

Explicit grammar instruction in the L2 classroom

Issues in teaching and learning English word order

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1. Introduction

Second language acquisition research aims to give knowledge of the acquisition processes that happen when acquiring a second language. Learners who acquire a second language are often students in a language-learning classroom. Knowledge of acquisition processes can impact teaching approaches, and help language teachers make pedagogical choices. The pedagogical choices in a classroom are many, and one of them is whether or not to include explicit grammar teaching. In this thesis, I investigate the effect explicit grammar instruction may have on the acquisition of word order in L1 Norwegian L2 English learners. English word order is shown to be problematic for Norwegian learners of English, because of transfer of the V2 rule (Westergaard, 2003). The V2 rule in Norwegian requires verb movement in order to keep the verb in the second position of all phrases. The same rule does not apply in English. The difference is presented in the sentences in example (1).

(1) Jeg **går** alltid til butikken

I always **walk** to the store

The full transfer/full access theory predicts that where the target language input conflicts with the learner's available grammar from his/her L1, grammar restructuring is necessary. Grammar restructuring is not always available for the learner where input is restricted and/or complex, and the restructuring needs to be forced. Learners with a V2 language, who acquire a language where the same rule is not applicable, have to unlearn the V2 rule in order to acquire the syntax of the target language (cf. Westergaard 2003). Stronger input cues, explicit grammar instruction or error correction are approaches that may be applied in order for the learner to arrive at target-like level.

Westergaard (2003) and Jensen et al. (2019) are two prominent research studies investigating the acquisition of English narrow syntax for Norwegian native speakers. Westergaard (2003) found that Norwegian learners of English transferred Norwegian word order in all of her test constructions (*wh*-questions, topicalisation and declaratives with an adverb in the medial position). Westergaard proposes that these structures are far too little represented in Norwegian English learning curriculum and that there should be a change in the input cues Norwegian students receive. Instead of avoiding using structures that are expected to be difficult for the Norwegian students to acquire, they should be given extra

attention in the language-learning classroom. Jensen et al. (2019) found that correct judgment of ungrammatical V2 syntax trials is more problematic for learners than grammatical trials. This result was prominent with learners at a lower proficiency level. For high proficiency level participants grammatical and ungrammatical trials were unproblematic. Rankin (2013) suggests including *grammaring* as a part of language teaching in order to unlearn V2 at all proficiency levels.

The current thesis aims to build on the findings of Westergaard (2003) and Jensen et al. (2019). It is based on a linguistic approach with two grammaticality judgment tests (GJT), and an educational approach with an intervention. The participants are L1 Norwegian learners of L2 English and are students in a Norwegian upper secondary school. They are first presented with a language proficiency test followed by a GJT pretest where they are asked to judge grammatical and ungrammatical sentence pairs. The sentence pairs test the participants' knowledge of the structures that are the focus of this thesis, topicalised declaratives and declaratives with an adverb in the medial position. These are illustrated in the examples in (2) and (3).

(2) Yesterday I **went** to the store

(3) I never **travel** alone

Following the GJT pretest, the participants participated in an intervention period that lasted for one week (180 minutes of instruction). During the intervention period, the participants received explicit instruction on English word order. The activities included in the intervention were error correction, comparison between the word order in the native and target language as well as production exercises. Following the intervention, the participants were asked to answer the GJT again. In the results from the experiment, advanced proficiency participants showed few signs of transfer of the V2 rule, even before the intervention. They seemed to have high knowledge of the English word order when judging the sentences already in the GJT pretest. However, the intervention did have an effect on all participants' judgment on ungrammatical sentences, and the effect was greater for the lower proficiency group.

Second language acquisition research is interesting to me because of my future as a language teacher. As suggested by Marsden and Slabakova (2017), second language research and second language teaching should have a close relation. Second language teachers could benefit from being up to date in the field of second language research in order to improve their teaching approach. Writing this thesis, I have learned about how second language

research findings can be implemented in school, and how important it is to try different teaching methods in order to establish what is right for your students. Having read about second language acquisition theories and previous research for this thesis, I have realized that language teaching is not a science with a clear answer, and investigating the effect of different teaching approaches on different learners is as important part of the research as it is in the classroom.

The structure of the thesis is as follows. In section 2, I present relevant theoretical background. In section 3, I present the research questions and predictions the thesis is based on. Section 4 describes the methodology used in the current study, and section 5 presents the study's results. In section 6 I discuss the results according to the research questions and predictions. Section 7 offers a conclusion, and section 8 is the bibliography of the thesis.

2. Theoretical background

In this section of the thesis, I present relevant theoretical background for the current study. In section 2.1, I present the linguistic constructions of interest for this paper. Section 2.2 offers a description of transfer and the Full Transfer/Full Access Theory. In section 2.3, I present the Focus on Form teaching approach and the learning/acquisition distinction. In section 2.4 I present previous research that is relevant for the design and discussion in the current study. The previous research includes unlearning V2, intervention studies and teaching English word order.

2.1 Constructions

Norwegian and English are both languages with an SVO word order. A sentence is usually constructed with a subject in the initial position, verb in the second and an object in the third position of the phrase. The two constructions that are the focus of the current study are declarative sentences with an adverb in the initial position (topicalised declaratives), and declarative sentences with an adverb in the medial position. The two constructions differ in word order in English and in Norwegian, as Norwegian is a verb second (V2) language and English is not (Hasselgård, 2004). The V2 rule in Norwegian means that the verb has to be in the second position of the clause. This rule is prominent in most clauses, with few exceptions. Because English is an SVO language, the V2 rule is often present in English phrases as well, but English phrase structures are not required to have the verb in the second position. The word order in declarative sentences in English and Norwegian often looks similar, as demonstrated in (4) and (5) for Norwegian and English respectively.

(4) Jeg **liker** godteri.

(5) I **like** candy.

Both (4) and (5) provide the same SVO word order, making it easy for a Norwegian native speaker to assume that the word order in English and Norwegian are the same, but the two languages differ in some constructions.

2.1.1 Topicalised declaratives

In Norwegian, a topicalised declarative would have the word order ADV – V – S – O, like in the sentence in example (6). By moving the verb in front of the subject, the V2 rule is

followed, even though an adverb has been placed in the initial position. This procedure is called *inversion*.

(6) I går **gikk** jeg på butikken

In English, a topicalised declarative would have the word order ADV – S – V – O, like in the sentence in example (7). The verb phrase still follows the subject, and the sentence therefore keeps its SVO word order even though it has an adverb placed in the initial position.

(7) Yesterday I **went** to the store

While declarative sentences with an adverb in the initial position in Norwegian involve verb movement in front of the subject, the main verb does not move in the same construction in English.

2.1.2 Declarative sentences with an adverb in the medial position

In Norwegian, declarative sentences with an adverb in the medial position have the word order S – V – ADV – O, like in the sentence in example (8).

(8) Jeg **reiser** aldri alene

In English, declarative sentences with an adverb in a medial position have the word order S – ADV – V – O, like in sentence (9).

(9) I never **travel** alone

The two languages differ in the constructions of these sentences, as Norwegian is still following the V2 rule, forcing the adverb to a third position in the phrase. English, on the other hand, places the adverb in the second position, as having the verb in the second position is not a requirement.

2.2 Transfer in second language acquisition

Language transfer can be defined as “...*the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired*” (Odlin, 1989: 27). It can facilitate language learning

when the native language and target language have structures that are similar, as positive transfer. When the native and target language have structures that differ, the learner is likely to make errors. This is called negative transfer. Transfer can affect both comprehension and production and affects all linguistic subsystems such as syntax, morphology, vocabulary and phonology. We divide transfer in “borrowing transfer” and “substratum transfer” (Odlin, 1989). The differences of the two types of transfer are reflected in both social and linguistic factors. Borrowing transfer is when a language that is acquired later, influences the native language of a person. For example, a Norwegian native speaker uses English words or phrases when speaking Norwegian. It often involves lexicals, and the influence comes from a language that has more social and political power than the language that it is influencing. Substratum transfer is the influence that the native language has on a new language that is being acquired. It can affect all linguistic sub-systems and often provides a testimony of a person’s or a people’s origin. Substratum transfer is most relevant for the current study, as it is difficulties for Norwegian learners of English that are being studied. It was in the 1950s and 1960s that the linguist Lado introduced the importance of transfer in the language-learning context (Odin, 1989). He proposed that language teachers should compare the native language to the target language, in order to be aware of the difficulties that the language learners would encounter. From this, the Contrastive Analysis Approach emerged. The Contrastive Analysis Approach emphasizes the comparison of two languages in second language acquisition (Hummel, 2013). The hypothesis had some success, but it was criticized for not being objective and for its lack of supportive evidence. However, the approach is an example of how the notion of transfer can be transferred into a language-learning classroom, with explicit instruction on expected difficulties, and comparison between the native and the target language. The deficiencies of the Contrastive Analysis Approach inspired the Error Analysis Approach. It focuses on errors that learners make in the acquisition process, and believes that studying these errors can give knowledge of the acquisition process (Hummel, 2013). Transfer is one of the sources to why learners make errors. The approach has received criticism for focusing only on errors, and not on what the learner has acquired. Though few pedagogical practitioners rely solely on error analysis, the approach can be used as an instructional complement in the L2 classroom.

The full transfer/full access theory predicts that the L1 parameter settings transfer at the initial state in L2 acquisition (Rankin, 2013). In addition to the L1 parameter settings, the learner has full access to universal grammar (UG) during the acquisition process. Therefore, there should not be a problem for new parameter settings to be established through positive

evidence and input from the target language in a language-learning classroom. Where the target language input conflicts with the parameter settings that are available for the learner, grammar restructuring is available to the learner through his/her access to UG. Rankin (2013) suggests that where there are distinct input cues, the restructuring may happen relatively easy. Other times, restructuring needs to be forced. The need of forced restructuring can be caused by a lack of (negative) input, or the positive input is rare or complex, and the learner may never arrive at target level. Thus, full access to UG does not assure an acquisition process similar to the process when a learner acquires his/her native language. The existing L1 grammar will have a pivotal role in the acquisition of an L2 grammar. For Norwegian learners of English, unlearning V2 is necessary in order to acquire correct English word order. To unlearn V2, forced grammar restructuring may be necessary in the form of explicit instruction and strong input cues (Westergaard, 2003).

2.3 Focus on Form and learning/acquisition distinction

The teaching approach “Focus on Form”, or Form-Focused Instruction emphasizes formal features of a language in a language acquisition classroom, either explicitly or implicitly (Hummel, 2014). It has been practiced in different ways. Traditional, grammar-based classrooms used metalinguistic explanations and explicit instruction. In communicative classrooms issues were addressed when they were encountered, either by the teacher or the students.

Form-focused instruction can also be carried out through input enhancement. Input enhancement uses various means of drawing the learner’s attention to an aspect of the target language. For example, when acquiring adverb placement, adverbs must be presented to the learner in underline or bold type. Studies on input enhancement show various results. White (1998) studied two groups of L1 French learners of L2 English when they were acquiring possessive determiners. One of the groups received the target items in enhanced form, such as in bold type or capital letters. The other group did not receive any enhancement of the target structure. There were no significant differences between how the two groups performed after the experiment. Cho (2009), on the other hand, found that the group of participants in her study who received input enhancement outperformed the control group who did not. She studied the acquisition of English present perfect with L1 Korean learners of L2 English. The enhanced input was in the form of underlined and bolded target structures. Hummel (2014) proposes different reasons for the various results across the studies of input enhancement. The communicative value of the grammatical forms used as targets, the participants’ prior

exposure to target forms, and their proficiency levels are all factors that may affect the results of the studies. Input enhancement may not be sufficient when the aspect of the target language differs from the same aspect in the learners' native language. Explicit instruction may be necessary.

According to Rankin (2013), deciding whether explicit instruction is helpful in an L2 classroom relies also on the distinction between learning and acquisition. Learning a grammatical property does not necessarily mean that the property is acquired. Learned knowledge will not influence the implicit knowledge of the learner, only acquired knowledge can have an effect on the linguistic module of the mind. If grammar instruction does not become implicit knowledge for the learner, it cannot be used in production and the point of grammar teaching is hard to justify for language teachers in second language classrooms. However, there is evidence from a pedagogical perspective that supports the role of FFI (form-focused instruction) in language-learning classrooms. The evidence is based on a meta-study that has been conducted on the role of FFI (Spada & Tomita, 2010). Grammar teaching proved to be effective, and there was a difference in performance between the participant groups who received grammar instruction, and those who only had implicit exposure to the grammatical property. This was true for all grammatical structures that were tested, both simple and complex. These findings do not cohere with the learning/acquisition distinction, as there should not have been a distinction in performance between the two participant groups if learned knowledge through explicit grammar teaching cannot be used in production. Ellis (2006) suggests that the conceptual distinction between learning and acquisition is possible to keep by acknowledging that explicit knowledge can be helpful when producing L2. Whether it affects the learners' learning or acquisition processes, empirical evidence supports that FFI is effective for their production. Therefore, learning and acquisition will not be distinguished in this thesis.

The expected problems caused by negative substratum transfer for Norwegian learners of English word order, as well as the need for forced restructuring in order to unlearn V2, are reasons for why I pursue FFI in the form of explicit instruction, error correction and negative evidence in the current thesis.

2.4 Previous research on the acquisition and teaching of word order in L2 English

In this section I describe previous research that has been made in second language research and that is relevant for the current thesis including transfer of V2, intervention in L2 classrooms and how to teach English word order.

2.4.1 Unlearning V2

A number of languages have syntax that involves the V2 rule, including Norwegian, Swedish and German. The transfer of the grammatical property has therefore been studied in L2 English learners with different L1s. Westergaard (2003) investigated word order acquisition in L1 Norwegian L2 English learners. The participants were students in grades 2-7. Norwegian students at that age receive approximately 30-45 minutes of English instruction per week in school and the participants were not much exposed to the English language. The structures that Westergaard tested were topicalisations (10), *wh*-questions (11) and sentences with adverbials (12) (Westergaard, 2003:2). The word order in these constructions differs in Norwegian and English, since Norwegian but not English has the V2 rule.

(10) a. I går **spilte** Peter piano hele dagen.

yesterday played Peter piano all day

b. Yesterday Peter **played** the piano all day.

(11) a. Hva **spilte** Peter i går?

what played Peter yesterday

b. What did Peter **play** yesterday?

(12) a. Peter **spiller** alltid piano.

Peter plays always piano

b. Peter always **plays** the piano

The 2nd-4th graders were given an oral test consisting of assessment of sentence pairs, grammaticality judgment of individual sentences and elicited production (for the 4th graders). The 5th-7th graders were given a written test consisting of the same tasks that the younger children received. The results from the Westergaard study revealed that the participants in all ages showed “massive transfer of V2 word order” (2003:9). In topicalisation structures among the 5th graders, 70% chose the V2 word order in translation tasks, and when presented with sentence pairs, they chose the ungrammatical V2 option. The 7th graders produced non-target structures 25% of the time, showing a correlation between word order knowledge and age. The older the participants, the fewer V2 errors were created in topicalised structures in English. Verb placement in sentences with adverbs in the medial position was more problematic for the learners than topicalised structures. The 4th-6th grade participants performed with fewer correct responses in structures with an adverb in the medial position than the 7th graders. In topicalised structures, the increase of correct answers was gradual

between the 6th and 7th graders, but structures with an adverb in the medial position showed that there was a developmental leap between the two grades. Structures involving *Wh*-questions revealed the same pattern, where the older participants provided the correct *do*-support structure. The younger participants relied more on their L1 grammar. Westergaard suggests that clear input cues showing that Norwegian and English word order differ should be included in the Norwegian school system. Westergaard argues that much of the sentence input Norwegian learners receive is ambiguous because it contains V2 structures, and not topicalisations, *wh*-questions and structures with adverbials. Norwegian learners of English notice V2 constructions in English and assume that the same V2 rule apply in English as in Norwegian, if they are not presented with sentences that prove otherwise. Input with non-V2 structures should therefore be included in the teaching material.

More recently, the acquisition of word order or narrow syntax has been considered by the Bottleneck Hypothesis (Slabakova, 2008, 2013). The Bottleneck Hypothesis predicts that functional morphology is more difficult to acquire during an L2 acquisition process than narrow syntax. In Jensen et al. (2019) the hypothesis is tested with Norwegian learners of English. Subject-verb (SV) agreement represents functional morphology and lack of V2 in English represents narrow syntax. SV agreement has no overt affix to transfer from Norwegian. It also has a high frequency of input and a tradition for being taught in Norwegian classrooms. In theory, it should therefore be less problematic for the Norwegian learners to acquire than unlearning V2. The results from a grammaticality judgment task (GJT) in Jensen et al. (2019) however, lend support to the Bottleneck Hypothesis. The learners had more difficulty with identifying ungrammatical subject-verb agreement than ungrammatical word order. The results from the GJT also revealed that grammatical trials were less problematic for the participants to judge than ungrammatical trials. The age of the test participants ranged from 11-18, and they were divided in four proficiency groups. The experiment results demonstrated that the accuracy for syntax improved faster than for agreement. The acceptability scores for syntax showed that the low intermediate and intermediate groups made few errors on acceptability of grammatical sentences, but made many when judging ungrammatical sentences. The high intermediate and advanced groups made few errors on both grammatical and ungrammatical sentences. There was a negative correlation between proficiency scores and correct judgments of non-V2 syntax. The participants on a high level of proficiency rejected ungrammatical verb movement sentences, while the lower proficiency participants accepted them. The participants' judgments of grammatical and ungrammatical trials are presented in figure 1, which is adopted directly from Jensen et al.'s results (2017:8).

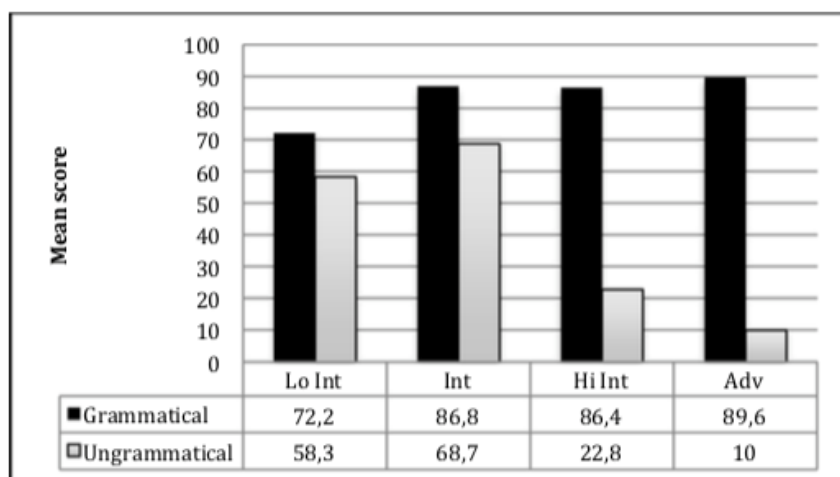


Figure 1 – Accuracy in judgment of narrow syntax

There were two types of syntactic structures tested in the study, non-subject-initial declaratives with lexical verbs (as seen in sentence in example 13) and non-subject-initial declaratives with auxiliary verbs (as seen in sentence in example 14).

(13) Yesterday, I **walked** to my friend

(14) Every day Peter **should walk** to the store

Sentences with auxiliary verbs proved to be more problematic than sentences with lexical verbs. A possible explanation could be that auxiliaries carry less information than a lexical verb, and is therefore considered less problematic to move.

Jensen (2017) presents similar results to Jensen et al. (2019) in her study of L1 Norwegian learners' acquisition of narrow syntax. She also tested the Bottleneck Hypothesis and whether verb movement is less problematic to acquire for Norwegian learners than SV agreement. The constructions she tested for narrow syntax were topicalised declaratives and declaratives with an adverb in the medial position, as presented in sentences in examples (15) and (16).

(15) Yesterday I **went** to school

(16) I often **go** to school

Her participants were from the 4th and 8th grade. They were not divided into proficiency groups, but the results are presented for each grade. For constructions with verb movement in topicalised declaratives, the 4th graders judged grammatical sentences as mostly acceptable. When judging ungrammatical sentences in the same construction, they made more errors. The

8th graders made few errors when judging both grammatical and ungrammatical sentences. For constructions with an adverb in the medial position, the 4th graders mostly accepted grammatical sentences. However, their score was approximately the same for ungrammatical sentences, indicating that they still accept ungrammatical verb movement sentences. The 8th graders had a higher accuracy than the 4th graders when judging grammatical sentences, but judging ungrammatical sentences was still problematic. The group accepted almost the same amount of ungrammatical sentences as the 4th graders. Jensen's study lends support to Westergaard's (2003) findings, that topicalised declaratives are acquired at an earlier age than declaratives with an adverb in the medial position. The results by Jensen also lend support to Jensen et al. (2019) in finding that the participants made more errors when accepting ungrammatical sentences than grammatical sentences.

Rankin (2011) investigates the transfer of V2 syntax from L1 German and Dutch to L2 English writing. The study aims to investigate whether L2 learners who have reached near-native stages of acquisition can acquire syntactic structures where syntax in the target language does not correlate to the syntax from the native language. Learners of English with a V2 native language may have acquired that English does not have a V2 requirement. However, the encoding of how context, or pragmatics, affects discourse may be more problematic, causing learners to produce non-target subject-verb inversion structures. In some discourse-pragmatic contexts, it would be appropriate to have an inversion structure as in example (17), while in other discourse-pragmatic contexts it would not, as in example (18).

(17) On the table is the pen

(18) *Wonderful was my holiday

Rankin used Dutch, German and French L1 writing contributions from the International Corpus of Learner English. The participants' proficiency was based on their educational level. All participants were in the final year of a university course in English Language and Literature. The results after analyzing the corpus data showed that the participants had acquired narrow syntactic verb movement, but still produced non-target subject-auxiliary inversion and copula inversion. The findings confirmed Rankin's prediction that Dutch and German speakers have mastered English syntax, but transfer continued to occur at the level of discourse-pragmatics. Stronger and more unambiguous cues could facilitate the restructuring of syntax in order for the learner to acquire correct structures in the target language.

2.4.2 Intervention studies

White (1991) studied L1 Canadian French learners of L2 English in grades five and six and how they acquire the correct adverb placement of English. English and French are similar in some of the constructions including an adverb, but differ in others. They both allow adverbs in the initial position or in the last position of a sentence, without changing the basic word order of the sentence, creating the word order S – V – O – ADV or ADV – S – V. The languages differ, on the other hand, with declaratives with an adverb in the medial position. In French, the word order with an adverb medial would be S – V – ADV – O, raising the verb and keeping it in the second position of the phrase. English disallows the verb raising that French allows, giving the same phrase the following word order: S – ADV – V. In English, the adverb takes second position instead of the verb, which is moved into third position of the phrase. If the French learners assumed that they could use the knowledge they already had from the native language to construct sentences containing adverbs in all cases, they would make errors. The learners had to unlearn the constructions that were not accepted in English, the target language. The participants were in the 5th grade and participated in a grammaticality judgment pretest, an intervention and a posttest. There were three participant groups. One of the groups received instruction on adverb placement, one group received instruction on question formation and one group was a control group consisting of native speakers. During the intervention period, one of the groups received explicit instruction on adverb placement. The explicit instruction consisted of negative input, error correction and other classroom exercise drills. The results show that the students who participated in the adverb instruction outperformed the students who did not. This suggested that explicit evidence in the classroom appeared to be more effective in helping L2 learners master the relevant properties of English than positive evidence alone. However, it is possible that the results could have been caused by the participants' high exposure to adverb constructions, and not by the explicit instruction. Nevertheless, one year later the participants who received adverb instruction had gone back to the same level of knowledge as before the instruction period. The adverb group performed lower when tested in adverb placement one year after the intervention, making it difficult to conclude that explicit instruction had a long-term effect.

In 1993, White and Trahey did a follow-up study. There were four participant groups as they used the three groups (adverb instruction group, question instruction group and native-speaker control group) from White's study (1991) and a group of participants who received implicit input on adverbs. The group who received implicit input, never received explicit instruction on adverbs. After the intervention period, the implicit input group's accuracy in

judging the correct English word order increased, but the participants still judged French word order not allowed in English as grammatical. The group of participants who received instruction on adverbs did not. This lends support to the suggestion that to unlearn a structure, there has to be negative evidence and instruction involved. Input was enough for the participants to acquire the correct English word order, but not to acquire what was incorrect in English.

Gil, Marsden and Whong (2011) further explored the question of whether grammar instruction can facilitate grammar restructuring in second language acquisition. Their study involved Chinese native speakers acquiring English, who were at a high proficiency level. The participants were expected to have difficulties with the polarity item *any*, as the distribution of the word differs in Chinese and English. The experiment consisted of an instruction period and two grammaticality judgment posttests: an immediate posttest and a delayed posttest. A pretest was not conducted to avoid any possible test effects of taking the same test two times within a short period of time. Instead, the results were compared to a control group of uninstructed Chinese learners who took the same posttest. The instruction included explicit instruction on both grammatical and ungrammatical instances of the use of *any* in English. It also included practice exercises, and comparison between Chinese and English distribution. The results from the immediate posttest showed that the instructed L2 group's acceptance rates differentiated significantly between the grammatical and ungrammatical types in both comparisons. However, the same findings were not prominent in the delayed posttest, and the study cannot count as evidence for the effect of grammar instruction in the learner's acquisition process. The results do however show that grammar instruction is useful to some extent, as it improves the learners' immediate knowledge. Future studies should aim to explore what can be improved in terms of instruction and methodology to enhance the effect of grammar instruction.

Hirakawa et al. (2018) investigate the effects of an intervention of explicit instruction, natural exposure and input flood on word order acquisition with Japanese learners of English. English allows both direct modification and indirect modification of a noun. Japanese, however, only allows indirect modification, as relative clauses. In addition, English has adjective ordering restrictions that the Japanese must acquire. The researchers found that prior to the intervention, the participants at the low-intermediate level had no knowledge of adjective order restrictions. After the intervention, only the participants who had received explicit instruction demonstrated knowledge of the correct English word order. Hirakawa et

al. conclude that explicit instruction on adjective order restriction can profitably be included in the Japanese English learning classrooms.

Umeda et al. (2017) and Lopez (2017) have conducted studies on second language acquisition interventions that focus on determiners in English. The participants in Lopez' study were at elementary or low intermediate level, while Umeda et al.'s participants were at high intermediate to advanced levels. They discuss whether the comprehensible input that is given in classrooms is enough for learners to acquire all properties. Some properties need explicit instruction for the learners to acquire it fully. In their studies, they found that the learners improved their performance right after the intervention period, but the knowledge was lost on the tests that were conducted 15 months later, similarly to the results of White (1991). They therefore argue that the intervention did not change the learner's implicit knowledge of the grammatical trait. Implicit exposure throughout the learning period may be necessary along with explicit instruction.

In summary, much of the reviewed intervention research lends support to the effect of explicit grammar instruction. The studies have investigated different English grammatical properties being acquired by learners with different native languages and at different proficiency levels. The results showed that explicit instruction had an immediate effect on the participants. However, the studies that conducted a delayed posttest (Umeda et al., Lopez, White, Gil, Marsden and Whong) found that the level of knowledge the participants had in the immediate posttest, was lower in the delayed posttest. It is therefore difficult to conclude on the long-term effect of explicit instruction based on the studies above.

2.4.3 Teaching English word order

The studies presented above indicate that pedagogical choices including explicit instruction need to be made when teaching English word order. Westergaard (2003) and Rankin (2011) show that for learners with a native language that has verb movement grammar, rich input may not be sufficient to acquire the correct constructions in English. White (1991) and other intervention studies have shown that explicit instruction and negative evidence may facilitate the acquisition process, and report successful results on immediate posttests. However, the instruction does not seem to have a long-term effect on the learners, failing to provide conclusive results that explicit instruction is enough. Based on the results of intervention studies, Rankin (2013) suggests some pedagogical measures that can be made to enhance word order instruction. Teaching grammaring instead of grammar allows the learners to explore grammatical constructions, rather than memorizing a set of rules without knowing

how to apply them to the language communication. The teacher does not necessarily present the set of rules to be drilled and practiced; the learners discover the rules themselves through analyzing form, meaning and use of target language structures. In this way, grammar teaching is “a fifth skill alongside reading, writing, speaking and listening. This involves encouraging autonomous learning by giving students “the tools of inquiry” to learn how to learn grammar” (Rankin, 2013:17). Having grammaring as a fifth skill will also allow language teachers to focus on grammar throughout the year. Grammar is as much a part of second language learning as the written and oral competence of the learners. It is natural that learners should acquire strategies to solve grammatical issues on their own, in the same way that they are equipped with strategies if they lack vocabulary in oral production. Grammaring allows learners to encounter new grammar on their own, with strategies and ways to analyze the unfamiliar. If they have consciousness of the overall semantic and pragmatic rules of the target language, they will more easily understand constructions that are not yet implicit knowledge.

Grammaring can be used to acquire adverb distribution in English through different types of activities. The learners could be asked to find examples of English sentences containing adverbs with different constructions. In that way, they would become aware of the range of adverb placements that are allowed in English and have the possibility to create their own hypotheses about the rules for adverb placement affected by meaning or use. As an example, Rankin (2013) suggests that learners might find that S – V – ADV – O does not correspond to a specific meaning or use.

Another helpful task to acquire adverb distribution is to allow learners to create sentences containing adverbs and address the placement explicitly in response. The learners might find the explicit instruction more meaningful as a part of a wider treatment of word order in complete English sentences. The feeling of drilling might also be avoided, as the adverb placement is not the sole focus of the task, but also vocabulary and other grammatical properties, like subject verb agreement. Through this task, the learners will have the possibility to analyze their own production, and make hypotheses based on their own and each other’s sentences. Negative evidence that shows ungrammatical adverb distribution is also important to include in the classroom. Learners need to acquire that all constructions that are grammatical in their native language, are not necessarily allowed in English. Exercises such as editing activities and production can be used to demonstrate the ungrammatical adverb placement. These are also activities where learners collaborate, hence they are encouraging discussion during which the participants can make use of each other’s knowledge

and expand their own. Using tasks that facilitate grammaring allows grammar instruction to be included in the language-learning classroom in a natural and communicative manner.

Rankin's focus on form in a communicative and meaning-based language teaching approach can also be found in earlier pedagogical research literature. Larsen-Freeman (2001) stresses the importance of including form, meaning and use when teaching grammar. Form includes the morphosyntactic and lexical patterns, as well as the phonemic pattern of a grammatical structure. Meaning includes lexical and grammatical meaning. The use of a grammatical structure can be described in a social context, a linguistic discourse context and in presuppositions about context. In this way, grammar teaching is no longer a focus on forms in isolation, but as a part of the communicative tools of a second language. The focus of grammaring should be on providing the learners with "patterns and reasons, not rules" (Larsen-Freeman, 2001:14). Providing learners with feedback is an equally important part of language teaching (Larsen-Freeman, 2001). Learners need negative evidence to correct their mistakes and misassumptions about structures in the target language. The teacher should decide whether an error is due to the structure's form, meaning or use, and assist the learner thereafter. There are several useful forms of feedback and Larsen-Freeman (2001) suggests recast, students self-correcting each other and giving the learners an explicit rule as some of them. A variety of forms might be most effective, depending on the teacher's style, the learners' proficiency and the type of error that is problematic. Another aspect of grammar teaching that can profitably be varied is the presentation of grammatical rules. The presentation can be inductive, where the learners create a rule based on generalizations from given examples of the structure. The presentation can also be deductive, where the teacher provides the learners with a rule, and gives examples of the rule after. Some learners might find it helpful to induct a rule on their own, while others may benefit from getting explicit information about a structure. Second language teaching must be based on the group of learners that it is aimed for, and it is difficult to predict what will be the best pedagogical choice in every setting.

3. Research questions and predictions

In sections 3.1 and 3.2 I present the research questions, hypothesis and predictions investigated in the present study. The hypothesis and predictions are based on the theoretical issues and previous research findings presented in chapter 2.

3.1 Research questions

There are two main research questions that are addressed in the current study, research question 1 and research question 2.

RQ1: Can form-focused intervention have a positive effect on the acquisition of topicalised declaratives and declaratives with an adverb in the medial position?

RQ2: Does the intervention have an equal effect on both constructions?

Research question 1 is raised in order to further investigate the effect of form-focused instruction on the acquisition of narrow syntax. The goal of the present study is to explore whether explicit instruction and error correction can have a positive effect on the acquisition of constructions that are reported to be problematic for L1 Norwegian L2 English learners in previous acquisition research (Westergaard, 2003). This research will add to the knowledge of L1 Norwegian learners of L2 English, and the knowledge of the effect of explicit instruction in the language-learning classroom.

Research question 2 is raised because Westergaard (2003) and Jensen (2017) found that declaratives with an adverb in the medial position was more difficult for Norwegian learners to acquire than topicalized declaratives. The current study will investigate their knowledge on English word order with the two constructions and provide additional information about the acquisition process when L1 Norwegian L2 English learners acquire narrow syntax.

To answer the research questions the study will use two grammaticality judgment tasks and teaching intervention focusing on the problematic constructions. The first GJT (pretest) will precede the intervention and the second GJT (posttest) will follow the intervention. RQ1 will be answered through comparing the results from the GJTs before and after the intervention as well as through comparing the results of the experimental and control groups. RQ2 will be addressed through comparing the results of the two conditions to each other in both tests.

3.2 Hypothesis and predictions

Prediction 1 and 2 are based on the previous research that has been presented in chapter 2 of the thesis. Prediction 1 is based on previous research on explicit instruction in the second language classroom and on Norwegian learner's acquisition of narrow syntax. Among this research, there is White (1991), who found that explicit instruction and error correction did have an effect on her participants. Studies that are referred to by Masden and Slabakova (2018) have shown that input enhancement and input flooding are not always sufficient in form-focused instruction, and that input enhancement in addition to explicit grammar instruction may help facilitate the acquisition of difficult constructions. However, Westergaard's (2003) 7-12 year old participants showed progress in the acquisition process of the two constructions that are tested in this thesis. If there has been a steady progress in the acquisition process for the 16-year-old participants in the current study, there is a chance that the participants have already acquired the constructions. In that case, the intervention will not have an effect, and prediction 1 will not be true. The findings of Jensen et al. (2019) and Jensen (2017) lend support to the suggestion that ungrammatical sentences are more problematic to correctly judge than grammatical sentences. In that case, the intervention should have greater effect on the ungrammatical trials in the current study.

Prediction 2 is based on the findings of Westergaard (2003) and Jensen (2017). Westergaard investigated word order transfer with Norwegian learners of English, and found that declaratives with an adverb in the medial position was more problematic than topicalised declaratives. Jensen's (2017) results lend support to this suggestion. There is reason to believe that their findings are applicable to the participants in the current study, because they are Norwegian learners of English, and should have the same preconditions for language transfer.

Prediction 1: If form-focused intervention has a positive effect on the acquisition of narrow syntax, I predict that

- A. The experimental group will perform significantly better in the posttest than in the pretest. Recall from Jensen et al. (2019) and Jensen (2017) that the grammatical trials in the GJT can be relatively unproblematic in contrast to the ungrammatical trials. Therefore, I predict that the effect of form-focused intervention should be especially clear in the ungrammatical trials where learners are required to detect word order errors.
- B. No improvement is expected in the control group in the posttest.
- C. The experimental group will outperform the control group in the posttest.

Prediction 2: If topicalised declaratives are less problematic to acquire than declaratives with an adverb in the medial position, I predict that

- A. The participants in the experimental and control groups will make more errors when judging declaratives with an adverb in the medial position than topicalised declaratives. This will be visible already in the pretest results.
- B. The intervention will have most effect on the experimental group's acquisition of declaratives with an adverb in the medial position. This will be apparent when comparing the two conditions in the pre- and the posttest.

4. Methodology

Jensen (2017) and Jensen (2016), who have carried out similar studies to what I have done, have inspired the methodology in this thesis. The methods used in my study are a proficiency test and a grammaticality judgment task, from now on referred to as the GJT. These methods are discussed further in section 4.3 and 4.4. The GJT was done two times in each of the test groups, with an intervention in one of the groups between the two GJTs. The intervention is described in detail in section 4.5. The GJT and the intervention are the basis of my results; consequently, they take much of the attention of the methodology of the thesis. Before the project, a small pilot study was carried out. This is further described in section 4.1.

4.1 The pilot study

Prior to the main study, a pilot study was carried out. It was conducted on a participant with the same age and English instruction background as the participants in the main study. The participant for the pilot study is a family friend, and the participant conducted the test voluntarily as a favor.

The goal of the pilot study was to establish whether the conditions of the test were the best possible. The test included sentences that were to be shown on a PowerPoint that participants were going to judge as grammatical or ungrammatical. In the pilot study, I wanted to be sure that the amount of time given to each sentence was appropriate, or if they should be given more or less time. In addition, the pilot study was conducted to make sure that the test instructions were clear or if there should have been changes for them to be even more clear.

After finishing the pilot test, the test participant reported that the test was easy to follow and to understand. In addition, the test participant found the amount of time spent on each sentence to be appropriate. Therefore, there were not made any changes to the test after the pilot study.

4.2 The participants

Two groups of participants are involved in my study. One of the groups is referred to as the experimental group. The experimental group is the group that was the subject of the intervention of the study. The other group is referred to as the control group. The control group conducted the same pre- and posttests at the same time as the experimental group. The control group did not undergo an intervention, but received regular instruction during their

English classes in the same period of time that the main group received the intervention. They did not receive any instruction on English word order during this period.

When recruiting the participants for the current study, I contacted a local upper secondary school. The English teachers of the class of the main group and the control group agreed to participate in my project. Both participant groups received information about the project (Appendix 3). After, the participants were free to decide whether they wanted to be a part of the study. If they did not want to participate in the project, they would attend the intervention period as students, not as project participants. Before they conducted the pretest, the participants were asked to create a code for identification. To keep the participants anonymous, they were asked to create this code with two letters from their first name and two numbers from their telephone number. They were to use the code on all of the documents they handed in during the pre- and posttests, and by using letters and numbers they know, they could remember the code each time.

Table 1 presents the participants in terms of age, number, age of acquisition and length of exposure. In the Norwegian schools system, Norwegian students start acquiring English in the first grade, at the age of 6, and it is therefore the age 6 that is the age of acquisition for the participants. Consequently, the length of exposure (in the school system) for the participants is 10 years. It is possible that some participants have been exposed to English from other arenas at an earlier age. There are two more participants in the control group (19) than in the experimental group (17). The mean age of the control group (16,2) is slightly older than the mean age of the experimental group (16,1).

	Mean age (range)	Number (#girls)	Age of acquisition	Length of exposure	Native language
Experimental group	16,1 (16-18)	17 (12)	6	10 years	Norwegian
Control group	16,2 (16-19)	19 (10)	6	10 years	Norwegian

Table 1 - Presentation of the participants in the experimental and control group

The native language of all the participants is Norwegian. They were also asked to report other languages they know, and all of the participants except three in the control group, and one in the experimental group listed English as one of them. Other languages that were mentioned were Spanish, French, and German, which are common foreign languages taught in schools in Norway. Students start learning a foreign language at the age of 14. There were 5 participants in the experimental group and 5 participants in the control group who reported that they did not have Norwegian as their native language. These 10 participants were

excluded from the study. The goal of the study is to examine the effect of explicit word order instruction for Norwegian L1 L2 English learners, and the results from participants with other native languages would not contribute to knowledge of the study's goal. There were further 3 participants in the experimental group that had to be excluded from the results, because they were present only for the pre- or the posttest, and did not attend both. Answering both of the tests is necessary in order to get a result that represents the participants' development. In the control group, there were 2 participants who were excluded for the same reason. There was one participant in the experimental group and one in the control group who reported that they had been exchange students studying English in an English-speaking country. The participants as presented in table 1 are the final ones, after the exclusion of participants in both groups.

In Norway, English is taught in school from the 1st grade and until the 11th grade. After, the pupils choose whether or not they want to continue taking English as an elective subject. In the current study, the participants attended the 11th grade, which means that they have been taught English for ten years. The Norwegian department of education has created competence aims in English that the students should have acquired after the grades 2, 4, 7, ten and eleven. The competence aims include goals for the students' language learning, oral communication skills, written communication skills, and their knowledge of culture, society and literature. For the current study, the competence aims that are important to mention are those that concern the students' ability to build grammatically correct sentences in English. In terms of oral communication skills, the student is supposed to:

- "express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation" (Utdanningsdirektoratet, 2013)
- "use patterns for pronunciation, intonation, word inflection and various types of sentences in communication" (Utdanningsdirektoratet, 2013)

In terms of written communication, the student is supposed to:

- "use patterns for orthography, word inflection and varied sentence and text construction to produce texts" (Utdanningsdirektoratet, 2013)

The participants of the current study were in their first semester of 11th grade, which means that the competence aims are not necessarily reached. The competence aims after finishing 10th grade, which all of the participants had done, also include the aims that are listed above. Therefore, the participants in this study are expected to have some proficiency in English word order and sentence construction.

The reasons for my choice of participant age group are several. Westergaard (2003) and Jensen (2017) found that there was a correlation between age and knowledge of English word order. However, the oldest participant groups still experienced difficulties with unlearning V2. Their difficulties were especially prominent with error detection when judging ungrammatical sentences. For the participants in Jensen et al. (2019), the lack of problems with word order was related to proficiency and not age. A group of language learners at the same age is likely to vary in both proficiency and mastery of the English word order. Therefore, it is necessary to investigate participants at all ages in order to gain knowledge of the acquisition process of narrow syntax. In addition, 16-year-old students are relevant to me as a language teacher, as it is in the upper secondary school I aim to teach when I finish my teaching degree.

4.3 The proficiency test and questionnaire

Before the start of the main experiment, the participants of both the main group and the control group were asked to take a proficiency test and to fill out a questionnaire. A proficiency test was necessary to establish the level of proficiency that the participants had. In that way, I could correlate the general proficiency of the participants with their proficiency in the properties that I tested. One cannot be sure that a student's proficiency is at the level that is expected with its age and grade through the national competence aims. I adapted the proficiency test from Jensen (2017), who used a subset of a standardized Oxford proficiency test (See Appendix 4). She reported that she did minor changes to the test in order to make it more understandable to the participants. She added some background information and changed some of the words to more familiar ones, but with the same meaning. The test was a multiple choice test where the participants were presented with 29 sentences missing a word that they were asked to fill in from a selection of three, like presented in (19).

(19) In some countries _____ very hot all the time.
there is is it is

The participants received oral instruction on how to execute the test. In addition, some instructions were given in written form on the test sheet. The participants did not seem to have issues with understanding the test. Because there was a limited amount of time to conduct the proficiency test, I had to limit the time frame for finishing the test to fifteen

minutes. For most of the participants, that was sufficient. There were only two who did not have time to finish all 29 sentences.

The questionnaire that the participants were asked to fill out concerned their native language, other languages they know, their age and whether or not they have been exchange students (see Appendix 5). The information was necessary to collect in order to establish the participants' language situation, that is to say, their L1 and their L2. Whether or not some of the students had studied English during an exchange could also affect their proficiency.

4.4 The main experiment

The main experiment consisted of a grammaticality judgment test (GJT). The GJT included sentences that were both grammatical and ungrammatical and concerned different grammatical traits: subject verb agreement, past tense, two different syntactic conditions and some ungrammatical fillers (see Appendix 2). The GJT used in the current study is the same that was used by Jensen (2017), with some changes. Instead of using a Likert Scale where participants are asked to judge the scale of grammaticality, the participants could either judge the sentences as grammatical or ungrammatical. Dabrowska (2010) argues that the problem with using a Likert Scale in grammaticality judgment tests is that it is unclear whether the scale is an interval or an ordinal scale. Some researchers therefore avoid using the Likert Scale on tests like these because one cannot know whether the intervals between the different numbers of the scale are the same. The GJT in the main experiment was carried out two times, once as a pretest and once as a posttest, before and after the intervention period. The sentences in the two GJTs were the same, but the order was different in the two.

A grammaticality judgment task is a way to evaluate knowledge of grammaticality. It is the most widely used data source in the syntactic literature (Dabrowska, 2010). In the current study, it was conducted in order to evaluate the participants' knowledge of grammaticality with topicalised declaratives and declaratives with an adverb in the medial position. A GJT was chosen to evaluate this knowledge because it is a method that is easy to execute. It is easy to understand for the participants, and the task that they are asked to do is accomplishable for learners of all proficiency levels. If the method included a lot of work for the participants, there is a risk that many of them would be less motivated to participate. A comprehensible, anonymous and executable task is important for an accurate result. The other reason for my choice of method is that a grammaticality judgment task gives results that are easily organized by the researcher when the acquired data should be analyzed.

The different grammatical conditions that were included in the GJT were represented with five grammatical and five ungrammatical sentences. The five fillers were all ungrammatical. The current study only focuses on the sentences in the test concerning syntactic properties; hence the sentences concerning the other grammatical traits also functioned as fillers. Fillers were included in the test because I did not want the participants to concentrate on the same grammatical property throughout the test. Filler sentences made the students focus on different aspects of the language, which could have contributed to getting a realistic result. The fillers also contributed to variety in the test.

The test sentences from the grammaticality judgment task that are relevant for the current study are those involving syntax, which there were twenty of. Ten of them were ungrammatical and ten were grammatical. The syntactic properties represented were topicalised declaratives and declaratives with an adverb in the medial position. The sentences correlated to each other in pairs, one being grammatical and one being ungrammatical. See example (20) and (21). The sentences representing subject verb agreement and past tense also correlated in pairs. See example (22) and (23). The sentences that were the only fillers in the original test were all ungrammatical, and did not correlate with each other. See example (24).

(20) Last night the girl opened a present from her dad

*Last night opened the girl a present from her dad

(21) The mouse usually eats cheese for dinner

*The mouse eats usually cheese for dinner

(22) The teacher talks about mathematics and numbers

*The teacher talk about mathematics and numbers

(23) Sofia called her grandmother yesterday

*Sofia call her grandmother yesterday

(24) *Girl cake the baked a for her mother and sister

The correlating sentences did not appear after one another in the test, but all of the sentences were shuffled and appeared in a random order. The order of the sentences was shuffled once

again between the pre- and the posttest. The sentences of the pre- and the posttest were the same, but the order in which the sentences appeared was different.

During the GJT, I presented one sentence at the time through a PowerPoint for all of the participants to see. They had been given an answer sheet with the numbers of the sentences that were appearing on the PowerPoint, and the two alternatives for their answer.

Before the test started, I gave instructions on how to perform the task. The oral instructions were supported by written instructions on the PowerPoint:

Hvis du synes at setningen er god på engelsk, velger du "Riktig".

I speak English.

1.

Riktig

Feil

Hvis du synes at setningen er dårlig på engelsk, velger du "Galt".

Mother my house was in.

1.

Riktig

Feil

Figure 1. Explanation of the GJT presented to the participants before the test started.

The information was given in Norwegian, in order to be absolutely certain that all of the participants comprehended what they were going to do. After the instruction, I gave the participants time to ask questions if anything was unclear. They had none, so presumably the task was clear.

The first day of the experiment was used to conduct the proficiency test, the main experiment and the questionnaire. All parts of the experiment were conducted during English instruction school hours. When I met the students, I informed them of what it would mean to participate in my project. I did this orally, and handed out an information sheet where the same information was written. After the students had time to read the information sheet, they decided whether or not they wanted to participate in the experiment. Before the class, the teacher of the class and I agreed that if any students did not want to participate as a part of the study, they still had to participate as students. That meant that they had to conduct the tests and be part of the intervention, but I would not use their results in my study. There were no students in the main group who did not want to participate.

The same procedure as described above was also done in the control group. The students who did not want to participate in the study, had to take the test, but their results would not be used. One student in the control group did not want to take part in the study.

The following week, the intervention period started. The period lasted for one week, with intervention in both of the group's English classes that week. Each of the classes lasted for 90 minutes, so the content of the intervention was carried out in 180 minutes in total.

The next week, two weeks after the pretests were conducted, and one week after the intervention, I used one hour during an English class to conduct posttests in both the main group and the control group.

4.5 The intervention

An important part of the current study is the intervention. The intervention lasted for one week, with 180 minutes of instruction. The planning sheets for the 180 minutes of instruction can be found under Appendix 6. Whong et al. (2014) argues that the classroom holds potential for research that can explore both the "what" and the "how" of language development. Using the classroom as an area of research can unify the different approaches to second language research. One of the methods by which this can be done is intervention.

The intervention activities included instruction on word order in Norwegian and English declarative sentences containing an adverb. The adverb can either be placed in the initial position of the sentence, or in a medial position in the sentence. The activities included explicit instruction, error correction and comparison between the structures in the native language (Norwegian) and the target language (English).

I decided to divide the two classes of intervention on the two prevailing structures. In the first class, the intervention activities concerned topicalised declaratives. In the second class, the intervention activities concerned declarative sentences with an adverb in the medial position.

The first activity that the participants did was error correction. They were given the ungrammatical sentences from the pretest, and had to correct the word order so that the sentences became grammatical. On the same task sheet, the participants were asked to explain their errors when judging grammatical sentences. I handed out a key sheet with the sentences from the GJT that were grammatical and their own answers to these. They compared their answers of to the key sheet to see if they had judged any grammatical sentences as ungrammatical. If they had, they needed to explain what part of the sentence they found ungrammatical. This task was included in order to know whether the errors that the students

had made in the results of my study, were in fact an error in word structure. Their explanation could reveal if the reason for their error was something else, for example that they thought they had detected a subject verb agreement error. The task as presented to the participants can be found in Appendix 7.

The second activity of the first class was to explicitly explain the English word order with an adverb in the initial position, and compare the structure to the same in Norwegian. I did this through using a PowerPoint with explanations of the structures. During this activity I first explained the necessary grammatical terms: nouns, verbs, adverbs and their function in a sentence. Further, I presented some of the results from the pretest, and highlighted some common errors and examples of easy and difficult structures. The students were then asked to derive a rule that can be applied when constructing English declarative sentences with an adverb in the initial position. This task was added to use the inductive instruction method, where the students first tried to derive a rule by themselves followed by explicit instruction and comparison between English and Norwegian by me. This activity was repeated the next day of the intervention, where instruction and rule derivation were applied to declarative sentences with an adverb in the medial position.

Norwegian vs. English word order

- Jeg spiser maten min
I am eating my food

Jeg liker deg
I like you

= The same!
- I morgen skal jeg spise maten min
Tomorrow, I will eat my food

Selvsagt liker jeg deg
Of course I like you

= NOT the same!

Illustration 1 - One of the PowerPoint pages used to explicitly instruct the participants.

After, the participants were divided into groups of four and five. The groups were equipped with word cards containing words in the word groups necessary to build a declarative sentence containing an adverb in the initial position the first day, and adverb in a medial position the second day. The word groups represented were nouns, verbs and adverbs. The groups were asked to create as many correct sentences as possible by using the word cards. They wrote them down and exchanged sentences with the next group for correction. The group with the most grammatical sentences won the task.

In the last task of the last day of intervention, I showed to participants a short film clip of Mr. Bean. Mr. Bean is a well-known figure for most of the participants, and the clips last for an appropriate amount of time. In addition, there is little speech in the clips, but a lot of action. The students' task was to retell the story of Mr. Bean with as many sentences as possible containing adverbs in any position. They were provided with a list of the 100 most commonly used adverbs for inspiration. When they had written down the sentences, the groups read them out loud to the rest of the groups. The other groups' tasks were to listen and try to detect errors in the word order of the sentences created by the other groups. In that way, the group that had produced the sentences could learn from the error correction from the others, and the others were forced to pay attention and had a task when a group told their story.

5. Results

The results presented in this section are from the GJT that was conducted in the experimental group and the control group, and include both the pre- and the posttest. The results were collected through answer sheets and transcribed into an Excel-sheet. From there, the data has been analyzed in the program R. Section 5.1 offers the results of the proficiency tests for the experimental and control group. In section 5.2, the results from the GJT pretest are presented, while results from the posttest are shown in 5.3. Section 5.4 describes differences in performance in the pre- and post GJT between participants from different proficiency levels and the control group. The results of the error correction task that was included in the intervention are shown in section 5.5.

The main focus in this chapter is to present the results of the structures that are relevant for the current study and to compare pre- and posttest results as well as comparing the experimental and control group. In the experimental group, the participants are divided in a high intermediate proficiency and advanced proficiency group. The results from the pre- and posttests will be presented both in terms of comparison of the proficiency groups in the experimental group and the control group.

As mentioned in section 4, the participants were asked to provide an identification code on the proficiency sheet. This was to ensure anonymity, and at the same time be able to link the results from the pre- and posttest for each participant. One of the participants in the control group forgot to provide a code, and there was a mismatch when linking proficiency results to GJT results. Consequently, the number of participants in the control group is 20 in the proficiency test section, and 19 in the main study.

5.1 The proficiency test

The participants completed the proficiency test once. The GJT was conducted on the same day right after the proficiency test. The same procedure was used with the experimental group and the control groups. The best possible result from the proficiency test was 29, as there were 29 sentences where the participants were asked to fill in the correct form of a word. Each correct answer provided one point. A proficiency test was necessary to conduct in order to have knowledge of the participants' English skills.

Figures 2 and 3 present individual proficiency scores for the experimental and control groups respectively. For the experimental group, 10 participants scored between 20 and 25. Seven participants scored between 25 and 29. The mean score for the group was 24,2. In the control group, 16 participants scored between 20 and 25. Four participants scored between 25

and 29. The mean score for the group was 23,8. The difference between the mean scores of the two groups is very small with only 0,4 points. One can therefore conclude that the proficiency levels of the two groups are very similar.

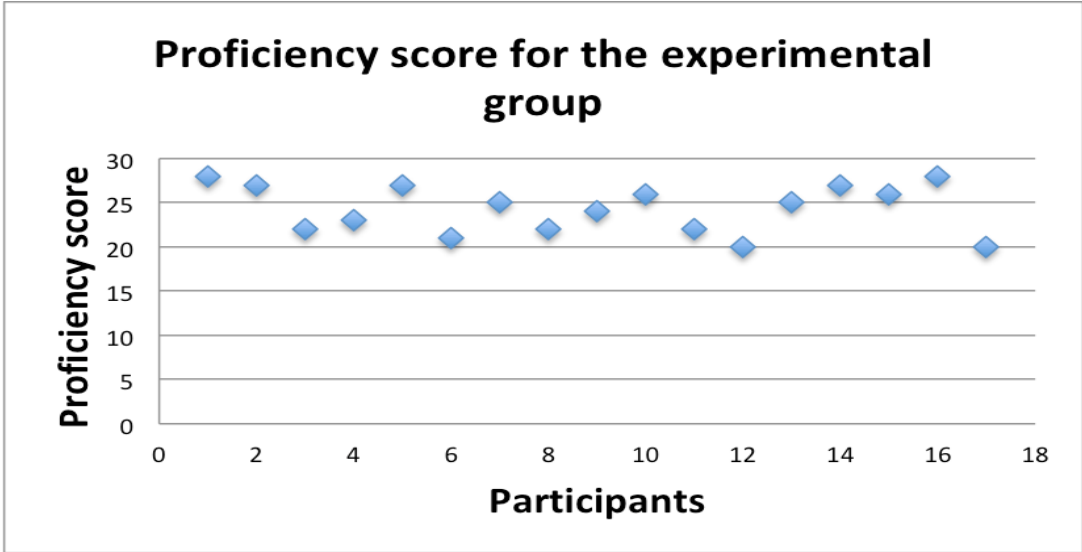


Figure 2 – Proficiency scores for the experimental group (n=17)

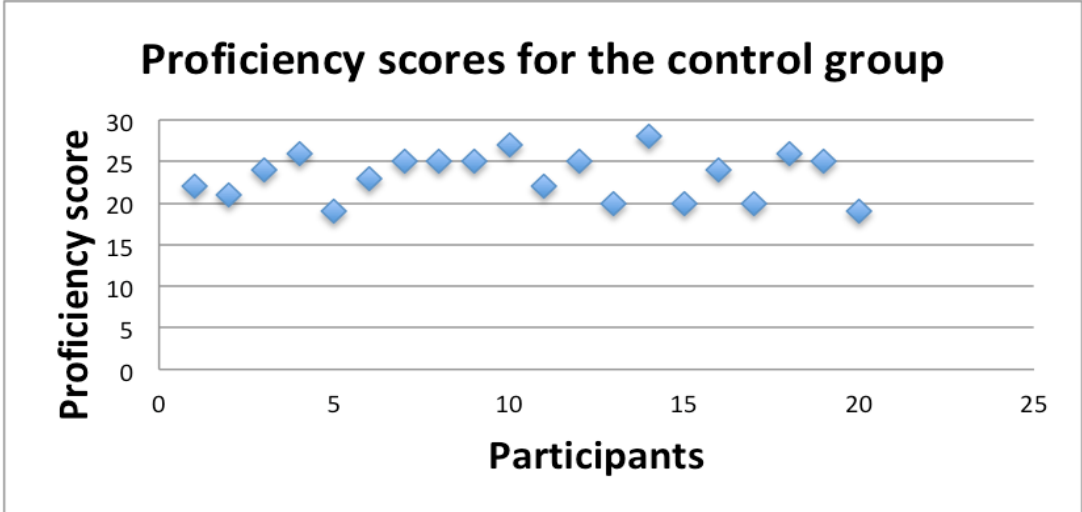


Figure 3 – Proficiency scores for the control group (n=20)

Based on the participants’ proficiency scores, I divided the experimental group into two subgroups, above and below the median score, which was 24. This is only relevant for the experimental group, in order to determine how effective the intervention was according to proficiency. In the experimental group, there were 10 participants who scored 24 or above on the proficiency test. There were 7 participants in the group who scored below 24 points. The two groups are presented in table 2.

	Number of participants	Mean proficiency score (range)
Experimental (exp.) advanced proficiency group	10	26,3 (24-28)
Experimental (exp.) high intermediate proficiency group	7	21,4 (20-23)

Table 2 – Proficiency groups

5.2 Grammaticality judgment test: pretest

In the results for the grammaticality judgment test, I only include the sentences that are relevant for the current study. The relevant sentences are those testing the participants on their knowledge of topicalised declaratives (referred to as condition 1) and declaratives with an adverb in the medial position (referred to as condition 2). There were ten sentences in condition 1 and ten sentences in condition 2 in the grammaticality judgment test, making the expected amount of sentences for each participant 20. In the experimental group, there were 17 participants, making the expected amount of answers 170 for each condition. In the control group, there were 19 participants, and the expected amount of answers was 190 for each condition. There was one answer that was left blank in the pretest of the control group, belonging to a sentence containing condition 2. This explains why there are 189 answers for condition 2 in the pretest by the control group.

In table 3 the overall results from condition 1 and 2 in the pretest are presented. The table shows that the control group has target-like performance, with 90% correct responses in condition 1. In condition 2, the group scores somewhat lower.

In the two different proficiency groups within the experimental group, we see that the exp. advanced proficiency group has a high score in both conditions in the pretest. They score 13,3% better than the exp. high intermediate proficiency group in condition 1, and 17,7% better in condition 2. The exp. advanced proficiency group is thus target-like with an accuracy of 90% or more in both conditions. That is not the case for the exp. high intermediate proficiency group, who performs below an accuracy of 90% in both conditions.

Pretest – correct responses	Condition 1	Condition 2
Exp. advanced proficiency group	99% (99/100)	92% (92/100)
Exp. high intermediate proficiency group	85,7% (60/70)	74,3% (52/70)
Control group	90% (171/190)	82,5% (156/189)

Table 3 – Percentage of correct responses in the pretest

Condition 1 in the grammaticality judgment test was topicalised declaratives. The condition was tested because it is one of the constructions where Norwegian learners of English are expected to have difficulties, as discussed in section 2. In the 10 sentences concerning condition 1 that were included in the GJT, five of them were grammatical and five of them were ungrammatical. As seen in Jensen et al. (2019), grammatical and ungrammatical trials are not equally problematic, and it is necessary to test both. In table 4, the accuracy of the participants in condition 1 is presented. The accuracy is based on the experimental proficiency groups' and the control group's correct judgment of grammatical and ungrammatical sentences in condition 1.

Accuracy – condition 1	Grammatical	Ungrammatical
Exp. advanced proficiency group	98% (49/50)	100% (50/50)
Exp. high intermediate proficiency group	94,3% (33/35)	77,1% (27/35)
Control group	93,7% (89/95)	86,3% (82/95)

Table 4 – Percentage of correct responses in condition 1, pretest

The control group judges grammatical sentences most correctly, with 7,4% better judgment than judging the ungrammatical. In the two different proficiency groups in the experimental group, condition 1 is not a problem at all for the exp. advanced proficiency group, scoring 100% and 98%. Even though the exp. high intermediate proficiency group scores somewhat lower, they have high accuracy when judging grammatical sentences. Judging ungrammatical sentences in condition 1 is more problematic for the exp. high intermediate proficiency group. They have misjudged 12,9% of the sentences.

Condition 2 in the grammaticality judgment test was declaratives with an adverb in a medial position. This is also a construction that is expected to be a problem for Norwegian

learners of English. Similarly to condition 1, the results for condition 2 included grammatical and ungrammatical trials. Table 5 presents the participants' accuracy in the pretest.

Accuracy – condition 2	Grammatical	Ungrammatical
Exp. advanced proficiency group	88% (44/50)	96% (48/50)
Exp. high intermediate proficiency group	82,9% (29/35)	65,7% (23/35)
Control group	82,1% (78/95)	83% (78/94)

Table 5 – Percentage of correct responses in condition 2, pretest

In condition 2, the exp. advanced proficiency group outperforms the exp. high intermediate proficiency group. The difference is considerably high between the two groups when judging ungrammatical sentences, with a 30,3% difference. When judging grammatical sentences in the same condition, the two groups differ less, with only a 5,1% difference in favor of the exp. advanced proficiency group. The performance of the exp. high intermediate proficiency group is considerably worse than the performance of the exp. advanced proficiency group in both trials. The control group performs better than the high intermediate proficiency group in ungrammatical trials, but not as good as the advanced proficiency group. In grammatical trials, they are at the same level as the high intermediate proficiency group.

5.3 Grammaticality judgment test: posttest

There were 6 answers that were left blank in the posttest by the control group. Three of these were with sentences containing condition 2, and three containing condition 1. This explains why there were 187 answers in condition 1 and 187 answers to condition 2 in the control group, as shown in the overall results in table 6.

Posttest – correct answers	Condition 1	Condition 2
Exp. advanced proficiency group	96% (96/100)	94% (94/100)
Exp. high intermediate proficiency group	87,1% (61/70)	81,4% (57/70)
Control group	92% (172/187)	88,8% (166/187)

Table 6 – Percentage of correct responses from the posttest

The overall results from the posttest show that the control group is target-like with an accuracy of 92% in condition 1, but not in condition 2. When exploring differences between proficiency groups, we see that there are some. The exp. advanced proficiency group scores

8,9% higher in condition 1, and 12,6% higher in condition 2 than the exp. high intermediate proficiency group. Both groups score higher in condition 1 than 2.

In table 7, the groups' accuracy for condition 1 is presented. The expected number of answers was 85 in each trial (grammatical and ungrammatical) for the experimental group. For the control group, the expected amount of answers was 95 in each trial, but because of three blank answers the total amount is 93 for grammatical sentences, and 94 for ungrammatical sentences.

Table 7 shows that the difference between the proficiency groups is highest when judging ungrammatical sentences. The exp. advanced proficiency group scores 20% higher than the exp. high intermediate proficiency group. When judging grammatical sentences on the other hand, the exp. high intermediate proficiency group actually outperforms the exp. advanced proficiency group with 2,3%. Judging ungrammatical sentences is clearly more problematic for the exp. high intermediate proficiency group than judging grammatical ones, while the exp. advanced proficiency group performs target-like in both. The control group also performs target-like in ungrammatical trials, and close to target-like in grammatical trials.

Accuracy – condition 1	Grammatical	Ungrammatical
Exp. advanced proficiency group	92% (46/50)	100% (50/50)
Exp. high intermediate proficiency group	94,3% (33/35)	80% (28/35)
Control group	89,3% (83/93)	94,7% (89/94)

Table 7 – Percentage of correct responses in condition 1, posttest

There were three blank answers to condition 2 in the posttest of the control group. The total amount of answers in the two trials (grammatical and ungrammatical) therefore differed from the expected 95 in each. Instead, the amount of answers with ungrammatical sentences is 93, and with grammatical sentences 94. The experimental group had no blank answers, and the expected total amount of the two proficiency groups is 85.

Table 8 shows that the exp. advanced proficiency group is target-like, with 90% or better accuracy in both categories. The exp. high intermediate proficiency group does not reach target-like performance, but perform quite higher when judging ungrammatical than grammatical sentences. The difference between the groups is highest in the judging of grammatical sentences, with a 15,7% difference in favor of the advanced proficiency group. The control group performs target-like when judging ungrammatical trials, and closes to target-like in grammatical trials.

Accuracy – condition 2	Grammatical	Ungrammatical
Exp. advanced proficiency group	90% (45/50)	98% (49/50)
Exp. high intermediate proficiency group	74,3% (26/35)	88,6% (31/35)
Control group	87,2% (82/94)	90,3% (84/93)

Table 8 – Percentage of correct responses in condition 2, posttest

5.4 Differences from pre- to posttest

Mixed effects logistic regression tests were done to investigate if there was a difference between the performance in condition 1 and condition 2 (with random intercepts for participants and items) in both tests for the experimental group. The tests showed that the participants made more errors with condition 2 than condition 1 (beta= -1.6, st. err. = 0.7074, $p = 0.0235$ *($p < 0.05$)). This is consistent with the findings of Westergaard (2003) and Jensen (2017) who also found that declaratives with an adverb in the medial position was more problematic than topicalised declaratives.

Table 9 shows the improvement between the pre- and the posttest for the exp. high intermediate proficiency group. The improvement will also describe the effect of the intervention. The exp. high intermediate proficiency group has had an improvement in both conditions. The highest improvement is in condition 2, where the group has improved by 7,3%. In condition 1, the group has improved with 1,4%.

Correct answers by the exp. high intermediate proficiency group	Condition 1	Condition 2
Pretest	85,7% (60/70)	74,3% (52/70)
Posttest	87,1% (61/70)	81,4% (57/70)

Table 9 – Percentage of correct responses by the exp. high intermediate proficiency group, pre- and posttest

The exp. advanced proficiency group does not show the same differences between pre- and posttest as the exp. high intermediate proficiency group as there is no improvement observed. The group's performance is near target-like in both conditions and both tests.

Correct answers by the exp. advanced proficiency group	Condition 1	Condition 2
Pretest	99% (99/100)	92% (92/100)
Posttest	96% (96/100)	94% (94/100)

Table 10 – Percentage of correct responses by the exp. advanced proficiency group, pre- and posttest

Figures 4, 5, 6 and 7 illustrate the difference in performance between pre- and posttest of the two experimental proficiency groups in conditions 1 and 2. Grammatical and ungrammatical trials are presented separately in these figures. As can be seen, there were somewhat small differences for both groups between the pre- and posttest in conditions and trials. This is confirmed, as mixed effects logistic regression tests showed that the proficiency groups did not improve statistically significant from pre- to posttest (beta = -0.6231, st. err. = 0.6386, p = 0.3293). Neither was the difference statistically significant from pre- to posttest when testing the conditions separately (beta = 1.4696, st. err. = 1.0237, p = 0.1511). However, there was a three-way interaction between test, grammaticality and proficiency group. The exp. high intermediate proficiency group improved more on the ungrammatical trials than the exp. advanced proficiency group (chi-square = 12.358, df = 3, p = 0.006252 ** (p < 0.01)). There was also a statistically significant difference when comparing the entire experimental group's improvement in grammatical and ungrammatical trials. The group got better in judging ungrammatical trials from pre- to posttest (beta = 1.4, st. err. = 0.036, p = 0.036 * (p < 0.05)). The group did not improve their judgments of grammatical trials from pre- to posttest, if anything, they seem to perform worse on the posttest, as seen in a significant interaction between test and grammaticality (beta = -3.1659, st. err. = 1.34, p = 0.018 * (p < 0.05)).

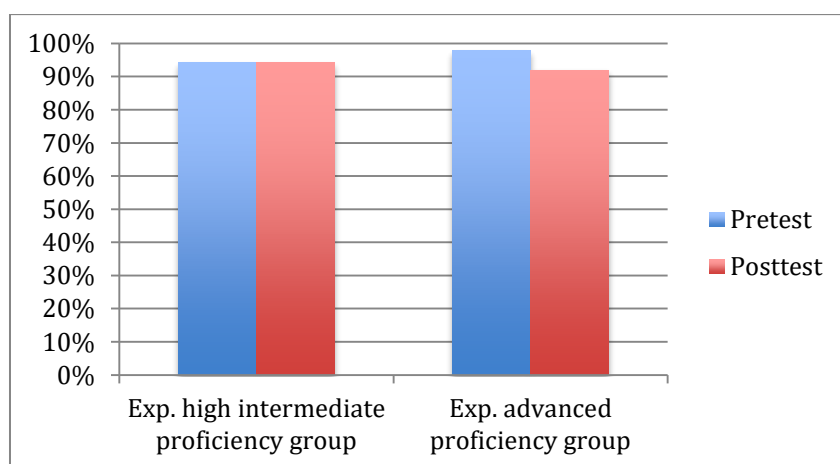


Figure 4 – Condition 1, grammatical trials

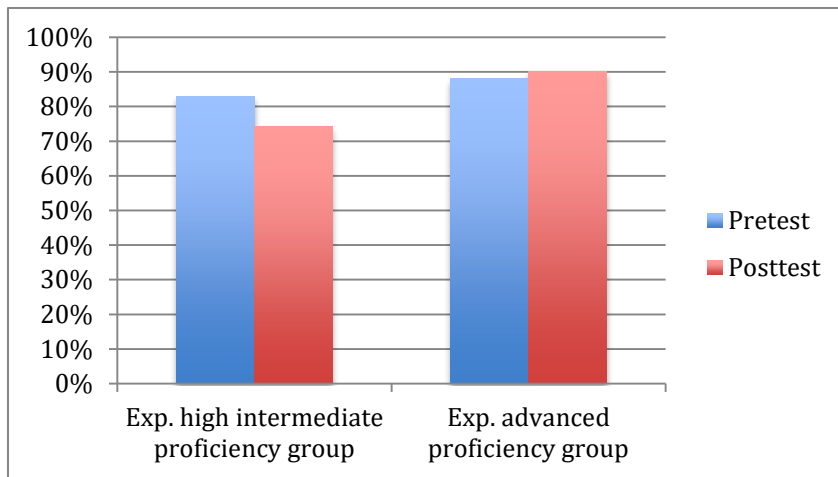


Figure 5 – Condition 2, grammatical trials

According to the findings of Jensen (2017) and Jensen et al. (2019), the participants were expected to have more problems when judging ungrammatical than grammatical sentences. This was confirmed in the current study by mixed effects logistic regression tests. The participants in the experimental group had more errors with ungrammatical trials than grammatical trials (beta = 2.2397, st. err. = 0.8837, $p = 0.0113$ *($p < 0.05$)).

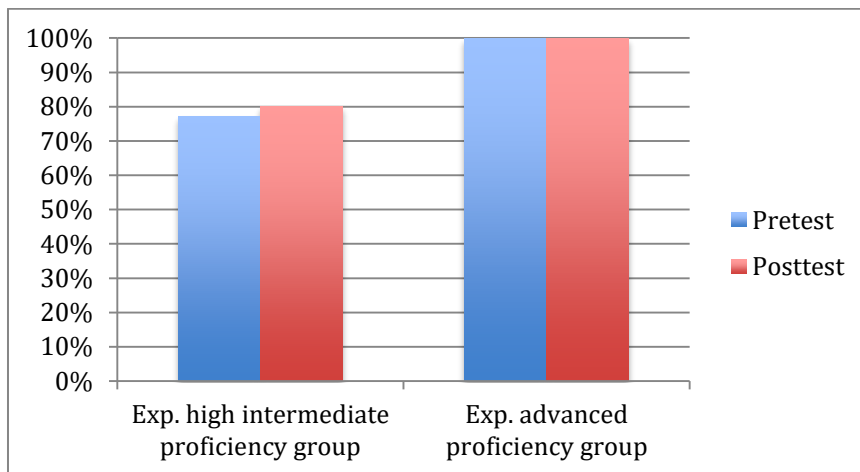


Figure 6 – Condition 1, ungrammatical trials

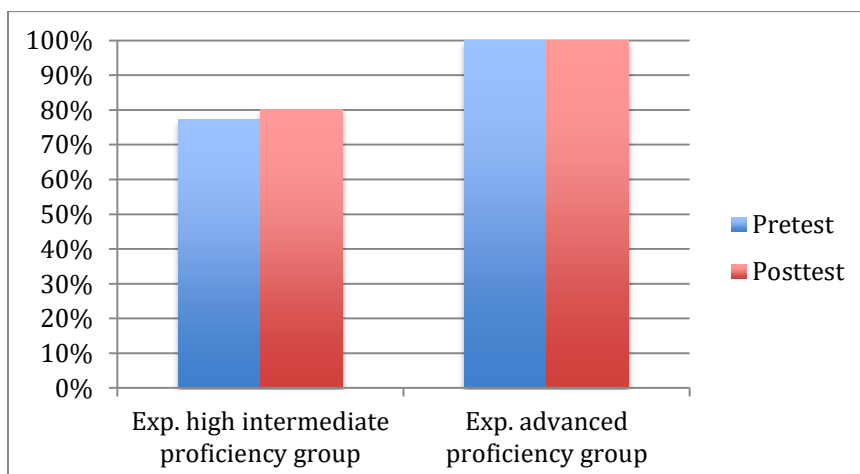


Figure 7 – Condition 2, ungrammatical trials

Figure 8 presents the control group’s improvement from pre- to posttest in grammatical trials in both conditions. The control group did not receive instruction on word order, and their results are not expected to have changed from pre- to posttest in either of the conditions. However, the group has a small improvement from pre- to posttest in ungrammatical trials in both conditions and grammatical trials in condition 2.

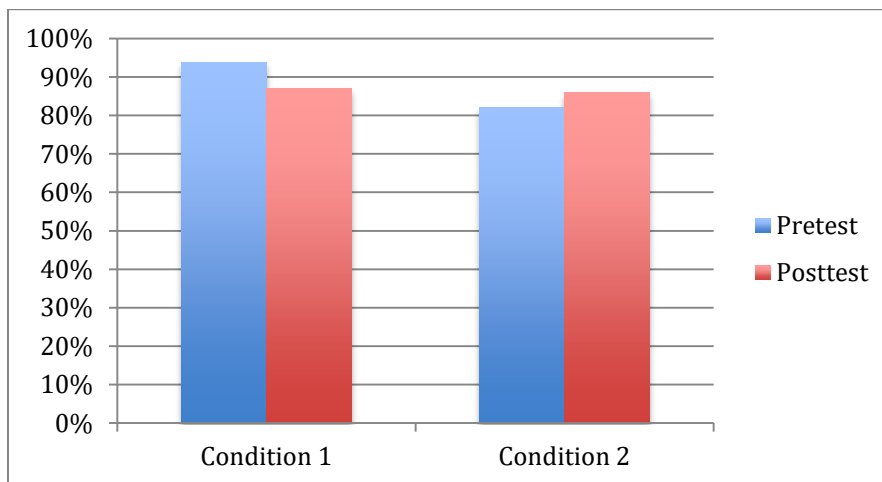


Figure 8 – Control group, grammatical trials

Figure 9 presents the control group’s improvement in ungrammatical trials in both conditions.

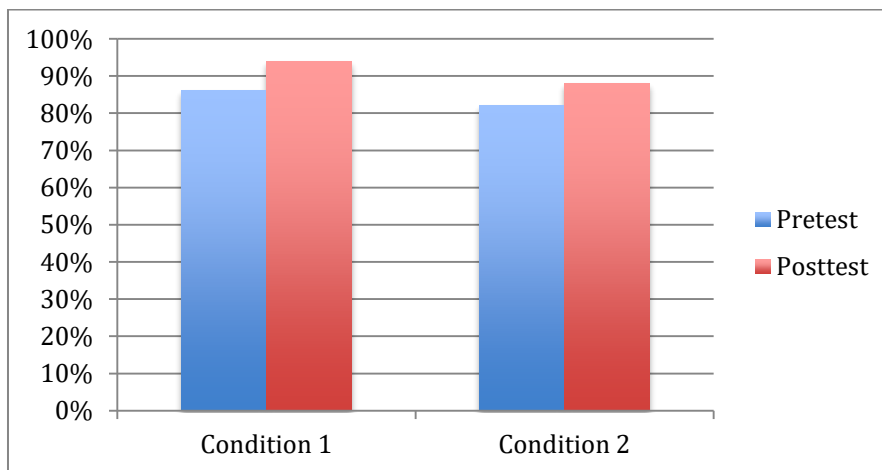


Figure 9 – Control group, ungrammatical trials

There was no significant difference between the pre- and posttest improvement of the experimental group compared to the improvement of the control group. However, before excluding the 10 participants who did not have Norwegian as their native language, the same mixed effects logistic regression tests were done, and a different result was found. When including all participants, there was an effect of the intervention that was shown between the pre- and posttest. The experimental group (with other native language participants) improved significantly more than the control group, but this was only seen for the ungrammatical

condition 2 sentences, where the biggest difference was found (beta = -1.26276, st. err. = 0.60184, $p = 0.035890$ *($p < 0.05$)).

5.5 Error correction task

The error correction task was a part of the intervention. The task was divided in two: First, the students were asked to explain the errors they had made when judging grammatical sentences. They were allowed to write in Norwegian or English, in order to guarantee the most fulfilling answer. Allowing the participants to explain their errors can help understand whether they were judging the word order or another part of the sentence. Further, they were asked to correct all ungrammatical sentences from the GJT. The error correction task is explained in further details in chapter 3. During the intervention, participants who were not present at the pretest were in class and were asked to correct ungrammatical sentences from the GJT, but could not explain their errors, as they had no answers to explain. The number of participants in the error correction of ungrammatical sentences is therefore 23.

Table 11 presents the condition and the participants' explanation for the grammatical sentences in which they made an error.

Condition	Sentence	Explanation in Norwegian	English translation
Condition 1	Last night the girl opened a present from her dad	Glemte meg av. Forvirret i starten	Forgot what I was doing. Confused at the beginning of the test
	Last month the children baked some bread at school	Usikker	Not sure
		Trodde adverbet skulle være sist i setningen	Thought the adverb should be at the end of the sentence
	Yesterday the teacher looked angry all day long	Husker ikke	Do not remember
Yesterday the boy cried because he fell	Husker ikke	Do not remember	
Condition 2	The boy sometimes jumped up and down in his bed	Vet ikke	Do not know
		Ville heller skrevet adverb fremst i setningen	Would have written the adverb at the start of the sentence
		Trodde adverbet skulle være først i setningen	Thought the adverb should be at the start of the sentence
		Vet ikke	Do not know
		Virket som om setningen var bygd opp feil. Ordene stokket om	Thought the sentence was wrongly structured with the words in disorder
		Ville satt adverbet sist i setningen	Would have placed the adverb at the end of the sentence
	Hørtes riktig ut	Sounded right to me	
Sara only likes to go swimming alone	Rart med adverb før verbet, på 2. plass i setningen	Strange with the adverb before the verb, in the 2nd position of the sentence	
The mouse usually eats cheese for dinner	Trodde det skulle være "eat" i stedet for "eats"	Thought the verb should be conjugated "eat" instead of "eats"	

Table 11 – Participants' explanations for their errors

Seven of the error explanations describe that the participants did not know, did not remember or had no explanation for why they misjudged a sentence. One of the explanations shows that the error was made due to subject verb agreement instead of word order. The explanations show that six of the errors that were made when judging grammatical sentences were due to word order misconceptions.

As for the correction of ungrammatical sentences task, there were 5 sentences in each condition the students were asked to correct. With a participant number of 23, the expected number of answers should be 230. There were 15 sentences that was left blank, and the total number of answers is therefore 215. In condition 1, there are 114 corrections, and in condition 2 there are 101. Table 12 presents the participants' accuracy when correcting the ungrammatical sentences.

Correct correction of ungrammatical sentences	Condition 1	Condition 2
	91,2% (104/114)	96% (97/101)

Table 12 – Correction of ungrammatical sentences

It is important to mark that the participants' corrections are corrected according to the target structure. That is to say, in condition 1 the target structure is ADV – S – V, and in condition 2, the target structure is S – ADV – V. Some of the corrections that the participants made that are reported as errors here are therefore not because they formed ungrammatical sentences. In fact, only three of the corrected sentences were ungrammatical with the word order S – V – ADV. In two condition 2 sentences, the participant had corrected them with placing the adverb in the initial position instead of the target S – ADV – V construction. In the remaining 10 sentences that were corrected as errors by me in this task, the participants had placed the adverb in the last position of the sentence, avoiding having to break the V2 rule. The participants' correction and the target construction are presented in the sentences in example (25).

(25) The boy jumped up and down in his bed sometimes

The boy sometimes jumped up and down in his bed

To sum up the results from this section, there were not found any statistically significant differences between the pre- and posttest for the proficiency groups within the experimental group. Neither was there a difference between the improvement of the experimental and the control group from the pre- to posttest. The experimental advanced proficiency group

performed at the highest level in all conditions and trials. Ungrammatical sentences were most problematic for all participants, and the groups did improve in ungrammatical trials from pre- to posttest. The experimental high intermediate proficiency group improved more in the ungrammatical trials than the experimental advanced proficiency group.

6. Discussion

In this section of the thesis, I discuss the results from section 5. The results are discussed while addressing the research questions and predictions that were presented in section 3. For the convenience of the reader, I present the research questions and predictions in this section as well, before I discuss them.

RQ1: Can form-focused intervention have a positive effect on the acquisition of topicalised declaratives and declaratives with an adverb in the medial position?

RQ2: Does the intervention have an equal effect on both constructions?

Prediction 1: If form-focused intervention has a positive effect on the acquisition of narrow syntax, I predict that

- A. The experimental group will perform significantly better in the posttest than in the pretest. Recall from Jensen et al. (2019) and Jensen (2017) that the grammatical trials in the GJT can be relatively unproblematic in contrast to the ungrammatical trials. Therefore, I predict that the effect of form-focused intervention should be especially clear in the ungrammatical trials where learners are required to detect word order errors.
- B. No improvement is expected in the control group in the posttest.
- C. The experimental group will outperform the control group in the posttest.

Prediction 2: If topicalised declaratives are less problematic to acquire than declaratives with an adverb in the medial position, I predict that

- A. The participants in the experimental and control groups will make more errors when judging declaratives with an adverb in the medial position than topicalised declaratives. This will be visible already in the pretest results.
- B. The intervention will have most effect on the experimental group's acquisition of declaratives with an adverb in the medial position. This will be apparent when comparing the two conditions in the pre- and the posttest.

The research questions and predictions are based on relevant previous research in second language acquisition, as presented in section 2. To sum up some of the most important

findings from this section, unlearning V2 when acquiring English is expected to be problematic (Rankin, 2011, Westergaard, 2013). Westergaard (2003) found a massive transfer of the V2 word order when studying Norwegian 7-12 year olds who were acquiring English. Westergaard (2003) also found that the participants improved significantly by age. The 12 year olds outperformed the 10 year olds, showing that there is a leap in acquisition of word order. Jensen (2017) also found difference in word order knowledge according to age, but all participants still encountered some problems with unlearning V2. Participants in Westergaard (2003) and Jensen (2017) had more problems with the correct judgment of declaratives with an adverb in the medial position than topicalised declaratives. Jensen et al. (2019) suggest that ungrammatical word order trials are more problematic for Norwegian learners to judge correctly than grammatical trials. Intervention studies (White, 1991, 1993, Hirakawa et al., 2018, Lopez, 2017) have shown that explicit instruction and error correction might have an effect when learner's are acquiring a grammatical property that needs forced grammar restructuring because they differ in their native and target language, like V2 word order in English and Norwegian. Rankin (2011) suggests using grammaring when teaching of English word order. Grammaring allows the learners to explore unknown grammatical properties, and aims to provide them with the necessary tools for understanding grammatical structures that they have not encountered before.

Now turning to research question 1, can form-focused instruction have a positive effect on the acquisition of topicalised declaratives (condition 1) and declaratives with an adverb in the medial position (condition 2)? Prediction 1A says that the experimental group will perform significantly better in the posttest than in the pretest, but there was not found a significant difference when comparing the results from the two tests. The pretest results revealed that the advanced proficiency group was already at target-like level in their overall results from condition 1 and 2. The group does not have a problem with the structures that are expected to be problematic for Norwegian learners of English, implying that the participants in this group may have acquired the correct English word order. The transfer of V2 that Westergaard (2003) and Jensen (2017) found problematic with their younger participants might not be a problem when Norwegian learners reach a certain level of English. However, there was a statistical significance showing that all participants in the experimental group found ungrammatical trials more problematic than grammatical trials, in accordance with the findings of Jensen et al. (2019) and Jensen (2017). Importantly, the experimental group showed improvement in judging ungrammatical trials from pre- to posttest. The experimental high intermediate proficiency group improved significantly more than the advanced

proficiency group in all ungrammatical trials, and improved slightly in both conditions from pre- to posttest. This suggests that the error correction, explicit grammar instruction and negative evidence that were part of the intervention had a positive effect on the participants' unlearning of the Verb Second rule. The intervention clearly has an effect on the high intermediate proficiency group, but the improvement is also visible for the entire experimental group when judging ungrammatical sentences.

Prediction 1B says that the control group should show no improvement from pre- to posttest because they did not receive any word order instruction. The results show that the control group had some improvement, but it was rather small and not significant. The reason for the small improvement can be various and difficult to detect. It is possible that the participants from the control group have friends in the experimental group that they have talked to about word order. It is also possible that the order of the sentences in the pre- and posttest has affected the participants' judgment, as they were different in the two tests. All in all, prediction 1B was borne out because the improvement of the control group was minor from pre- to posttest. This is in accordance with Westergaard (2003), who suggested that there is too little instruction in the English word order that is expected to be problematic for Norwegian learners in regular English instruction in Norway. When the control group received regular instruction, they did not improve their performance in judging narrow syntax, implying that the instruction is not sufficient for the learners to improve their knowledge.

As for prediction 1C, the experimental advanced proficiency group outperformed the control group in both conditions in the posttest. The experimental high intermediate group, on the other hand, did not outperform the control group. Neither was there any statistically significant difference in the improvement from pre- to posttest between the entire experimental and control group. Prediction 1C is consequently disproven. This is not in accordance with the findings of White (1991), where her participants who received explicit instruction outperformed the control group. However, White's participants were younger and it is possible that both the experimental group and control group had little knowledge of the target constructions to begin with, in contrast to the participants in the current study.

To answer research question 2, does the intervention have an equal effect on both constructions, it is necessary to look at results from all tests. In the pre- and posttest, the participants had a significantly lower performance in condition 2 than in condition 1. In the pretest, the difference between the two conditions is most prominent for the experimental high intermediate proficiency group, who performs 11,4% better in condition 1 than in condition 2. The group has above 85% correct responses in condition 1, closing to target-like level (above

90%). In condition 2 however, the group has as low as 74,3% correct answers. The results prove prediction 2A, as the participants made more errors when judging declaratives with an adverb in the medial position than topicalised declaratives. This was visible already in the pretest results. The results also lend support to Westergaard's (2003) and Jensen's (2017) suggestion that declaratives with an adverb in the medial position is more problematic for Norwegian learners to acquire than topicalised declaratives.

Prediction 2B said that the intervention would have the greatest effect on the experimental groups' acquisition of declaratives with an adverb in the medial position. When comparing the results of the two conditions from pre- to posttest for the entire experimental group, a statistically significant improvement was not detected. The intervention did not have a greater effect in condition 2 than in condition 1. Prediction 2B was based on the findings of Westergaard (2003) and Jensen (2017), which are also supported through the results of the current thesis, that declaratives with an adverb in the medial position is more problematic for Norwegian learners than topicalised declaratives. An effect of the intervention should therefore be easier to detect in condition 2, as it clearly has the most room for improvement. However, the improvement was not statistically significant. The advanced proficiency participants were already at a target-like level in both conditions when the intervention began, which can be a possible explanation for why an improvement is difficult to detect in condition 2. The effect of the intervention was more prominent in condition 2 when participants with other native languages than Norwegian were included in the results. When they were a part of the experimental group, the amount of participants in the experimental high intermediate proficiency group was higher. The inclusion of non-native Norwegians also made the high intermediate proficiency group improve significantly in condition 2 from the pre- to the posttest. This lends support to the findings of Jensen et al. (2019), that lower proficiency learners have more problems with word order, and to my suggestion that lower proficiency learners had the most effect of the intervention in the current study.

Given the findings discussed above, I propose that explicit grammar teaching is an effective method which can help learners improve in detecting word order ungrammaticality, especially learners at a lower proficiency level. As Jensen et al. (2019) and Jensen (2017) found, learners at a lower proficiency level seem to have more problems with word order, in particular ungrammatical trials, and the current thesis lends support to these findings. The immediate effect of the intervention lends support to previous intervention research that found an effect on participants at a lower proficiency level (i.e. Hirakawa et al. 2018). The results further suggest that learners at advanced proficiency levels are near-target like in English

word order, although they have some problems with detecting ungrammaticality. This is in accordance with Rankin's (2011) findings, where his advanced proficiency level participants had very few V2 errors. However, Rankin found more errors at the same proficiency level at the level of discourse pragmatics, when structures are allowed in some contexts, but not in others. The current study did not include structures at that level, and it is possible that the advanced proficiency level participants would have made more errors if they were presented with these. It is therefore difficult to determine whether the participants have unlearned V2 entirely, solely based on the findings in this thesis. Other intervention studies referred to in section 2 of the thesis also include learners with a high proficiency, but still found an effect of explicit instruction (i.e. Umeda et al., 2017). It is therefore also difficult to suggest the effect of explicit instruction, error correction and negative evidence on advanced proficiency learners other than for what was found for Norwegian learners of word order in the current thesis.

Furthermore, results from the error correction task during the intervention need to be discussed. They show that the participants performed very well when correcting the ungrammatical sentences. In both conditions, the participants had above 90% correct responses. The target-level results show that when the participants were presented with sentences that they knew were ungrammatical, it seemed relatively unproblematic to correct them. In the GJT however, ungrammatical trials were most problematic for the participants. What is also interesting from the correction of ungrammatical structures is that the participants avoided placing an adverb in the medial position. Instead they placed the adverb in the last position of the clause. This could be a result of their uncertainty with the English word order. Specifically, some participants may be unsure when using constructions where V2 is ungrammatical and may avoid it when they can.

When the participants were asked to explain their errors, some did not know, did not remember, or had no explanation for why they misjudged a sentence. One participant said that his/her error was made because of subject verb agreement. Six of the errors were explained to be because of word order misconceptions. It is therefore reasonable to determine that most of the errors from the GJT were because of lack of English word order knowledge, and the results presented in section 5 are true to be used when discussing word order acquisition. If I were to conduct a new study, I would do the error correction task more systematically. I would ask the participants to correct their answer sheets with their participant number. In this way, the results would be clearer, and the explanations of the errors according to each participant's GJT would be available. It was also difficult to formulate the task in an

understandable way for the participants, and a more systematic approach might have improved the task description.

Further in the intervention, the participants derived their own word order rule (inductive presentation) and received explicit instruction (deductive presentation) and negative evidence. In addition, they created target-sentences from word-cards and based on a film clip. These are all language-learning activities inspired by the grammaring approach of Larsen-Freeman (2001) and Rankin (2013). My experience with the intervention and the intervention activities was positive. It was interesting to try different approaches to grammar teaching and error feedback. My impression is also that the students found it effective to concentrate on one grammatical property (word order), but use different methods of language learning to acquire it. Mixing inductive and deductive methods seemed to capture the students' interest of the structures. The production tasks also brought some meaning to the teaching materials. In retrospect, I wish I had included more tasks focusing on the meaning of learning English word order. In that way, the participants could have been even more motivated. To me, it was also very important to highlight the differences between Norwegian and English word order. Before starting university and studying second language acquisition, I had not thought of how the native language affects the target language in language learning. I had not thought of transfer. I think this is especially prominent when presenting contrasts between the two languages and the common mistakes that learners make. In that way, the students may even become aware of mistakes they do themselves, without having noticed them before. I also found it interesting to try different feedback methods in grammar teaching. In the intervention, I corrected some of the students' work, but they also corrected each other's. My experience was that when the students corrected each other's work, they were very focused and found it to be an interesting task. All in all, the intervention has taught me to include different methods and approaches in my grammar teaching. I also found the grammaring approach to grammar teaching to be interesting, and this is something I want to further explore in my language teaching. I think it is important to equip the students with strategies to use for understanding grammar, and not just provide them with rules to some of the grammar they will encounter.

My study combines insights from language acquisition and language teaching practice on language teaching and learning, and therefore has some implications. It provides valuable knowledge on Norwegian learners' word order acquisition process in English. It supports Jensen et al.'s (2019) suggestion that word order ungrammatical trials are more problematic for Norwegian learners than grammatical trials, and that error detection is less problematic the

higher the learner's proficiency is. Further, it supports Westergaard's (2003) and Jensen's (2017) findings that declaratives with an adverb in the medial position is more difficult to acquire than topicalised declaratives. The intervention proved to have an effect on the lower proficiency group, especially in the ungrammatical trials. From the high intermediate proficiency group's improvements, as well as my own experience with the intervention activities, explicit grammar instruction, negative evidence and error correction should be further explored in the language-learning classroom. For L1 Norwegian learners of L2 English, more studies with different age groups should be conducted. Intervention studies (i.e. White, 1991) have problems with proving a long-term effect of their interventions, and more research should also be done on the long-term effects of explicit grammar instruction if it is included in the L2 classrooms as a skill that needs to be practiced continuously. Conducting the present work I have been both a second language researcher and a language teacher and I believe that a close cooperation between these two professions can help expand our knowledge of the acquisition processes in Norwegian L2 classrooms. I believe that grammaring can profitably be investigated more as a teaching approach. I only practiced the method for a short period of time, but I believe that grammaring can have an effect on learners' strategies when encountering new grammatical properties. When I start working as a language teacher, I will continue to stay updated on second language research, in order to optimize my language teaching. I will also happily accept second language researchers in my classroom, in order to expand our common knowledge on the most important component in a language-learning classroom: the students.

6.1 Limitations

There are some limitations to this study. First of all, it is necessary to discuss reliability and validity. The reliability of a study depends on whether or not another researcher could use the same methods as I have and get the same results (Thagaard, 2013). Scientific research should be replicable. In this study, I, as a researcher and teacher, was in relations with the participants. It is problematic to decide whether the study would have the same results with a different person in the role that I have had. A different researcher would most likely develop different relations to the participants, and therefore achieve different results from the study. This is especially prominent in a study such as the current, where an intervention is included. During an intervention, the researcher learns to know the participants. However, developing a trusting and respecting relationship between a teacher and students often happen over time.

The participants' English teacher, who the participants know and trust, is likely to have found a different experience with the intervention and study from what I found.

Validity determines whether the results of the study represent the reality that has been studied (Thagaard, 2013). The results from the current participant group should be applicable to all groups of Norwegian learners of English for it to be valid. In language learning, we know that there are individual differences on how learners most effectively acquire a language. Because my study involves individuals, with different preconditions and preferences, the validity of the study is uncertain. It is possible that a different group of learners would respond differently to the experiment. The validity of the study could improve if the same experiment was conducted with a number of groups of participants in the same age group and similar results were found. However, language learners often vary in proficiency even if they are in the same age group. The participants in my study were students in an upper secondary school for specialization in general studies, where students are expected to be motivated and high proficient (even though that is not always the case). If the same study was conducted in an upper secondary school for vocational studies, where students are expected to be less motivated in general studies courses such as English, the results might have been different.

Further, the study's limitations involve time and space. If I had more time and space, I would include more participants of different age groups, both younger and older, in the study. In this way, more knowledge on word order acquisition would have been available. Different age groups could give a better impression on the role of age and proficiency in the acquisition process, and on when word order becomes unproblematic for Norwegian learners. More space would also allow me to test constructions at different discourse levels. It is possible that more complex structures included in the GJT could provide a different result with different insights. In addition, I would have conducted a delayed posttest at least six months after the experiment ended. In that way, it could be possible to determine whether or not the results from the study have a long-term effect on its participants. It is possible that the results presented in this thesis are influenced by the fact that the posttest was conducted immediately after the intervention. They may have been different if they included the results from a delayed posttest as well.

7. Conclusion

In this thesis, I have investigated the effect of explicit instruction on the acquisition of word order in declarative sentences with adverbs in the medial position and topicalised declaratives. Both constructions are shown to be problematic for Norwegian learners of English at least up to the age of 14 (Jensen, 2017). The problems are attributed to the negative influence from Norwegian that uses the V2 rule in the two structures (Westergaard, 2003). The aim of the present study was to investigate whether explicit instruction, negative evidence and error correction have an effect on Norwegian learners' English word order acquisition process. The participants in the study were 16-year-old L1 Norwegian learners of L2 English. They were divided in two proficiency groups: high intermediate and advanced proficiency level. The study consisted of a grammaticality judgment pretest, an intervention period and a posttest. The GJT tested the participants' knowledge of grammatical and ungrammatical trials in the two constructions.

The GJT was an adaptation of Jensen (2017). Following White (1991), the intervention focused on explicit word order teaching, exposure to positive and negative evidence, as well as error correction. Since word order is usually not explicitly taught in English L2 classrooms in Norway (cf. Westergaard, 2003), it was particularly important to develop techniques appropriate to teach problematic sentence structures and to investigate their effectiveness in the classroom.

The results of the study support the findings of Westergaard (2003), Jensen (2017) and Jensen et al. (2019). Declaratives with an adverb in the medial position proved to be more difficult for the participants than sentences with topicalised adverbs. In addition, the participants found ungrammatical trials to be more difficult to judge than the grammatical trials. The results of the intervention show that the participants improved the most with detecting the ungrammaticality. This is especially clear for the high intermediate proficiency group. I can thus conclude that the intervention had a positive effect on learning word order in the L2 English classroom. At the same time the results of the present study revealed that many of the participants (the advanced proficiency group) had high language proficiency and near-target like knowledge of word order from the start. Therefore the intervention did not reveal significant improvement in the advanced proficiency learners. Nevertheless, it was important to gain experience with word order teaching in the L2 English classroom. My intervention experience shows that the word order teaching techniques were easily applicable to the L2 classroom and the students appreciated learning about grammar.

I suggest that future research further can investigate explicit grammar instruction as a part of L1 Norwegian L2 English word order acquisition with different participant age groups. In this way, we can develop teaching techniques suitable for younger and older learners and we will gain more knowledge about the effect of explicit instruction on learning the word order in declaratives with an adverb in the medial position and topicalised declaratives in L2 English classrooms in Norway. In addition, further research is needed to investigate a long-term effect of explicit grammar teaching. This can expand our knowledge on how to perform grammar teaching so that learners profit from it beyond an immediate effect. Furthermore, more knowledge in this domain will contribute to optimizing second language teaching and learning.

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9. Appendix

Appendix 1 – Instructions prior to the grammaticality judgment test

På de neste sidene kommer du til å se noen engelske setninger, og vi vil vite om du synes de er gode eller dårlige på engelsk.

Noen setninger inneholder feil. Ingen av feilene er stave-, punktum-, eller kommafeil.

Du kan velge mellom to alternativer når du bedømmer setningene:

Riktig

Feil

Hvis du synes setningen er grammatisk korrekt, velger du "Riktig".

Hvis du synes setningen er grammatisk ukorrekt, velger du "Feil".

Her to eksempler.

Hvis du synes at setningen er god på engelsk, velger du "Riktig".

I speak English.

1.

Riktig

Feil

Hvis du synes at setningen er dårlig på engelsk, velger du "Galt".

Mother my house was in.

1.

Riktig

Feil

Appendix 2 – Test sentences

Condition	Grammatical	Ungrammatical
Agr_local_SG: Main clauses with local agreement, singular subjects	Lisa likes to read books about horses The boy takes the bus to school every day The dog runs around the house every morning Martin plays with the white cat every day The teacher talks about mathematics and numbers	*Lisa like to read books about horses *The boy take the bus to school every day *The dog run around the house every morning *Martin play with the white cat every day *The teacher talk about mathematics and numbers
Past_tense: Subject initial declarative main clauses, past tense	The girl played piano with her friend last week Samantha loved the book that she read last week The boy cleaned his messy bedroom yesterday Sofia called her grandmother yesterday	*The girl play piano with her friend last week *Samantha love the book that she read last week *The boy clean his messy bedroom yesterday *Sofia call her grandmother yesterday *The baker bake a cake two hours ago

	The baker baked a cake two hours ago	
Adv_SV: Non- subject- initial declarative main clauses, lexicity	Last night the girl opened a present from her dad Yesterday the teacher looked angry all day long Yesterday the boy cried because he fell Last month the children baked some bread at school Today Maria ate lunch at two o'clock	*Last night opened the girl a present from her dad *Yesterday looked the teacher angry all day long *Yesterday cried the boy because he fell *Last month baked the children some bread at school *Today ate Maria lunch at two o'clock

S_Adv_V: Subject-initial declarative main clauses, lexicity	The girl always played soccer with her brother The boy sometimes jumped up and down in his bed The children often walk to school together The mouse usually eats cheese for dinner	*The girl played always soccer with her brother *The boy jumped sometimes up and down in his bed *The children walk often to school together *The mouse eats usually cheese for dinner
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	Sara only likes to go swimming alone	*Sara likes only to go swimming alone
Fillers, ungrammatical		<p>*Girl cake the baked a for her mother and sister</p> <p>*Alexander when laughed funny clown the fell</p> <p>*The dogs to like run around park in the</p> <p>*Girl little the danced with sister and father her</p> <p>*Dog the barked at little cat the all day long</p>

Appendix 3 – Declaration of consent

**Vil du delta i forskningsprosjektet
”Transfer av norsk syntaks til engelsk”?**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å identifisere hva som er vanskelig å tilegne seg når man lærer engelsk som andrespråk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Jeg er Kristine Lajord, en mastergradsstudent på lektorutdanningen ved UiT Norges arktiske universitet som skal skrive min masteroppgave innenfor engelsk lingvistikk og andrespråkstilegnelse. Jeg søker deltakere til mitt forskningsprosjekt, der jeg ønsker å identifisere hva som er vanskelig å tilegne seg når man lærer engelsk som andrespråk. Med utgangspunkt i dette søker jeg deltakere fra VG1.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Tromsø, fakultet for humaniora, samfunnsvitenskap og lærerutdanning er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Jeg gjennomfører min 5. års praksis på Kvaløya VGS. I denne praksisen skal jeg blant annet samle inn data til min mastergradsoppgave. Til min oppgave trenger jeg elever på VG1, og jeg har fått tillatelse av engelsklæreren i denne klassen til å spørre dere om dere vil delta.

Hva innebærer det for deg å delta?

Studien jeg skal gjennomføre er delt inn i tre deler. Først skal du svare på en undersøkelse som tar i underkant av en skoletime å gjennomføre. I undersøkelsen skal du rangere 45 setninger som riktig eller feil utfra om du mener setningene er grammatiske. I etterkant av denne testen vil undertegnede overta engelskundervisningen i en uke, hvor fokuset i undervisningen kommer til å være grammatikken som ble testet i undersøkelsen. Etter en uke undervisning, vil den samme undersøkelsen gjennomføres på nytt. Undertegnede vil være til stede under begge testene og gjennom undervisningsperioden.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake, muntlig eller skriftlig, uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Det er viktig å understreke at deltakelse i undersøkelsen på ingen måte har innvirkning på ditt forhold til skolen eller skoleprestasjoner, dette gjelder også hvis man velger å trekke seg eller ikke ønsker å delta.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Alle personopplysninger (navn, alder, kjønn, språk) vil bli behandlet anonymt og konfidensielt. Deltakerne vil på ingen måte kunne gjenkjennes i publikasjonen da besvarelsene vil bli helt anonymisert.

Resultatene av studien vil i hovedsak bli publisert som gruppedata.

Det vil bare være jeg og min veileder som har tilgang til opplysningene som kommer frem av denne undersøkelsen. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 30.05.2019 og personidentifiserende opplysninger slettes.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Tromsø har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Tromsø, fakultet for humaniora, samfunnsvitenskap og lærerutdanning ved Kristine Lajord.
- Vårt personvernombud: Joakim Bakkevold
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen,

Kristine Lajord

Mastergradsstudent

UiT Norges arktiske universitet

Yulia Rodina, PhD

Veileder

Førsteamanuensis i språktilegnelse

UiT Norges arktiske universitet, Institutt for språkvitenskap

Tlf: 90091809

Tlf: 92658596

E-post: kla061@post.uit.no

E-post: yulia.rodina@uit.no

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Transfer av norsk syntaks til engelsk, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i spørreskjema

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 30.05.2019.

(Signert av prosjektdeltaker, dato)

Appendix 4 – The proficiency test

The Proficiency test

Participant number:

(De to første bokstavene i fornavnet ditt+de tre siste tallene i telefonnummeret ditt. For eksempel: Lina, tlf. 48728319 = LI319)

Instructions: Please complete the sentences by selecting the best answer from the available answers below.

1) Water _____ at a temperature of 100° C.

is to boil is boiling boils

2) In some countries _____ very hot all the time. [LSEP]

there is is it is

3) In cold countries people wear thick clothes _____ warm.

for keeping

to keep for

to keep

4) In Norway people are always talking about _____.

a weather

the weather

weather

5) In Bergen _____ almost every day.

it rains

there rains

it raining

6) In the Sahara Desert there isn't _____ grass.

the

some

any

7) Some countries in Africa have _____ weather even in the cold season.

a warm

the warm

warm

8) In Norway _____ time of year is usually from

December to February.

coldest the coldest colder

9) _____ people don't know what it's like in other countries.

The most Most of Most

10) Very _____ people can visit the King.

less little few

11) Mohammed Ali _____ his first world title fight in 1960.

has won won is winning

12) After he _____ an Olympic gold medal, he became a professional boxer.

had won have won was winning

13) His religious beliefs _____ change his name when he became a champion.

have made him made him to made him

14) If he _____ lost his first fight with Sonny Liston, no one would have been surprised.

has would have had

15) He has traveled a lot _____ as a boxer and as a world-famous personality.

both and or

16) He is very well known _____ the world.

all in all over in all

17) Many people _____ he was the greatest boxer of all time.

is believing are believing believe

18) To be the best _____ the world is not easy.

from in of

19) Like any top sportsman, Ali _____ train very hard.

had to must should

20) Even though he has now lost his title, people _____ always remember him as a champion.

would will did

Read the following passage about the history of aviation and choose the best answer for each blank. Note that it is a continuous story.

21) The history of _____ is

airplane the airplane an airplane

22) _____ short one.

quite a a quite quite

23) For many centuries men _____ to fly,

are trying try had tried

24) but with _____ success.

little few a little

**25) In the 19th century a few people succeeded
_____ in balloons.**

to fly in flying into flying

**26) But it wasn't until the beginning of _____ century
that anybody**

last next that

27) _____ able to fly in a machine

were is was

28) _____ was heavier than air,

who which what

29) in other words, in _____ we now call a 'plane'. The first people to achieve

who which what

Appendix 5 – Information sheet

DELTAKERNUMMER:

(De to første bokstaverne i fornavnet ditt+de tre siste tallene i telefonnummeret ditt. For eksempel: Lina, tlf. 48728319 = LI319)

KJØNN:

ALDER:

MORSMÅL:

ANDRE SPRÅK DU KAN:

HAR DU VÆRT PÅ UTVEKSLING ELLER STUDERT SPRÅK I UTLANDET?

HVIS JA, HVOR OG HVILKET SPRÅK STUDERTE DU?

Appendix 6 – Planning sheets for the 180 minutes of intervention

Planleggingsdokument for undervisningstime

DATO:

Tirsdag 13.11

MÅL:

I denne timen skal elevene lære om engelsk syntaks i setninger hvor det er et adverb i starten av setningen.

INNHold:

Retting av egne oppgaver og eksplisitt undervisning i engelsk syntaks

LÆRINGSAKTIVITETER MED TIDSBRUK:

Oppstart med introduksjon av meg selv og tema og navnerunde – 10 min

Task 1 – 15 min

Goal: Error correction in the GJT, pretest.

Teacher:

Gives each student a list of sentences where errors in the GJT were made.

Students:

Need to highlight the errors and provide a correct alternative.

Outcome: This task will be able to show whether students focused on the right phenomenon in the GJT and whether they are able to correct their errors.

Task 2 – 20 min

Goal: Analysis of the results of the GJT, pretest. Inductive instruction, rule formation.

Teacher:

1. Presents the results of the test for 2 adverb conditions and grammatical/ungrammatical trials.
2. Provides examples of difficult/easy structures, most typical errors. Here the teacher will also go through grammatical definitions: subject (S), verb (V), adverb (ADV) and object (O).
3. Uses inductive instruction: when students themselves derive a rule from a set of examples before they start practicing it.

Students:

Derive two rules: 1) adverb placement with adverbs in the initial position; 2) adverb placement in the medial position. Learn about sentence structure in terms of subject, predicate, object, adverb.

Pause – 5 min

Task 3 – 10 min

Goals:

1. Comparison of sentence structure in English and Norwegian
2. Raising metalinguistics awareness, i.e. learning what structures are grammatical/ungrammatical in English and why.

Teacher: Why do Norwegian learners of English make word order errors? Transfer. Show two structures with adverb initial in Norwegian and English.

Students: need to identify sentence elements in English and Norwegian sentences with adverbs.

Task 4 – 20 min

Group discussion.

Teacher: provides students with cards representing sentence elements, i.e. subject, predicate, object, adverb.

Students: each group should make 5 sentences and write them down. Correctness of the task is then checked by another group.

Avslutning – 5 min

Planleggingsdokument for undervisningstime

DATO:

Onsdag 14.11

MÅL:

I denne timen skal elevene lære om engelsk syntaks hvor det er adverb i midten av setningen.

INNHold:

Eksplisitt grammatikkundervisning og gruppearbeid

LÆRINGSaktiviteter med tidsbruk:

Oppstart med opprop – 5 min

Task 1 – 10 min

Goals:

1. Comparison of sentence structure in English and Norwegian
2. Raising metalinguistics awareness, i.e. learning what structures are grammatical/ungrammatical in English and why.

Teacher: Why do Norwegian learners of English make word order errors? Transfer. Show two structures with adverb medial in Norwegian and English.

Students: need to identify sentence elements in English and Norwegian sentences with adverbs.

Task 2 – 20 min

Group discussion.

Teacher: provides students with cards representing sentence elements, i.e. subject, predicate, object, adverb.

Students: each group should make 5 sentences and write them down. Correctness of the task is then checked by another group.

Pause – 5 min

Task 3 – 40 min

Group work.

Teacher: shows a film clip (Mr. Bean) so that the students have a story to tell. After the groups have told their story, write error sentences on board (also the ones the students have detected), correct them with help from students.

Students: each member of the group tells two sentences from the film clip until the entire group has contributed to telling the whole story. Writes down the sentences. Each group presents their telling of the story orally in front of the class. The rest of the class should write down if they detect an error in sentence structure.

Avslutning – 5 min

Appendix 7 – Error correction task

FASIT

ADV_I

RIKTIG:

3. Last night the girl opened a present from her dad

26. Yesterday the teacher looked angry all day long

45. Yesterday the boy cried because he fell

21. Last month the children baked some bread at school

39. Today Maria ate lunch at two o'clock

FEIL:

18. *Last night opened the girl a present from her dad

9. *Yesterday looked the teacher angry all day long

33. *Yesterday cried the boy because he fell

41. *Last month baked the children some bread at school

13. *Today ate Maria lunch at two o'clock

ADV_M

RIKTIG:

30. The girl always played soccer with her brother

15. The boy sometimes jumped up and down in his bed

8. The children often walk to school together

31. The mouse usually eats cheese for dinner

24. Sara only likes to go swimming alone

FEIL:

4. *The girl played always soccer with her brother

36. *The boy jumped sometimes up and down in his bed

25. *The children walk often to school together

16. *The mouse eats usually cheese for dinner

42. *Sara likes only to go swimming alone

Mine svar:

3:

26:

45:

21:

39:

18:

9:

33:

41:

13:

30:

15:

8:

31:

24:

4:

36:

25:

16:

42:

HVIS du hadde markert en setning som "Feil", som viste seg å være "Riktig" i fasiten: Se på setningen. Hva syntes du var grammatisk ukorrekt når du bedømte setningen? Skriv setningsnummer og begrunnelse her:

HVIS du hadde markert en setning som "Riktig", som viste seg å være "Feil" i fasiten:
Skriv setningsnummer og rett setningen slik at den kunne vært markert som "Riktig":

HVIS du er ferdig med de to forrige oppgavene eller ikke måtte rette noe: Rett setningene som er markert som "Feil" i de to kategoriene i fasiten slik at de kunne vært markert som "Riktig":

18. *Last night opened the girl a present from her dad

9. *Yesterday looked the teacher angry all day long

33. *Yesterday cried the boy because he fell

41. *Last month baked the children some bread at school

13. *Today ate Maria lunch at two o'clock

4. *The girl played always soccer with her brother

36. *The boy jumped sometimes up and down in his bed

25. *The children walk often to school together

16. *The mouse eats usually cheese for dinner

42. *Sara likes only to go swimming alone