	Percy Jackson and the Titan's curse	24
Johnson, Varian	Twins	23
Pilkey, Dav	Brawl of the wild	23
Willems, Mo	We are in a book!	23
McGuinness, Jane	Say hi to hedgehogs!	23

Pilkey, Dav	Dog Man	23
Oseman, Alice	Heartstopper. Volume 3.	22
Telgemeier, Raina	Ghosts	22
Blabey, Aaron	Piranhas don't eat bananas	22
Reed, M. K.	Dinosaurer : fossiler og fjær	22
Pilkey, Dav	Lord of the fleas	22
Willems, Mo	I will surprise my friend!	22
John, Jory	Penguin problems	22
Telgemeier, Raina	The truth about Stacey	21
Benson, Nicky	I love you more and more	21
Kinney, Jeff	Hard luck	21
Dunbar, Polly	Something fishy	20
James, Simon	The boy from Mars	20
Oseman, Alice	Heartstopper. Volume 4.	20
Jackson, Holly	A good girl's guide to murder	20
Kinney, Jeff	The ugly truth	20
Hood, Morag	Sophie johnson: unicorn expert	20
Willems, Mo	Let's go for a drive!	20
Pilkey, Dav	A tale of two kitties	20
Riordan, Rick	Percy Jackson and the sea of monsters	20
Donaldson, Julia	The Gruffalo's child	20
Carle, Eric	Does a kangaroo have a mother, too?	20
Schwab, Victoria	The invisible life of Addie Larue	19

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