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Teaching English Reading Strategies in the Second Language Classroom

An intervention study of teacher instructed use of reading strategies with L1 Norwegian L2 English Learners

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1 Introduction

Reading is an activity that most humans do with little effort and little planning. However, when reading is used in an academic setting, it can be more challenging to see connections and understand main topics, especially when one is reading in a second language. In this thesis, I investigate teacher instructed use of reading comprehension strategies in a Norwegian L1 English L2 classroom. The aim is to investigate whether reading comprehension strategies can have a positive effect on lower secondary school students' (8th graders) reading comprehension.

In this thesis, reading comprehension strategies are defined as information processing tactics used by a learner when reading and decoding a text. Strategies are controlled and deliberate actions selected to obtain a reading goal, which allows the reader to monitor and adjust effectiveness, goals, and means if necessary (Afflerbach, Pearson, & Paris, 2008, p. 368). Becoming a strategic reader requires support and instruction from a teacher. Teachers can promote and motivate students in becoming strategic readers by providing motivating texts and contexts for reading while modeling how to use the specific strategies (Duke, Pearson, Strachan, & Billman, 2011). It is important to specify for the students why, when, and why to use reading comprehension strategies.

Reading is one of the basic skills in the Norwegian National Curriculum. The principles for education and all-round development, in the Core Curriculum, states that schools "shall facilitate for and support the pupils' development in the five basic skills throughout the entire learning path" (Kunnskapsdepartementet, 2017). In addition, schools "shall help the pupils reflect on their own learning, understanding their own learning processes and acquire knowledge independently" (Kunnskapsdepartementet, 2017). These principles occur frequently in the competence aims for the English subject. The Norwegian Directorate of Education and Training has been working on a curriculum reform that is to be implemented from the fall of 2020 (Norw. Fagfornyelsen 2020). There will be more interaction between the subjects, and there shall be more consistency throughout the curricula of all subjects (Utdanningsdirektoratet, 2018). What is new in all subjects is the multidisciplinary topics and core elements. In English, the core elements include communication, language learning, and interaction with authentic English texts. The students are expected to develop language awareness, knowledge about English as a system, and the ability to use language learning

strategies. The competence aims after 10th grade also include goals of using varied strategies in language learning, text creation, and communication (Utdanningsdirektoratet, 2019).

The investigation of reading comprehension strategies and its effects is important in the Norwegian second language classrooms. Teachers know that they are obliged to teach students strategic reading and learning because the regulations require it through its principles and associated competence aims. Studying the effects can thus give an understanding of which and how reading comprehension strategies could be taught in a second language (SL) classroom, in addition to giving insight into the students' experience with strategic reading. The benefit of conducting an intervention study in the setting of a SL classroom is the authentic insight.

The research questions investigated in the present study are:

RQ1: Can explicit instruction using reading comprehension strategies have a positive effect on the L2 learners' reading comprehension of *Treasure Island* by Robert Louis Stevenson?

RQ2: What is L1 Norwegian L2 English learner experience with reading strategies and what implications does this knowledge have for reading strategy instruction in a SL classroom?

To answer RQ1 and RQ2 I conducted a quasi-experimental investigation in a lower secondary school, in four English language classroom sessions held over a period of four weeks. The participants were 35 L1 Norwegian L2 English learners aged 13 from two classes. One of them was the experimental group (21 students) and the other one was the control group (14 students). The experimental group participated in the reading comprehension pre-test followed by a 2-hour reading intervention, and immediate and delayed reading comprehension post-tests. The experimental group also completed two surveys: The Survey of Reading Strategies (Mokhtari & Sheorey, 2002) and the Intervention Experience Questionnaire. The control group participated in the reading comprehension pre-test, an intervention using the same reading material as in the experiment group without applying reading comprehension strategies, and immediate and delayed reading comprehension post-tests. The control group completed one survey, which was SORS.

The structure of the thesis is as follows. In chapter 2, the theoretical background is outlined, chapter 3 presents the research questions and predictions, and chapter 4 addresses the methodology. In chapter 5, I present the results from the intervention study, and discuss the

results in relation to the research questions and predictions in chapter 6, in addition to limitations and suggestions for further research. Finally, chapter 7 offers a conclusion.

2 Theoretical Background

In this chapter of the thesis, the relevant theoretical background for the present study will be presented. In section 2.1 theory and models of reading strategies utilized in the present study are presented. Section 2.2 defines and outlines studies about reading comprehension. In section 2.3 reading comprehension instruction is presented and related to SL classrooms. In section 2.4, prior knowledge as a concept and its different components is presented. Lastly, the previous research the present study is based on is presented in section 2.5.

2.1 Reading Strategies

Learning to read is a complex process with multiple components that need to be developed in order to become a successful reader. Reading skills and reading strategies are key elements in developing reading competence. It is, however, important to distinguish between a strategy and a skill. While reading skills are the automatic actions that result in decoding and comprehension with speed, efficiency, and fluency, that usually occur without awareness of the components or control involved, reading strategically is a deliberate action (Afflerbach, Pearson, & Paris, 2008, p. 368). Afflerbach et al. describe reading strategically as "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (p. 368). What characterizes the strategic reader is control and working towards a goal and selecting a particular path to reach the reading goal.

Being a strategic reader also includes awareness that helps the reader select the intended path, while examining the strategy, monitoring its effectiveness, and revising goals or means if necessary. Afflerbach et al. further note that it is important to understand that reading strategies, like reading skills, are not always successful. A definition of reading strategies does not always entail only positive and useful actions, i.e. a young learner can choose inappropriate reading goals such as reading faster than peers, rather than understanding the text. Some strategies are incorrect ideas about reading, where the action itself is strategic but inappropriate and ineffective to specific reading goals (Afflerbach, Pearson, & Paris, 2008, p. 368).

Learning to learn, as a concept, involves a dynamic interaction of cognitive, metacognitive, motivational, affective, and behavioral processes selected to enhance the probability of reaching knowledge acquisition or application (Weinstein, Krause, Stano, & Acee, 2015). Brevik, Brantmeier, & Pearson (2020) argue that learning to learn concerns the deeper insight students gain if they see relationships between prior knowledge and comprehension, which in

turn promotes motivation and attitude. Learning to learn emphasizes the strategies a student can use for acquiring, sharing, and evaluating their knowledge as it grows in response to what they learn from reading texts (Brevik, Brantmeier, & Pearson, 2020, p. 137). Reading comprehension strategies are considered a form of learning strategy, used when students read and understand texts which are important to close gaps during their construction of meaning from L2 texts (Brevik, Brantmeier, & Pearson, 2020, p. 145). When using reading comprehension strategies in L2 instruction, it is important that they are not taught mechanically or rigidly in decontextualized activities, without asking the students to use the strategies themselves. The strategies should be linked to reading activities, giving the students an opportunity to see that they can help them understand (p. 146).

Brevik (2014) created a model she calls the *Mode of reading continuum* to visualize reading comprehension strategy use in L2. The model is a combination of *the Nike mode of reading* and *the Sherlock Holmes mode of reading,* which represents two extremes of a continuum. In *the Nike mode of reading*, students read as suggested by the Nike slogan "Just do it!", and the students read without analyzing the task or considering how to read. *The Sherlock Holmes mode of reading*, in contrast, "has a broader vision of analyzing the task, choosing and applying potentially effective strategies, searching for clues, drawing inferences based on textual evidence, monitoring comprehension progress, and modifying the choice of strategies when necessary" (Brevik, 2014, p. 55). The model emphasizes the importance of readers' awareness of how to read for understanding, where reading strategies are in this model a means to an end or steps in which the reader takes to reach comprehension. Teachers should focus on the aspects of a reader's metacognitive awareness and teach them how to monitor their own reading comprehension. This can lead to students learning to see strategies as tools in bridging gaps in their reading comprehension (Brevik, Brantmeier, & Pearson, 2020, p. 147).
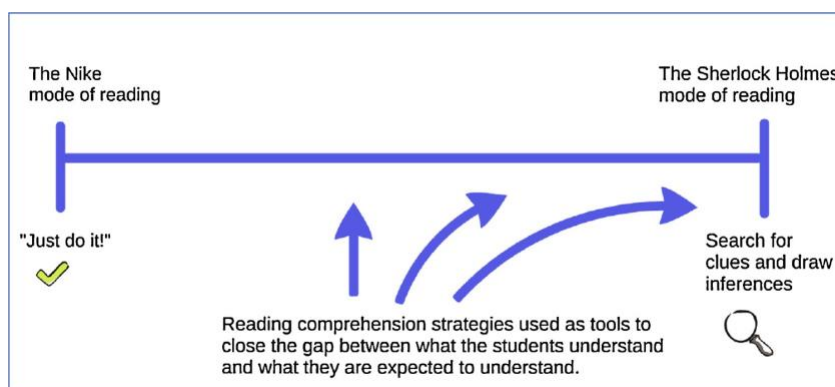

Figure 1 - Mode of reading continuum (Brevik 2014)

2.2 Reading Comprehension

Reading is a skill that is essential to language learning. Reading is a receptive skill, where language is taken in and processed, but not actively produced (Tishakov, 2018, p. 107). It is however not a passive skill because it involves complex procedures of receiving and interpreting information. These procedures require active cognitive processing and involve making sense of smaller and larger units of text. To understand larger units, readers need to link ideas across sections of the text to interpret the overall message and implicit meaning (Tishakov, 2018, p. 107). This process also includes using one's prior knowledge, which also can be called *schemata,* including knowledge about text layout and topic, the author, and the purpose of reading the text. In an effort to help students in overcoming difficulties of reading, supporting them in activating their *schemata* through pre-reading activities, raising awareness of similar or common text-types and structures, and defining the purpose of reading activities can be beneficial. In order to help students find and use main ideas, the "[s]tudents need scaffolded support from teachers and peers to learn how to become aware of, and identify, main ideas in a given text" (Grabe, 2008, p. 206). Teachers need to model successful comprehension and students need to learn how to build main ideas of challenging texts using their knowledge from texts they have already read. All learners of language have a basic set of skills and knowledge about language, which can be drawn upon when processing written language in the target language. Therefore, supporting students by raising awareness of reading strategies can aid their comprehension and language learning in English (Tishakov, 2018, p. 107).

Reading comprehension is defined by Snow (2002) "as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p. 11). Reading comprehension is widely recognized as consisting of a triad of components, which are reader, text, and context. These three factors have lead the explanation for what reading comprehension is, and over the last 50 years, the view has shifted from text-centric to reader-centric models of constructing meaning from text (Brevik, Brantmeier, & Pearson, 2020, pp. 138-139). Until the 1970s, reading comprehension was conceptualized as a primarily text-driven, bottom-up process, and the text was largely considered where the meaning could be found. The reader's job was to decode the text in order to build and retain the correct meaning and achieve understanding (p. 138). In the 1980s, the reader became a dominant factor in the understanding of reading comprehension. This view indicates that the reading experience is a combination of what the text says and

what that means to individual readers. Reading is an individual experience depending on the reader's prior knowledge, purpose, interests, and motivation (Brevik, Brantmeier, & Pearson, 2020, p. 139). The third element, context, became more prominent in the explanation of reading comprehension during the 1980s and 1990s. According to Brevik et al. context represents in which situation the act of reading takes place and influences the reader's understanding of a text. Sociocultural influences, or cultural assets, are key elements of what makes readers interpret texts differently, and affects how readers develop different models of the meaning of a text (p. 139).

The RAND Reading Study Group added a fourth element to the components of reading comprehension (Brevik, Brantmeier, & Pearson, 2020, pp. 139-140). The fourth element is reading activity, which are the tasks one engages in to demonstrate reading comprehension. Context is also conceptualized more broadly in the RAND model, where the socio-cultural context can shape reader factors by shaping the ways in which motivation, interests, background knowledge, and purpose are engaged (Brevik, Brantmeier, & Pearson, 2020, p. 140). If learners of L2 English are to fully take advantage of the text, it is important to elevate the sociocultural context in teaching. All these four elements are required to be accessed and taken into account for comprehension to be realized.

When reading in an L2, there are at least two languages involved. Bernhardt (2011) has developed the *compensatory model of second language reading,* where she proposes that reading in an L2 is an interactive process, where the lack of comprehension in the target language is compensated for by drawing on competencies in the L1. She argues that up to 20% of language literacy ability in an L2 is related to reading abilities in the L1, and 30% of the reading proficiency can be explained on basis of raw grammatical knowledge (Bernhardt, 2011, p. 33). The remaining 50% of the unexplained variance in L2 reading comprehension can be explained by various combinations of the readers' prior knowledge, comprehension strategies, as well as interests, motivation, and engagement

2.3 Comprehension Instruction

It is important to look at how teachers can foster and teach reading comprehension in an L2 classroom. Duke, Pearson, Strachan, and Billman (2011) have noted ten essential elements of fostering and teaching reading comprehension. These ten elements include building disciplinary and world knowledge; providing exposure to a volume and range of texts; providing motivating texts and contexts for reading; teaching strategies for comprehending;

teaching text structures; engaging students in discussion; building vocabulary and language knowledge; integrating reading and writing; observing and assessing; and differentiating instruction (Duke et al. 2011). The authors state that these practices should be implemented within a gradual release of responsibility model, turning over the responsibility for meaning-making practices from the teacher to the student, while still employing instructional approaches that include essential elements of effective comprehension instruction. To help students develop into strategic, active readers, the teacher needs to teach them why, how, and when to apply certain strategies shown to be used by effective readers. Duke et al. specify that teaching students comprehension routines that include developing facility with a repertoire of strategies to draw upon during independent reading tasks, in contrast to introducing and focusing on one strategy at a time, can lead to increased understanding (p. 63).

Most of strategy instruction is based on some form of *gradual release of responsibility.* Pearson and Gallagher (1983) introduced a model that illustrates how teachers gradually transfer the responsibility for strategy use to the student. The idea is that the teacher moves from modeling and direct/explicit instruction of strategy use. Then the teacher moves into scaffolding of the students' strategy use in the classroom, based on their needs for support, through guided practice. Lastly, the teacher releases more and more responsibility for their strategy use, which becomes the students' responsibility, thus moving toward students' independence (Brevik, Brantmeier, & Pearson, 2020, p. 150). Pearson and Gallagher explain the gradual release of responsibility as guided practice, and that this is the most critical stage of the model because the teacher needs to give the students feedback on how well the group is accomplishing the tasks along the way (Pearson & Gallagher, 1983, p. 339). Even though explicit strategy instruction is not the aim, it sometimes may be necessary for teachers to do so, to help students to consciously and independently use strategies themselves to develop or overcome comprehension problems (Brevik, Brantmeier, & Pearson, 2020, p. 151).

2.4 Previous Knowledge

A reader's prior knowledge can compensate for the lack of understanding when L2 learners try to read a text in the target language. Activating one's prior knowledge means to have students reflect on a topic or the structure of a text before they start reading (Tishakov, 2018, p. 116). When readers are encouraged to draw on their prior knowledge and experience, they have something to relate to when they start reading. Readers can link the new information in a text they are about to read to what they already know by triggering their prior knowledge. Tishakov (2018) notes that not every schemata-raising activity is equally effective, where

those related closer to the students' understanding of the text are more likely to lead to improved comprehension (p. 116). In classrooms, such activities can be a reading guide or drawing graphic organizers (mind maps). When students do not know a lot about a topic, the teacher might have to scaffold this phase in more detail and provide topic- and text-specific information before reading (Tishakov, 2018, p. 116).

Brevik, Brantmeier, and Pearson (2020) argue that knowledge, however, is more complex because the successful readers activate different kinds of knowledge (p. 142). Brevik et al. say that what researchers typically refer to when discussing the connection between prior knowledge and comprehension is the reader's *topical knowledge* (i.e. what one knows about a topic). The example the authors use is a situation where the topic of the text is human rights, and one student knows about human rights, while another one knows about the taxonomy of legal rights and Nelson Mandela. The second student does not know anything specific about the topic of human rights, but it is relevant previous topical or domain knowledge that can influence the comprehension. The argument is thus that text-based knowledge and existing topical knowledge facilitate reading comprehension (p. 142). The second type of knowledge the reader can have is called *disciplinary knowledge.* Disciplinary knowledge has more to do with how the reader works, talks, writes, and debates within a particular discipline or school subject. This also includes knowledge of how the reader can use language to frame explanations and arguments within the different subjects. The third type of knowledge is *linguistic knowledge*, which is commonly engaged by a reader when the topical knowledge is weak. Linguistic knowledge operates on different levels (lexical, semantic, syntactic, and pragmatic) through various genres and discourse, not only when topical knowledge is insufficient (p. 142). Students operationalize linguistic knowledge when asked to attend to characteristics of vocabulary, text structure, and genre.

Brevik, Brantmeier, and Pearson (2020) also argue that there is a need to distinguish between possessing knowledge, providing knowledge, and using knowledge. A reader might fail to understand a passage in a text because they lack the relevant knowledge to make sense of the text, but sometimes the reader does possess the knowledge and still fail to understand the text. In such instances, the reader does not understand the passage and does not know how to filter the information through their knowledge base to construct meaning. The focus is in turn on the text and what the text says. Another possibility proposed is that the students are unaware that they do possess any relevant knowledge. Thus, it might be more appropriate to raise awareness or prompt the students in activating their prior knowledge, than to provide them

with knowledge they might already possess. It is not guaranteed, however, that the availability of relevant knowledge will be used or maintained by students during reading (Brevik, Brantmeier, & Pearson, 2020, p. 143). Prior knowledge is key to comprehension, and the act of activating students' prior knowledge, whether done by a teacher or themselves, reminds them of that they are not starting fresh when reading about a new topic.

Paris, Lipson, and Wixson (1983) propose three types of knowledge that help students in becoming self-driven strategic readers. The three types of comprehension-relevant knowledge are *declarative*, *procedural*, and *conditional* knowledge. These are the students' prior knowledge of how and why they would perform a reading action and helps them in selecting the suitable reading strategy to attain a goal. Paris et al. state that these kinds of knowledge are fundamental in becoming a strategic reader. Declarative knowledge includes propositions about task structure and task goals, which also includes all the knowledge identified by Brevik, Brantmeier, and Pearson (topical, disciplinary, and linguistic knowledge) (p. 145). The example used by Paris, Lipson, and Wixson to illustrate declarative knowledge is "I know *that* most stories introduce the setting and characters in the opening paragraph and I know *that* my comprehension goals differ when reading newspapers and textbooks" (Paris, Lipson, & Wixson, 1983, p. 303). Declarative knowledge can also include beliefs about personal abilities, the characteristics of the task, help setting goals, and to actions. *Procedural* knowledge includes the information of how to perform an action, such as how to engage a strategy for reading comprehension (how to skim, scan, and summarize). It describes a large range of actions included in tasks, such as reading, where the repertoire of behavior available to the reader is selected to attain a goal (Paris, Lipson, & Wixson, 1983, p. 303). The authors argue that procedural knowledge is essential to becoming a strategic reader and that it is often acquired from direct instruction or induced from repeated experience.

The third type of knowledge required to read strategically is *conditional* knowledge. Declarative and procedural knowledge is not enough alone, where they only emphasize the knowledge and skills required. Conditional knowledge includes knowing *when* and *why* to apply various actions. The example the authors provide is skimming as a procedure only appropriate for some tasks. Conditional knowledge is when the reader knows in what situation to apply skimming as a strategy, in instances such as speed-reading or previewing. The procedure needs to be applied selectively to particular goals for it to be a reading strategy, in that conditional knowledge describes the circumstance the application of a procedure is appropriate (Paris, Lipson, & Wixson, 1983, pp. 303-304). Conditional

knowledge also provides the reader a rationale for why they would use a strategy, meaning that it helps the reader to modulate declarative and procedural knowledge by fitting the information to specific tasks and contexts (Paris, Lipson, & Wixson, 1983, p. 304). These types of knowledge help a competent and strategic reader to select useful actions in achieving specific goals, where the reader can behave adaptively and adjust to resources and conditions.

2.5 Previous Research on Reading Comprehension Strategies

In this section, previous studies relevant to the thesis topic will be summarized. The studies form the background for the predictions in the present study. Four studies are presented. First, the exploratory study by McNeil (2011) investigated the individual and combined contributions of background knowledge and reading comprehension strategies, which is presented in subsection 2.5.1. The Akkakoson (2013) study, presented in subsection 2.5.2, investigated the relationship between strategic reading instruction, the process of learning second language-based reading strategies, and English reading achievement. Finally, Brevik (2019), presented in subsection 5.2.3, studied the instruction of reading strategies in reading comprehension instruction, and investigated strategy use happening in Norwegian lower secondary school.

2.5.1 McNeil (2011)

The exploratory study by McNeil investigated the individual and combined contributions of background knowledge and reading comprehension strategies to L2 reading comprehension. The research questions for this study were:

> 1. "How much L2 reading comprehension variance is accounted for by background knowledge and reading strategies, operationalized as self-questioning?"
> 2. "Between background knowledge and reading comprehension strategies (i.e., self-questioning), which contributes more to L2 reading comprehension?"

The study includes data from 20 university-level English language learners, with two intact classes. The participants placed on Level 4 students (out of six, levels completed in a previous course) enrolled in a reading course in an Intensive English Program at a university in the USA. The testing instruments that were used in this study were a background knowledge questionnaire, a reading comprehension test, and a follow-up questionnaire. The data collection took place over ten days and included three stages. The results for the first research question showed that there was a significant effect for background knowledge and self-questioning on reading comprehension ($F = 11,13$, $p = .001$). The results for research question

2 showed that self-questioning accounted for more variance in the regression model than background knowledge. Background knowledge proved not to be a strong contributor to reading comprehension, but regression analyses indicated that self-questioning accounted for 56% of the variance in reading comprehension scores. (McNeil, 2011, p. 898). The study points out the potential of reading comprehension strategies in "improving the explanatory power of current L2 reading models" (p. 899) while raising questions of the relationships between strategy automaticity, strategy use and the application of background knowledge. McNeil suggests further research into the relationships among background knowledge, reading comprehension strategies, and reading comprehension, which he states will help the field understand how variables operate interactively.

2.5.2 Akkakoson (2013)

Akkakoson investigated the relationship between strategic reading instruction, the process of learning second language-based reading strategies, and English reading achievement. The 16-week quasi-experimental study was conducted at a science and technology university in Thailand, with 82 participants in each of the test groups (164 in total). The participants' background is in non-language majors, and they had studied English in their primary and secondary schools for about 9-12 years. The research questions investigated were:

1. "Can strategic reading instruction increase experimental cohort students' conscious use of multiple L2-based reading strategies and lead to greater English reading comprehension achievement compared to control cohort students in traditional, teacher-centred classes?"
2. "What possible differences are to be found in how different English reading proficiency level sub-groups (high, moderate, low) in the experimental cohort learn to use L2-based reading strategies?"

All students were asked to complete a standardized English reading comprehension test (NDRT Forms G and H), a research-based Thai reading comprehension test, and a researcher-constructed pre-instructional strategy use questionnaire in the pre-instruction phase. The same materials were used in both test groups, with different instruction types. The experimental group was taught with a strategy-based approach to instruction, where the focus was on raising the participants' metacognitive awareness and coordinated use of multiple strategies for effective comprehension of English texts. The participants were required to hand in weekly portfolio entries of retrospective accounts of how they had used the strategies they had

learned in class in their own reading of English texts. The control group had no particular focus on reading strategy instruction in their sessions. The post-test was the same standardized test, where the forms were switched.

The explicit clarifications of how to use multiple reading strategies in the strategies-based instruction resulted in greater metacognitive awareness in the participants in the experiment group. The metacognitive awareness led to a more conscious use of strategic reasoning. The participants in the experiment group also outperformed the control group on the standardized post-test. The findings of the retrospective accounts of the reading strategy use supported the argument that learners' L2 reading proficiency level that might influence the effectiveness of strategy instruction, in that the higher-level readers tended to report on the use of more strategies.

2.5.3 Brevik (2019)

Brevik's study of teaching reading comprehension investigates the types of text-based reading comprehension instruction and strategy being used in Norwegian lower secondary school. The study included participants in seven classes observed through video across two school years (9th to 10th grade), and Brevik investigates the types of text-based reading comprehension instruction and strategy use in these classrooms. The study was part of a large-scale video study called *Linking Instruction and Student Experiences* (LISE) and used a video analyzing program to timestamp all video-filmed reading activities. The data was categorized into three genre categories – authentic narratives, authentic informational texts, and non-authentic texts, in addition to reading phases – before reading, during reading, and after reading. The data from 47 text-based reading lessons was systematically obtained using the PLATO 5.0 observation manual, which is designed to assess the quality aspects of English teaching.

The results indicated two main patterns. Firstly, reading instruction occurred across the classrooms, varying from authentic reading and use of background knowledge, to developing metadiscursive awareness and critical literacy. Secondly, teachers combined surface-level and deeper-level tasks when prioritizing reading instruction. They scaffolded comprehension by offering explicit strategy instruction based on student needs, and encouraged daily use of known strategies, instead of teaching new ones. Reading instruction in the 47 recorded English lessons included before-reading, during-reading, and after-reading phases, though the prioritization varied in the classrooms. The video observations also showed evidence of daily

use of strategies, where two classes were characterized as high-frequency and five classes were characterized as low-frequency strategy instruction classes. There was one class with no observation of strategy instruction or use, where there was a focus on reading activity, rather than focus on the reading process. Despite the difference in frequency of use, the six other classes had a repertoire of four-five strategies, that framed the classes' daily use of strategies. Brevik argues that these are powerful examples of successful reading comprehension instruction, and show that when teachers prioritize reading comprehension instruction, they use authentic L2 texts to develop and scaffold critical literacy and metadiscursive awareness.

3 Research Questions and Predictions

In this section, I will describe the research questions and the predictions for the present study. The predictions are based on the theoretical background and form the basis of the investigation in this study. The hypothesis/thesis statement for the present study is that explicitly instructing students in use of a comprehension reading strategy will affect their reading comprehension.

The following research questions and predictions were investigated in this study:

RQ1: Can explicit instruction using reading comprehension strategies have a positive effect on the L2 learners' reading comprehension of *Treasure Island* by Robert Louis Stevenson?

RQ2: What is L1 Norwegian L2 English learner experience with reading strategies and what implications does this knowledge have for reading strategy instruction in a SL classroom?

Prediction 1: If there is a positive effect of the explicit instruction of reading comprehension strategy use, the participants in the experiment group will score higher than the control group in the immediate and delayed post-test, showing a higher degree of comprehension.

Prediction 2: If there is a positive effect of the explicit instruction of reading comprehension strategy use, the participants in the experiment group will score higher on the delayed post-test, showing a higher ability to retain the information they acquired during the intervention.

Research question 1 is raised on the basis of previous studies on the subject (Akkakoson, 2013; McNeil, 2011) where the authors found that using reading strategies would better the participants' reading comprehension. Taking into account the claim that supporting students in their use of reading strategies can aid their reading comprehension and language learning (Brevik, Brantmeier, & Pearson, Strategic readers of English: Gradual release of responsibility, 2020), the questions of a teacher's explicit instruction was raised.

Research question 2 is related to claims made in Mokhtari & Sheorey's (2002) description of the testing instrument SORS intended to measure metacognitive awareness and perceived use of reading strategies while reading academic texts by ESL students. Students that are good readers are typically able to reflect and monitor their cognitive processes while reading. It is therefore helpful for second language learners to be aware of strategies proficient reading requires whether or not they are proficient in the target language.

All of the participants in the present study are of the same age with the same educational background, therefore, the pre-test should show group similarity in their English reading comprehension. There are possible variables on individual levels within the groups, such as low ability readers and high ability readers, that can be possible to account for in the pre-test. Based on the studies by McNeil (2011) and Akkakoson (2013) described in the theoretical background section, prediction 1 for the present study is that if there is a positive effect of reading comprehension instruction, the participants in the experiment group will outperform the participants in the control group on the immediate post-test. In relation to the same studies, prediction 2 is that if the effects of the reading comprehension strategies hold, the participants in the experiment group will retain the information better than the participants in the control group, thus performing better on the delayed post-test.

The intervention in the experiment group will introduce a new way of working for some of the students. However, findings in Brevik's (2019) study show that reading comprehension instruction is integrated into the participants' daily strategies, making suggestions that the participants in the present study might have some reading strategies worked into their reading routine. It is important to answer RQ2 and take into account the participants' experiences to provide knowledge for teachers and language educators of how to facilitate strategic learning, not only in their native language but also in the target L2. The participants in both test groups will complete SORS (Mokhtari & Sheorey, 2002) and the Intervention Experience Questionnaire, and the results could give insight into their experience with reading strategies.

In addition, it is important to look at the implications for reading strategy instruction in a SL classroom. The Norwegian National Curriculum requires teachers to instruct students in strategic learning and seeing the effects of the present intervention can be beneficial in finding what is effective and what is not. All learners have individual learning styles, and in an effort to raise awareness in what is effective in learning, I would argue that it is important to start this process at earlier stages of language acquisition in academic situations. If students are aware of what behavior or deliberate actions facilitate their learning more effectively, then learning a language and developing proficiency can hopefully become a more dynamic process.

4 Methodology

This section will outline the present study, which was a quasi-experimental intervention study, with a pre-post design. The pre-test measures reading comprehension in the two groups in order to establish group similarity. The immediate post-test measures the participants' reading comprehension of the chosen text, and the delayed post-test that measures the long-term effect of the strategic reading. Section 4.1 presents the participants in the study and section 4.2 presents the study design. Section 4.3 outlines the properties of testing instruments with excerpts from the tests, as well as procedures of the intervention are presented. Section 4.4 presents the shortcomings of the present study.

4.1 Participants

The participants in the present study are students in two 8th grade classes in a Norwegian lower secondary school. The classes consisted of students from different schools because 8th grade is the first year of lower secondary education in Norway, and thus students would move to a new school. The participants were selected on the basis of having the same teacher in English, where the overall teaching methods would be similar in the two different classes. This was necessary, as the intention of the intervention was to have a control group where the teacher would lead an ordinary lesson and have an experiment group where a different action or variable could be introduced. The selection process of what class would be acting as an experimental and control group was random, because there should not be any preferred skills or abilities in any of the groups. The class that had an English lesson first, was chosen to be the experiment group. Both groups were provided with the same manner of creating codenames to ensure their anonymity. They were instructed to use a formula for codenames, and this proved to be a simple way to create codenames that the participants would remember for every test, and it ensured that the codenames were consistent throughout the testing.

The experiment group consists of 21 students, and the control group consists of 14 students. The participants' ages were 13 at the time of the intervention study, and the participants' age of onset acquisition of English was at six or seven years of age. The teaching of English in Norwegian schools starts in the first grade. Therefore, the length of exposure to English in an educational setting is about seven years, with a total of 366 hours of English teaching in the seven years of primary school. Both groups of participants have two English classes every week, equivalent to two hours of teaching. During the course of three years of lower secondary education, the students will have participated in 222 obligatory hours of English

teaching. The two classes were of appropriate size for the design of the present study, with it being of a smaller scope. However, several students were removed from the participant pool due to inconsistent attendance, health issues, and special educational needs. The students in the participant pool that was removed did not participate in the intervention or testing, and the tests that had been handed in were taken out.

The data was collected during the period of practice teaching, where the teacher-student would usually take the role of the teacher in the classes. In this instance, the decision was that I would observe and act as a researcher. Thus, the data collection would not be interfered with by the relationship between myself and the participants. The teacher would be able to give directions to the participants without the possibility of distraction due to unfamiliarity. The participants knew their teacher and had been working with the teacher for a few months before the study.

4.2 Study Design

As shown in the previous research, the usual participants in studies about reading strategies are University-level English learners (see e.g. McNeil 2011, and Akkakoson 2013). Younger L2 learners were included in the present study in order to investigate whether English reading strategies can have a positive effect at earlier stages of second language learning. Because this particular group of participants is in school, the experimental design had to be adapted accordingly. As a result, this study design, arguably, falls within the classification of the *quasi*-experiment. The present study is set in a naturalistic setting, which in turn is relevant for the teaching profession because the data is collected in actual classrooms.

The pre-post study design was chosen to measure the occurrence of the outcome before and after the intervention was implemented. The dependent variable in this study is the participants' reading comprehension which is measured before and after the independent variable teacher instructed reading comprehension strategy is introduced. The reason why the independent variable is "teacher instructed" reading comprehension strategy, is because there is no way of accounting for whether or not the participants in the control group use reading comprehension strategies of their own volition. In order to compare the effect of the intervention with the independent variable of reading comprehension strategies to a traditional English lesson, the study was conducted in intact groups. The interventionist study methodology exerts, to some extent, more control over some of the variables (Loewen & Philp, 2012). The strengths of the methodology are that the researcher has control over the

study's design and implementations, as well as the targeted features for testing, the testing instruments, and what type of intervention will occur (p. 61). Even though these studies have a high level of control, they can also be conducted in classrooms, because they are often representative of natural instructional contexts. It may however impose some level of artificiality on the classroom, and it might be difficult for a researcher to control all potential interfering variables (Loewen & Philp, 2012). In many SL studies, the participants are given a pre-test to ensure compatibility of the participant groups prior to the treatment, and a post-test to measure the effects of that treatment (Mackey & Gass, 2005, p. 148). In a pre-post design, researchers can determine the immediate effect of treatment, and to ensure learning from the treatment a delayed post-test is often conducted to measure the long-term effects.

The different testing instruments used in the present study are summarized in Table 1.

Testing instrument	Nr. of tasks	Properties	What it measures
Pre-test	15	Adapted version of the Norwegian National Test in English for 8th grade.	Reading comprehension
Immediate and delayed post-test	15	Comprehension test with tasks designed to test comprehension of the material from the intervention, *Treasure Island*	Reading comprehension
SORS by Mokhtari and Sheorey (Questionnaire)	30 statements	Questionnaire to measure the participants' perceived use of reading strategies when reading academic material. Scored on placement raging from low usage to high usage.	Perceived use of reading strategies
Intervention Experience Questionnaire	12 statements	Questionnaire to measure the participants' experience of the intervention	Experience of the intervention

Table 1 - Presentation of Testing Instruments

4.3 Properties of the Experiment

In this subsection, the properties of the tests as well as the procedures of the interventions will be described. The structure of the experimental design was an interventional pre-post study, with an immediate post-test and a delayed post-test. Section 4.3.1 presents the properties of the pre-test and section 4.3.2 presents the content and procedures of the interventions. Section 4.3.3 presents the properties of the immediate and delayed post-test. In section 4.3.4 the two questionnaires, SORS and the Intervention Experience Questionnaire, are presented.

4.3.1 Pre-test

The pre-test is an adapted version of the Norwegian National Test in English (Utdanningsdirektoratet, 2018). The National Test in English is designed to test a variety of skills in English, such as vocabulary, reading speed, and reading comprehension. The test was in this case adapted to only utilize the tasks that measure reading comprehension. The question design is consistently multiple choice, where the participant is expected to choose one correct answer. Tasks include longer pieces of text in which the participants are expected to read and to understand the correlation with the statement. Originally, the National Test is conducted online, but in this case, it was handed out on paper and the participants answered it by hand. The adapted version has 15 questions, with a possible score of 15 correct answers.

The pre-test was utilized to establish the general reading comprehension in the two groups in this study. The test contains three different types of questions, all with multiple choice alternatives, to measure reading comprehension. The four first questions contain a statement, and the task is to read each of the alternatives to find the one that matches with the statement (see appendix 8.1, question 1-4). An example of this type of question is:

1. Choose the text about a person who gets books as presents

a. *Amy plans to be a vet when she grows up. She loves to read books about animals, both fictions and non-fiction. Every Christmas, her grandfather gives her one of the latest books about horses. She likes those best of all.*

b. *Greg isn't a great reader, but he likes mysteries. He got hooked when he found his parents' old Nancy Drew books. His favourites are those with child heroes, like Sarafina and Alex Rider. He's even read the entire Amulet series.*

c. *Zoe loves clothes, and she reads all the latest fashion magazines. She also has a collection of books on the history of fashion and famous designers. She has noticed that changes are more dramatic and rapid nowadays.*

d. *Cliff has a whole shelf of books about mechanics. He has learned how things like car engines and clocks work. His grandmother gave him a kit to build an intruder alarm, so no one can enter his room undetected. It's amazing.*

The participant's reading comprehension is measured, in that their judgment of what alternative can be matched to a statement is tested. In the example above, the student is

required to find the text about "a person who gets books as presents". The first alternative, a) is the correct one, because Amy gets a book about horses every Christmas. This type of question aims to measure the students' ability to find a piece of information within a longer test, as well as understanding what the text is about. All of the alternatives above are about reading, but the goal is to understand from context that none other than Amy get books as presents. Even though "Greg" has read his parents' Nancy Drew books, the act of receiving these books is different, in that "Greg" found these books.

The six next questions are text segments with a statement and multiple-choice alternatives attached. The participant is expected to read the text segment and then answer the question. This type of question is formed like this:

5. Read the text. Choose the correct answer:

Joe has always been interested in fitness and sports, and has recently started to go to a boxing class at his local gym. When Joe was younger, his dad used to show him videos of old matches and former champions. His mum is a little worried because she thinks it can be a dangerous sport, but she is pleased that Joe has joined an after-school club where he can exercise and make new friends. Joe hopes that, if he trains hard enough, he can become a world champion, just like those in the videos.

Which of the following is true, according to the text?

a. Joe's dad has started boxing training.

b. Joe's mum thinks it is a safe way to train.

c. Joe is worried that boxing can be dangerous.

d. Joe has ambitions of a future boxing career.

The goal for this type of question is to understand the text segment to the extent where you can answer a question. All of the questions are topographically similar, in that all of the questions have the same structure and the multiple-choice alternatives are structured in the same way. The participant is required to close-read to get all the details, such as Joe's dad not having a boxing career, rather showing Joe other champions and matches. The third type of question is a longer segment of text, where the participants' abilities of information extraction is tested. The participants have to read a page, about five paragraphs, and then answer five different questions. This text segment contains a greater amount of information, and thus the

participants might have a more difficult time organizing these facts when answering the multiple-choice.

The types of questions that seem to be the most difficult for the participants are the questions with a longer piece of text and the questions with a more challenging subject matter. In the pre-test, tasks one through four are designed as statements and the options for response are longer pieces of text. In this case, most of the participants get questions one and two correct, but three and four prove to be more challenging. Question nine and ten contain more complex terms and specialized concepts, such as *feat* (a noteworthy/extraordinary act or achievement[1]) and *putt* (Golf term, which means to gently strike to make the ball roll on the green[2]), as well as subject matter, such as static electricity. Question eleven through fifteen is all connected to one text, where the participants are expected to retrieve information and thus answer the questions. The common factor of the mentioned questions is the length, and it seems as if the participants find these more difficult.

4.3.2 Intervention

The intervention was conducted during two sessions of English teaching. The experiment group and the control group were expected to read an adapted excerpt from *Treasure Island* by Robert Louis Stevenson which could be found in the textbook *Enter 8 Learner's Book* (Diskin, 2015). The present study's intervention design was to introduce the variable "explicit teacher instructed use of reading strategies" in the experiment group. The intervention in the control group was designed to be a traditional lesson. The teacher was provided with guides for both sessions of intervention, and the plan was to use one lesson of 60 minutes per intervention. Due to unforeseen events, the intervention in the experiment group had to be divided into one and a half sessions (90 minutes). This will be further described in the subsection 4.3.2.3 "Intervention B".

4.3.2.1 Control Group

The intervention in the control group was planned for the first lesson of the day, and the session was to last for the entirety of the English lesson. As this session was intended to be a traditional or regular lesson, there were fewer regulations in the teacher's guide to the

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[1] Definition from dictionary.com

[2] Definition from dictionary.com

intervention (see appendix 8.2). The material provided for both groups can be found in the participants' textbooks and was therefore accessible (appendix 8.3).

The teacher started the session by following up on the students' homework and then introduced the goals and competence aims for the lesson. The lesson plan provided for this group only included what the participants were going to read and what tasks they were going to work with. The text the participants were going to read is an adapted version of *Treasure Island* by Robert Louis Stevenson, and the tasks were related to the text and included in the textbook. As a pedagogical tool, the participants had been divided into reading groups according to their score on a placement test done at the beginning of the year. This was worked into their reading routine, and each participant had to read the entire text, as well as read out loud together. The reason why the reading groups were not changed, was i to keep the teaching situation as authentic as possible.

The students were instructed to solve the tasks individually and write down their answers. The tasks included in the lesson plan were three tasks, 56, 57, and 70 (see appendix 8.3). The participants were self-driven in solving the tasks, and the teacher supported some participants in decoding the questions. The most important task was 56, which is designed to help students understand what they have read. It includes nine questions, such as

56 **Reading to understand.**
a What was the weather like?
b Who was in charge of the two boats?
c What happened to the sailor who refused to join the pirates?

The tasks that were planned in addition to task 56, was task 57 and 70. Task 57 focuses on working with question words, where the students are required to "[w]rite more "reading to understand" questions [and] [u]se these question words: *why, when, who, how* and *what*". The students had previously worked with verbs in the present tense, and therefore the last task, 70, was chosen because it focuses on verbs in the present tense found in *Treasure Island*.

4.3.2.2 Experiment Group

The intervention in the experiment group was planned for one lesson as well, and there were more regulations in the provided teacher's guide (see appendix 8.4). In this group, the goal was to observe the introduced variables of teacher instructed use of reading strategies. In that, the lesson was planned in phases where the reading would be divided into three phases with different methods and activities related to the text (pre-reading, during reading, and post-reading). The experiment group read the same text as the control group, the adapted version of *Treasure Island* by Robert Louis Stevenson.

The intervention session was introduced in the same manner as in the control group, where the goals for the session and the competence aims were presented. The first phase of the intervention was pre-reading, where the students were expected to use their prior knowledge and predict. This reading strategy should help students get an overview of the text they are going to read, and by using their prior knowledge they were expected to discuss what the story would be about. The teacher was provided with prompts for the discussion, such as what they thought the title of the text meant and what it said about the story. The discussion was in plenary, to include all participants regardless of the participation of each individual participant. The participants could then listen to other participants' answers, thus possibly triggering their own previous knowledge. The textbook also provided a list of characters (see appendix 8.3), of which they also used in the class discussion, to further support the participants' previous knowledge.

When transitioning into the post-reading, the noise from another classroom became an issue. The teacher had to spend a lot of time to regain the students' attention. There was another student from the other class that came into the classroom. While the teacher tried to give the students in the experiment group the instructions for the next phase and how to fill in their "story maps", another student disturbed and refused to leave the classroom. This resulted in the teacher having to spend a lot of time on making the student leave. When the student left and the teacher got to the instructions again, there was not much time left of the session. The unforeseen variable of other students interrupting took away time from the execution of the session, which then resulted in the teacher and the students not being able to complete the plan for the intervention.

4.3.2.3 Intervention B

Due to the unforeseen events of the intervention in the experiment group, it was decided that the rest of the activities were to be concluded in the following lesson. The last phase of the reading process is important because the participants were to reflect and discuss what they had read, to scaffold the information, and retain the information. The following session was after a weekend, and it was planned to have only the post-test. But because of the pre-test only taking about 30 minutes to complete, it was decided that the first 30 minutes of the session was going to be used to finish the intervention.

The students continued working where they left off, and they all started working on their "story maps". The "story map" is a reading strategy where students are expected to fill out the "map" that has fields where they should fill in information from the text, such as setting, characters, problem, and important events (see appendix 8.8). The teacher also reminded the students of what the different terms in the "map" meant and made sure that everyone understood what was expected of them.

It was planned that these students were going to work with task 57 as the control group did. However, when the students started working with their "maps" and discussing in their groups, it seemed unnecessary to break up the concentration when they already were discussing the topics of the task. It was decided to diverge from the plan to instead summarize, discuss and reflect upon the "story map" as a class, rather than working with the tasks. The teacher prompted the students with questions such as "who were the main characters in the story?", "where and when is the story set?" and "what do you think the theme of the story is?". The students did not seem to be as involved in this class discussion despite being prompted by the teacher. The teacher tried to involve the students by asking specific students for replies, but the response was sparse. After the intervention part of the session was finished, the next step was to do the post-test.

The intervention was successful to the extent where the participants completed the planned phases of reading. The most important phases of actually using their prior knowledge and using the information found in the text were executed to a satisfactory extent, even though the last phase had to be re-scheduled for the next session

4.3.3 Immediate Post-test/Delayed Post-test

To test the participants' reading comprehension after they had worked with the text *Treasure Island* an immediate post-test was conducted. The post-test consisted of 15 multiple-choice questions (see appendix 8.5), where the participant was expected to choose one correct answer. The same test was used in both post-tests, to measure the immediate and delayed effects of the intervention. The types of comprehension questions asked were designed to test both factual knowledge and their awareness of the implicit or implied content in situations and events.

The post-test was also a written test, where the participants had to answer the test by hand, such as the pre-test. It also included instructions written in Norwegian to ensure that the participants understood what they were supposed to do. The immediate post-test was conducted in the following session after the intervention. The intervention was on a Friday in both groups, and the immediate post-test was conducted on the following Monday in both groups. The delayed post-test was conducted three weeks after the intervention.

4.3.4 Questionnaires

The participants in the control group answered one survey and the experiment group answered two. The survey that both groups answered, was the *Survey of Reading Strategies* (SORS), and the experiment group also answered a questionnaire about the intervention, called the Intervention Experience Questionnaire. The questionnaires were translated into Norwegian to ensure that all participants understood what statements they were answering, and both were answered by hand. SORS has 30 statements that are answered by scoring on a five-point Likert scale, while the questionnaire about the intervention has 12 statements with a five-point Likert scale.

SORS (Mokhtari & Sheorey, 2002) is designed to measure the participants' own perception of reading strategy use. The survey is intended to measure both adolescent and adult ESL students and can assist teachers in helping increase their students' metacognitive awareness. Mokhtari and Sheorey provide a scoring key, where one calculates the overall score and thus places the participant on a scale of low, moderate, or high awareness of own perceived use of reading strategies. However, it is important to acknowledge that even if a participant has a high score it does not automatically mean that they use the strategies all the time, but that they are aware of the reading strategies (Mokhtari & Sheorey, 2002, p. 8). The survey is originally in English and has statements such as "I have a purpose in mind when I read" and "I take

notes while reading to help me understand what I read" (p. 10). To avoid confusion, all statements and instructions were translated into Norwegian (see appendix 8.6), because Mokhtari and Sheorey indicate that it is important that the participants understand that the material in question is academic texts, such as schoolbooks.

The Intervention Experience Questionnaire was made to measure the participants in the experiment group's experience of the intervention. The statements include statements about the lesson, the reading strategies, activities, and the action of reading. This allowed the participants to give their opinion and indicate what experience they had with reading strategies. The scoring system provided is on a Likert scale, from 1 – 5, where 1 is "strongly disagree", 2 is "disagree", 3 is "I do not know", 4 is "agree", and 5 is "strongly agree". The questionnaire includes statements such as "Jeg syns at jeg har lært noe av dette opplegget" ("I feel like I have learned something from this lesson") and "Det var lærerikt å snakke om det vi kunne fra før som klasse, før jeg begynte å lese." ("It was helpful to talk about what we knew as a class before I started reading") (see appendix 8.7).

4.4 Potential Shortcomings

There were some shortcomings in the present study. Firstly, the pre-test is a different test than the post-test. The reason why the two tests are different is to eliminate the possibility of familiarity with the material in question. If the pre-test would have had the same text material as used in the intervention, it is possible that the participants could have scores based on familiarity with the material rather than reading comprehension due to the independent variable reading comprehension strategies. Furthermore, the intervention occupied two days instead of one in the experiment group due to unforeseen events. The initial plan for the interventions was to have one session in each group, but because an unforeseen event took away time, the intervention had to be adjusted to two sessions. The possible implications for the results are that the participants in the experiment group may have had more time to reflect, because the second part of the intervention happened the following Monday after the main part of the intervention was on Friday. They did have more time working with the material and reviewing the story than the participants in the control group did, and it might give them the advantage of remembering the material better. Another implication is the possibility that the participants in the experiment group would forget what did they in the previous session. This was counteracted by the teacher who summarized the events of the previous session and reminded them of how to fill in their story map, as well as what the different terms in the story map meant.

5 Results

The results of the pre/post-tests conducted in the experiment group and the control group will be presented in this chapter. The results of this intervention study will be described chronologically because the study was conducted in five stages. The data was collected on answer sheets and was transcribed into Excel. The data was analyzed using *SPSS Statistics*. Section 5.1 presents the results of the pre-test in both groups, which were collected before the intervention. The data collected during the interventions are qualitative, in that the sessions were observed, and these observations are disclosed in section 5.2. Sections 5.3 and 5.4 present results from the immediate and delayed post-test, which were collected after the intervention. In section 5.5, a comparison of the results of the pre-test, and the immediate and delayed post-tests is presented. In section 5.6, the results of the SORS and the Intervention Experience Questionnaire are presented. The results that are presented in this chapter are relevant to compare the pre- and post-test results and the experiment group to the control group.

The participants in both groups were instructed to use an identification code on every written test, which in turn made it possible to compare the test results for each participant. There are 21 participants in the experiment group and 14 participants in the control group (see section 4.1 for the description of participant groups).

5.1 Pre-test

As this study uses intact groups, the pre-test was conducted to establish group similarity, as well as establishing a baseline of reading comprehension level for each participant. The overall results of the pre-test can be found in Graph 1, where the scores of the experiment group participants are marked in blue and the scores of the control group participants are marked in orange.
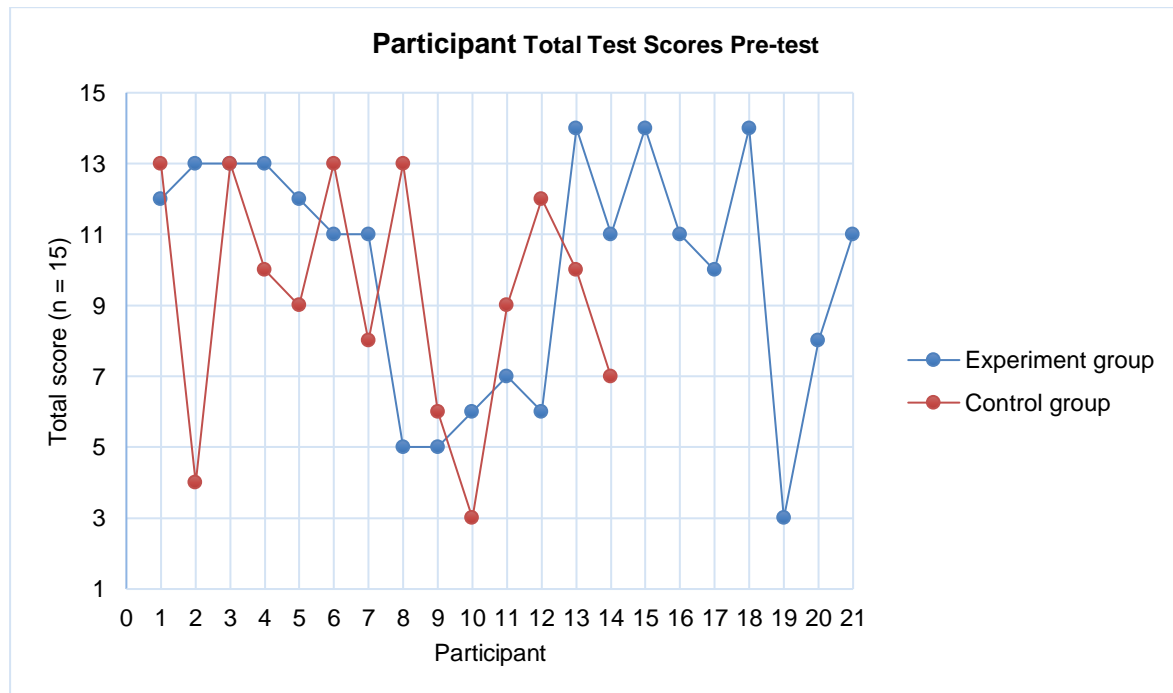
Graph 1 - Test Scores Pre-test Both Groups (Total Possible Score = 15)

As this graph suggests, there seems to be a considerable range of levels of reading comprehension between the two groups. The experiment group has 12 participants with a score of ≥ 11, and the control group has five participants with a score of ≥ 11. Given that the participant number is uneven in the groups, the mean was calculated to see the average score in the groups. The mean of correct answers in the experiment group is M=10, where in the control group the M≈9.3. This suggests that the average score is approximately the same for the two groups, despite the difference in size. To further assert the comparability baseline of the two groups, the standard deviation was calculated. The standard deviation of the experiment group is SD=3.4 and SD=3.38 for the control group. The small standard deviation for both groups indicates that the amount of dispersion from the means are quite low, thus making the groups homogeneous in terms of reading abilities (Mackey & Gass, 2005, p. 260). A summary of the groups' statistics can be found in Table 2.

Group statistics – Pre-test					
Pre-test scores	Group	*N*	Mean	Std. Dev.	St. Error Mean
	Experiment group	21	10.00	3.406	.743
	Control group	14	9.29	3.384	.904

Table 2 - Summary of Group Statistics Pre-test

To further investigate the similarity of the groups, an independent means Students' T-test was conducted. This further confirms that the two test groups are similar. The independent means t-test found that there was no statistically significant difference between the groups (t (33) = 0.609, p = .546), thus being failing to reject the null hypothesis[3]. The results of the t-test for the pre-test are summarized in Table 3.

		Levene's Test for Equality of Variances			t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Pre-test scores	Equal variances assumed	.053	.819	.609	33	.546	.714	1.172	-1.670	3.099
	Equal variances not assumed			.610	28.145	.547	.714	1.171	-1.683	3.112

Table 3 - Summary of t-test Pre-test

It is difficult to generalize categories of readers with 14 participants to the overall population, but it is also important to look at the scores of some subgroups to further demonstrate the results. The subgroupings in the participant groups are "low" "below average", "average" and "strong" readers. The approximate score of the subgroup "low" is one to five correct answers and "below average" have a score of six to eight correct answers. The mean for both testing groups was calculated to *M* = 10 (experiment group) and *M* ≈ 9.3 (control group). This suggests that scores below 9.3 are "below average" in this participant group. In this case, the readers that are characterized as "below average" have scores in the mid percentile – from 40-

[3] Null hypothesis: "there is no difference between the experiment group and the control group"

53% correct answers, showing that in this test, despite having approximately half of the questions correct, still characterizes the reader as below average. Seven participants can be placed in the category "below average", with three participants in the control group and four participants in the experiment group. The subgroup poor readers, characterized as "low", score in the lower percentile – the lowest being in the 20-33% rate of correct answers, with a score of one to five correct answers. One participant in each of the testing groups has a score of three correct answers, while one participant in the control group scores four correct answers, and two participants in the experiment group score five correct answers. We can see that most of the participants score in the categories of "average", "below average" and "low", with a total of 22 participants. Ten participants score in the "average" percentiles of 60-73.33%. On the other hand, the participants characterized as "strong" readers, score in the higher percentiles – 86.66-93.33%, where three participants in the experiment group have the highest score of fourteen (*N=15*).

Level of comprehension	Nr. of participants (Control group *N = 14*)	Nr. of participants (Experiment group *N = 21*)
High (total score between 13-15)	28.57 % (4)	28.58 % (6)
Above average (total score 12)	7.15 % (1)	9.52 % (2)
Average (total score between 9-11)	28.57 % (4)	28.58 % (6)
Below average (total score between 6-8)	21.42 % (3)	19.05 % (4)
Low (total score between 1-5)	14.29 % (2)	14.29 % (3)

Table 4 - Overview Subgroups Pre-test

5.2 Intervention

This section is based on the observations made in both interventions (A and B) in the experiment group. The observations were noted and written down during the sessions. As previously mentioned, the participants provided their own codenames, which would ensure their anonymity. However, due to the fact that the participants were the only ones that know their own codenames, the data in this section is based on general observations on a group level. The observations made in the experiment group are how the participants reacted to the lesson, how they reacted to using reading strategies, as well as how they performed and participated in the discussions. Because the control group did not have the variable of reading strategies introduced, the observations made in the intervention are based on general reactions to the lesson and their participation.

The control group participated in what was a normal English lesson, and the level of participation was generally high during the session. Because the control group was not supposed to discuss what they had read together as a class, there were not noted down anything the participants said verbatim. Nevertheless, the effort of the participants seemed to be as expected, that they would do what they were told.

The variable of reading strategies was introduced in the experiment group, and the participants were expected to read in phases and use specific techniques while reading. The reaction to the introduced reading strategy seemed to be good in the sense where everyone did what they were told to do, and it seemed as if they knew how to do it. Reading strategies are commonly used in teaching reading in L1 Norwegian, in Norwegian Schools because reading strategically is a recurrent skill in most of the competence aims. The participants were involved in the pre-reading phase, where they were expected to predict what would happen in the text and use their prior knowledge to reflect upon the topic of the text. 10 out of 21 participants engaged in this discussion and provided answers that were noted verbatim. The reflections the students provided were "pirates", "pirates of today and 15-16th century", "valuable stuff", "crime, robbery", "the Caribbean", and "warm weather".

The teacher then prompted them to think about what they knew about pirates and they reflected that they had seen pirates in movies, that they usually search for treasures, and that there are different types of pirates. When prompted with the question of what the title said about the text, the students answered that they think "pirates will search for a treasure" and "traditional pirates looking for a treasure, using a map". Lastly in the pre-reading phase, the students were asked to look at the character list and predict what would happen in the text. The students' responses were "someone will get killed", "race for the treasure" and "battle between pirate captains".

However, the participants were not as engaged in the post-reading discussion about the story maps and the different aspects of the text. There were not made any notes of verbatim answers in this phase of the reading, and even though the teacher prompted the participants as well as asking specific participants, they did not engage in the discussion of the text. Considering that the pre-reading activities drew upon the participants' personal experience, it would be reasonable to assume that activities such as predicting and using prior knowledge were easier to provide answers for. The activities in the post-reading phase included reflection

about what the theme of the text is, and that could be more difficult in the sense of having a clear answer or meaning.

5.3 Immediate Post-test

The immediate post-test was designed to measure the immediate effect of the intervention, in that the immediate effect of the reading comprehension strategies in the experiment group. The post-test was conducted in the following session after the intervention because the interventions took place in the last teaching session of the week. The test includes 15 multiple choice questions, with a possible score of 15. The multiple-choice questions were designed to measure the participants' comprehension of the text *Treasure Island.*

Graph 2 is a visual representation of the scores of the immediate post-test, where the results for the experiment group are marked in blue and the results for the control group are marked in orange. The graph shows that the dispersion looks rather varied in the groups. In the experiment group, two participants have a score between 11 and 13 correct answers, and 12 participants scored between 7 and 10 correct answers. In the control group, there are three participants that have a score between 11 and 13 correct answers, and 8 participants score between 7 and 10 correct answers.
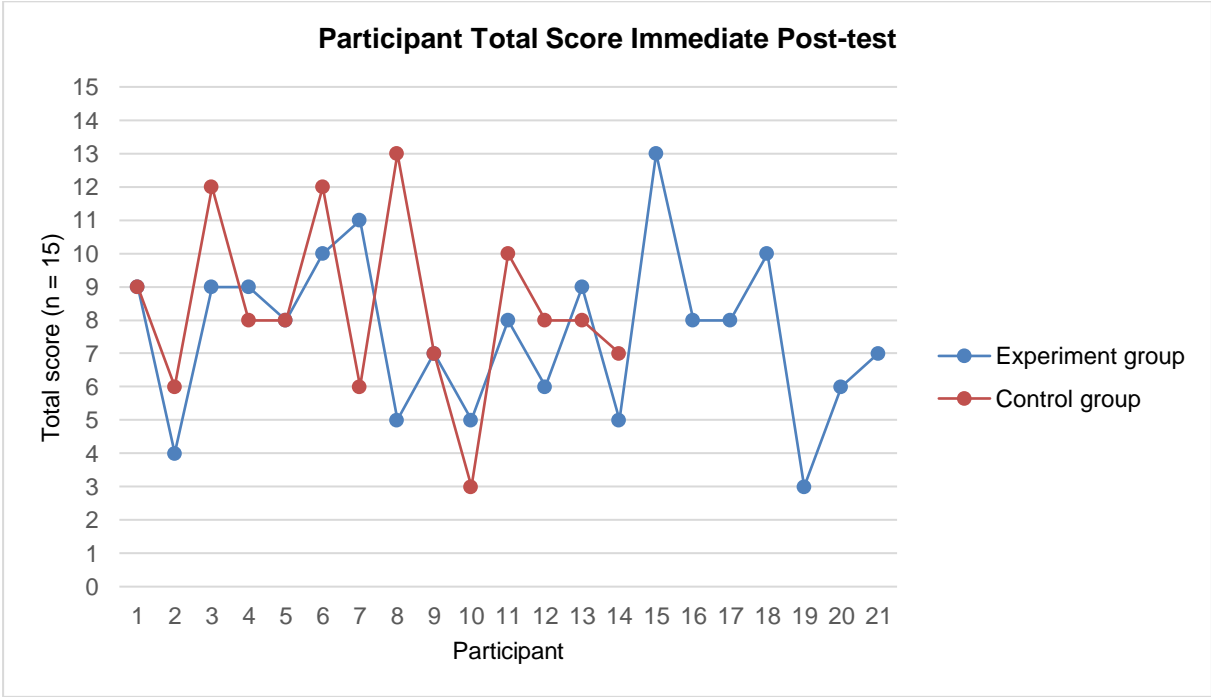
Graph 2 - Test Scores Immediate Post-test Both Groups (Total Possible Score = 15)

The highest overall score in both groups is one participant in each group with a total score of = 13. The lowest overall score in both groups is one participant in each group with a total

score of = 3. The mean calculated for the total number of correct answers is $M = 7.62$ in the experiment group and the $M \approx 8.36$ in the control group. The calculation of means for the results on the immediate post-test shows that the mean for correct answers in the control group is higher than in the experiment group. The standard deviation of the mean is $SD = 2.459$ for the experiment group and $SD = 2.706$ for the control group. Table 5 shows a summary of the groups' statistics for the immediate post-test.

Group Statistics - Immediate Post-test					
Immediate post-test scores	**Group**	N	Mean	St. Dev.	Std. Error Mean
	Experiment group	21	7.62	2.459	.537
	Control group	14	8.36	2.706	.723

Table 5 - Summary of Group Statistics Immediate Post-test

An independent means t-test was also conducted to see if there were any significant differences in the immediate post-test scores between the two groups. The results for the t-test for the immediate post-test are summarized in Table 6.

		Levene's Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Post-test scores	Equal variances assumed	.018	.894	- .836	33	.409	-.738	.883	-2.535	1.059
	Equal variances not assumed			-.820	26.109	.420	-.738	.901	-2.589	1.113

Table 6 - Summary of t-test Immediate Post-test

The independent means t-test found that there was no statistically significant difference between the groups (t (33) = -0.836, p = .409). The mean score between the two groups on the immediate post-test is not significantly different, thus failing to reject the null hypothesis.

To further present the results of the immediate post-test, subgroups describing the level of comprehension of the material should be presented. The total possible score on the test is $N =$

15, and a total score of 11 – 13 can be characterized as scoring in the higher percentiles. A score of 9 – 10 can be characterized as above average, while the average score is 7 – 8 correct answers, a score of 5 – 6 is characterized as below average. The total score of 1 – 4 can be characterized as low. The subgroups are summarized in Table 7.

Level of comprehension	Nr. of participants (Control group $N = 14$)	Nr. of participants (Experiment group $N = 21$)
High (total score between 11-13)	21.42% (3)	9.52% (2)
Above average (total score between 9-10)	14.28% (2)	28.57% (6)
Average (total score between 7-8)	42.85% (6)	28.57% (6)
Below average (total score between 5-6)	14.28% (2)	23.80% (5)
Low (total score between 1-4)	7.14% (1)	9.52% (2)

Table 7 - Overview Subgroups Immediate Post-test

5.4 Delayed Post-Test

The delayed post-test is the same test as the immediate post-test. The delayed post-test was designed to test if there would be any lasting effect of the intervention and to test if the groups would retain any of the information better. The design of the delayed post-test is the same as the immediate post-test, with 15 multiple choice questions with a possible total score of 15.
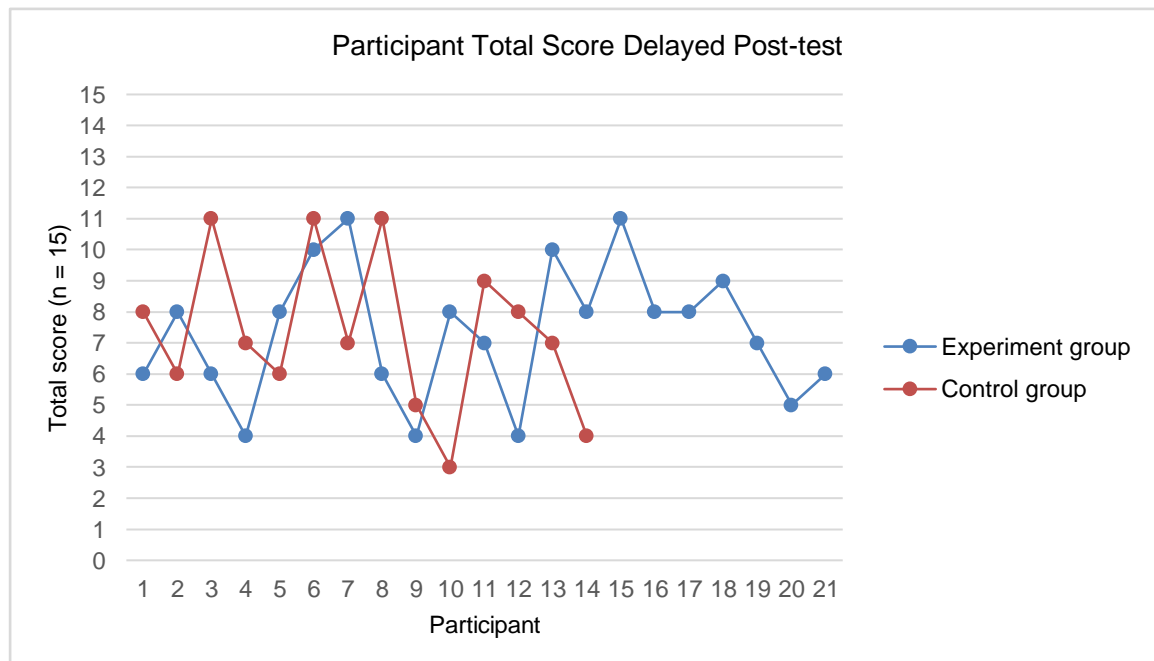
Graph 3 - Test Scores Delayed Post-test Both Groups (Total Possible Score = 15)

Graph 3 presents the scores on the delayed post-test. The score for the experiment group is marked in blue, and the control group in orange. The highest score overall goes down from 13 to 11, but the lowest overall score is still 3. Three participants in the control group and two participants in the experiment group have a total score of 11. The lowest score on the delayed post-test is one participant with a total score of 3 and one participant with a total score of 4. In the experiment group, three participants have the lowest total score of 4 correct answers.

The means for the delayed post-test was calculated, where the experiment group has a $M = 7.33$ and the control group has a $M = 7.36$. The means are similar and suggest that the average total score is 7. The group statistics are summarized in Table 8.

Group Statistics – Delayed Post-test					
Delayed post-test scores	Group	N	Mean	St. Dev.	Std. Error Mean
	Experiment group	21	7.3333	2.15252	.46972
	Control group	14	7.3571	2.53004	.67618

Table 8 - Summary of Group Statistics – Delayed Post-test

The independent means t-test found that there was no statistically significant difference between the groups (t (33) = -0.30, p = .976). The mean score between the two groups on the delayed post-test is not significantly different, thus failing to reject the null hypothesis. Table 9 shows a summary of the t-test for the delayed post-test.

		Levene's Test for Equality of Variances				t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
D.Post-test scores	Equal variances assumed	.265	.610	- .030	33	.976	-.02381	.79655	-1.64440	1.59678
	Equal variances not assumed			-.029	24.817	.977	-.02381	.82332	-1.72010	1.67248

Table 9 - Summary of t-test Delayed Post-test

Table 10 gives an overview of the level of comprehension in the delayed post-test. There are still three participants in the control group and two participants in the experiment group with a high score (total score between 11-13). The number of participants that score above average goes down from the immediate to the delayed post-test, with one participant in the control group (two on immediate post-test) and three participants in the experiment group (six in the immediate post-test). The number of participants scoring average in the experiment group goes up with two participants (six on immediate post-test), where the control group has five participants (six on immediate post-test). The number of participants in the experiment group scoring below average is the same for both the immediate and delayed post-test, and there are three low scoring participants on the delayed post-test (two on immediate post-test). There is one more participant on each level, below average and low, in the control group.

Level of comprehension	Nr. of participants (Control group *N = 14*)	Nr. of participants (Experiment group *N = 21*)
High (total score between 11-13)	21.4 2% (3)	9.52 % (2)
Above average (total score between 9-10)	7.14 % (1)	14.28 % (3)
Average (total score between 7-8)	35.71 % (5)	38.09 % (8)
Below average (total score between 5-6)	21.42 % (3)	23.80 % (5)
Low (total score between 1-4)	14.28 % (2)	14.28 % (3)

Table 10 - Overview Subgroups Delayed Post-test

5.5 Pre-test, Immediate and Delayed Post-test Comparison

A box plot chart can further visually present the distribution of the scores on the pre-test, immediate, and delayed post-test. The box plot in Figure 2 shows the distribution of the test scores in the experiment group and the control group. A box plot provides a visual representation of the median score (black line), the interquartile range (box), and scores outside of the middle 50 % (whiskers) (McLeod, 2019).

Figure 2 shows that the median in the pre-test is = 11 in the experiment group and = 9.5 in the control group. The minimum score in the pre-test = 3 in both the experiment and control group, while the maximum score is = 14 in the experiment group and = 13 in the control group. The median in the immediate post-test is = 8, and the minimum score is = 3 for both groups. The maximum score in the immediate post-test = 13 for both groups. In the delayed post-test, the median is = 8 in the experiment group and = 7 in the control group. The

maximum score in the same in both groups (= 11), while the minimum score in the experiment group is = 4, and = 3 in the control group.
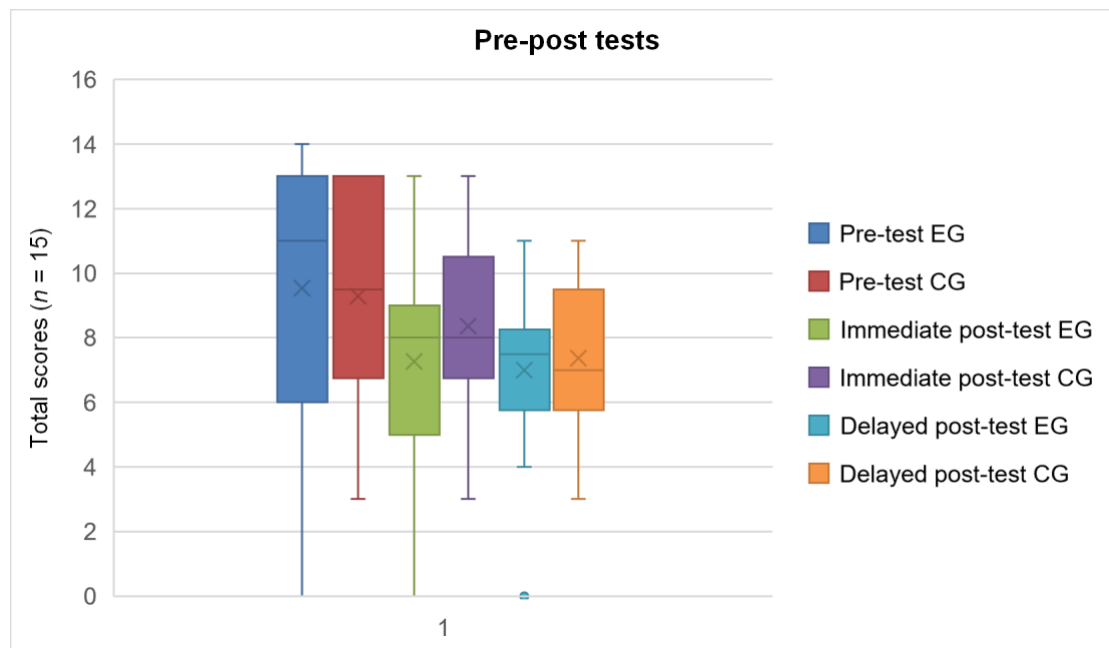
Figure 2 - Box Plots Pre-post Tests

In comparison, both groups score similarly on the pre-test and have a starting point at the same level. Both groups have a decrease in scores from the pre-test to the immediate post-test. As Figure 3 shows, the starting point for the experiment group is a means of $M = 10$ which goes down to $M = 7.62$ in the immediate post-test. The starting point for the control group is a bit lower with a means of $M = 9.29$ which goes down to $M = 8.6$ in the immediate post-test. There is no improvement in the experiment group from the immediate to the delayed post-test. The control group scores a point more in means ($M = 8.6$) compared to the experiment group ($M = 7.62$) on the immediate post-test. The mean score goes down in the delayed post-test for both groups, but the experiment group's score goes down by ≈ 0.29 points, where the control group's score goes down by ≈ 1.24 points.

The results in Figure 3 show that there is no immediate improvement or significantly lasting positive effect of the explicit instruction of reading comprehension strategies when comparing the results from the experiment group to the results of the control group.
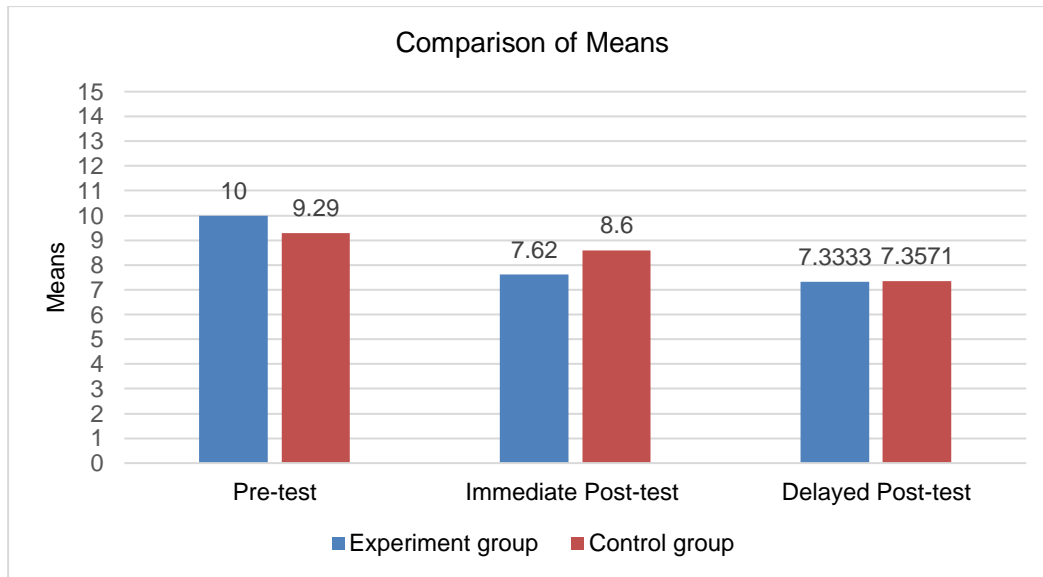
Figure 3 - Comparison of Means Pre-test, Immediate Post-test, and Delayed Post-test

Four paired samples t-test was conducted in *SPSS* to see if the differences between the scores of the pre-test and the immediate post-test, and the immediate and delayed post-test are significant in both groups. The first paired samples t-test of the experiment groups' results from the pre-test ($M = 10$, $SD = 3.405$) and the immediate post-test ($M = 7.619$, $SD = 2.459$) show that there is a significant difference between the two tests, indicating that there is a significant decreased overall score on the immediate post-test (t (20) = 4.14, p = 0.000473). The results are summarized in Table 11.

				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-test and Immediate Post-test	2.38095	2.61680	.57103	1.18980	3.57210	4.170	20	.000473

Paired Samples Test – Experiment Group

Table 11 - Summary of Paired Samples t-test Pre-test and Immediate post-test Experiment Group

The paired samples t-test for of the pre-test ($M = 9.285$, $SD = 3.383$) and the immediate post-test ($M = 8.357$, $SD = 2.706$) in the control group show that there is no significant difference between the scores (t (13) = 1.958, p = 0.072). The results are summarized in Table 12.

Paired Samples Test – Control Group								
				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-test and Immediate Post-test	.92857	1.77436	.47422	-.09591	1.95306	1.958	13	.072

Table 12 - Summary of Paired Samples t-test Pre-test and Immediate Post-test Control Group

As Figure 3 shows, there is a smaller decrease in score between the immediate and delayed post-test in the experiment group. The score is more stable in the experiment group, and the results on the immediate ($M = 7.619$, $SD = 2.459$) and delayed post-test ($M = 7.333$, $SD = 2.152$) are not significantly different (t (20) = .548, p = .590). A summary of the paired samples t-test for the experiment group can be found in Table 13.

Paired Samples Test – Experiment Group								
				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Immediate and Delayed Post-test	.28571	2.39046	.52164	-.80241	1.37384	.548	20	.590

Table 13 - Summary of Paired Samples t-test Immediate and Delayed Post-test Experiment Group

As shown in Figure 3, the score in the control group goes down more. The paired samples t-test of the results of the immediate ($M = 8.357$, $SD = 2.706$) and delayed post-test ($M = 7.357$, $SD = 2.530$) show that the difference of the results in the control group is significant (t (13) = 3.606, p = .003). A summary of the results can be found in Table 14.

Paired Samples Test – Control Group								
				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Immediate and Delayed Post-test	1.000000	1.03775	.27735	.40082	1.59918	3.606	13	.003

Table 14 - Summary of Paired Samples t-test Immediate and Delayed Post-test Control Group

5.6 Questionnaires

The participants were asked to fill out questionnaires to measure their experience with reading strategies, to answer the second research question. Both groups were asked to complete the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002). The survey is designed to measure the participants' perceived use of reading strategies, with 30 statements the participants are expected to judge on a scale from 1 – 5 (never – always). The survey identifies three levels of reading strategy usage, where "high" has a mean of 3.5 or higher, "moderate" has a mean of 2.5 to 3.4, and "low" has a mean of 2.4 or lower (Mokhtari & Sheorey, 2002, p. 4). The statements in the survey are grouped into categories, which are Global Reading Strategies (GLOB – 13 items), Problem Solving Strategies (PROB – 8 items), and Support Strategies (SUP – 9 items).

There are four participants in the experiment group and five participants in the control group that report high usage of reading strategies while reading academic material. The tendency between the groups is moderate use, with ten participants in the experiment group and eight in the control group. There are, however, seven participants in the experiment group that report low usage of reading strategies and one participant in the control group that report infrequent use.

SORS – Perceived use of reading strategies		
	Experiment group *(N = 21)*	**Control group** *(N = 14)*
High usage	4	5
Moderate usage	10	8
Low usage	7	1

Table 15 – Perceived use of reading strategies based on SORS

The Intervention Experience Questionnaire was intended to qualitatively measure what the participants experienced in the intervention. It includes 12 statements in Norwegian, where the students would judge whether or not they agreed with the statements on a scale from 1 – 5. The scoring for the questionnaire was simplified into three categories, where all participants that answered "strongly dis-/agree" or "dis-/agree" have been grouped.

The two first statements are about whether or not the participants felt like they learned something from the intervention and if they felt like they would learn more if they were to pick in what way they read themselves. The results show that most of the participants are hesitant concerning these statements, with 12 neutral ("I do not know") answers for the first statement, and 10 neutral answers for the second statement. The statement where most of the participants agree is statement 4, regarding if it was useful to talk about what would happen in the text before they started reading (predicting). At the same time, 10 participants disagree with statement 3 which is about talking about what they already know as a class. The results from statements 5 and 6, concerning the during reading and post-reading strategies of taking notes and filling in a story map, show that the participants disagree that these are useful strategies. Statement 7 concerns the topics of focus in the story map such as setting, characters, plot, and theme, and whether that focus facilitated their understanding of the text. Seven participants agree, eight are neutral, and six disagree, showing that most of them do not know if it made them understand more of the composition of the text.

Statements 9 and 10 are filler questions, where the participant are expected to judge whether or not they find it best to work alone while reading or work with someone else while reading. The last statements concern the post-reading phase, where the teacher instructed the participants on how to use the written reading comprehension strategy (story map) and the class discussion after the fact. Eight participants found it to be helpful that the teacher showed them how to use it, eight participants were neutral to the statement and five participants did not find it helpful. Most of the participants were neutral to the last statement about reflecting as a class, where seven participants found it useful and six did not find it useful. The statements in the Intervention Experience Questionnaire are shown in Table 16.

Statement	Agree	"I don't know"	Disagree	Total
1. Jeg syns at jeg har lært noe av dette opplegget. *I think I learned something from this lesson*	3	12	6	21
2. Jeg hadde lært mer av å lese teksten som jeg selv vil. *I would have learned more if I had read the text as like I want to.*	6	10	5	21
3. Det var lærerikt å snakke om det vi kunne fra før som klasse, før jeg begynte å lese. *It was valuable to talk together as a class about what we knew before I started reading.*	5	9	10	21
4. Det var nyttig å snakke om hva som kom til å skje i teksten før jeg begynte å lese. *It was useful to talk about what would happen in the text before I started reading.*	9	5	7	21
5. Det var nyttig å ta notater/streke under det jeg syns var viktig i teksten samtidig som jeg leste. *It was useful to take notes/underline what I thought was important in the text while I was reading.*	5	6	10	21
6. Jeg syns at jeg forsto mer av teksten ved å bruke lesestrategien Story Map. *I think I understood more of the text by using the reading strategy Story Map.*	4	5	12	21
7. Jeg syns jeg forsto mer av innholdet i teksten ved å fokusere på setting, characters, plot/problem, important events, outcome, theme. *I think I understood more of the content of the text by focusion on setting, characters, plot/problem, important events, outcome, theme.*	7	8	6	21
8. Jeg hadde forstått mer av teksten om jeg hadde fått valgt lesestrategi selv. *I would have understood more of the text if I had gotten to choose reading strategy myself.*	7	9	5	21
9. Jeg syns det er best å jobbe alene når jeg skal lese. *I like working alone when I am going to read.*	7	7	7	21
10. Jeg syns det er best å jobbe sammen med andre når jeg skal lese. *I like working with others when I am going to read.*	8	9	4	21
11. Jeg syns det var nyttig at læreren viste meg hvordan jeg skulle bruke Story Map. *I think it was useful that the teacher showed me how to use Story Map.*	8	8	5	21
12. Jeg syns det var nyttig å reflektere over teksten sammen med klassen etter at vi hadde lest. *I think it was useful to reflect over the text togehter as a class after we had read.*	7	8	6	21

Table 16 - Intervention Experience Questionnaire (Experiment Group)

6 Discussion

In this section of the thesis, I will discuss the results presented in section 5. The results will be discussed based on the research question and predictions that were presented in section 3. Research question 1 will be addressed with reference to predictions 1 and 2. Research question 2 is discussed in relation to the explanation as to why it is necessary to have instructed use of strategy instruction in a SL classroom. The research questions and predictions investigated in the present study are:

RQ1: Can explicit instruction using reading comprehension strategies have a positive effect on the L2 learners' reading comprehension of *Treasure Island* by Robert Louis Stevenson?

RQ2: What is L1 Norwegian L2 English learner experience with reading strategies and what implications does this knowledge have for reading strategy instruction in a SL classroom?

Prediction 1: If there is a positive effect of the explicit instruction of reading comprehension strategy use, the participants in the experiment group will score higher than the control group in the immediate and delayed post-test, showing a higher degree of comprehension.

Prediction 2: If there is a positive effect of the explicit instruction of reading comprehension strategy use, the participants in the experiment group will score higher on the delayed post-test, showing a higher ability to retain the information they acquired during the intervention.

The overall results for the present study reveal no positive effect of the teacher instructed use of reading comprehension strategy since the experimental group shows no increase in the reading comprehension score in either the immediate or delayed post-test. Furthermore, the experimental group did not outperform the control group in either immediate or delayed post-test. Thus, predictions 1 and 2 are not borne out. The Independent means t-test shows that there are no significant differences between the two groups' test scores, showing that the first prediction is not borne out and that the instructed use of reading comprehension strategies did not have a significant effect on the test scores. When the comparison is made using a paired samples t-test, there is a significant difference when comparing two tests (samples) conducted in each of the groups. The control group has a significant decrease in mean score from the immediate to the delayed post-test (t (13) = 3.606, p = .003), where the experiment group does not have significant differences between the immediate and delayed post-test. The paired samples t-test comparing the pre-test and immediate post-test in the experiment group showed

that there was a significant decrease in scores, in contrast to the second prediction. This suggests that the intervention had no positive effect in terms of the participants reading comprehension of *Treasure Island* by Robert Louis Stevenson. The results in the present study are in contrast to the findings of previous research (Akkakoson 2013, McNeil 2011), where the authors found that reading comprehension strategy instruction resulted in positive effects in the participants' comprehension test scores. These studies do however have a larger scope, with an older and larger participant group, which are limitations in the present study.

In what follows, I would like to provide an explanation of why there is a lack of positive effect of instructed use of reading comprehension strategies on L2 learner's comprehension. The majority of participants in the present study seem to be average or poor readers, where they score "average" or "low" on both the comprehension tests and questionnaires. This may be a reason as to why there was no significant positive effect of the instructed use of reading comprehension strategies. There was a total of three participants that had a total score of what was characterized as "strong" in this study (80 – 99.33% correct answers). Based on the pre-test scores, these results can indicate that the participants might not be at a stage of metacognitive awareness to use reading comprehension strategies. Furthermore, there are only four participants in the experiment group that report on high perceived usage of reading strategies, which could correlate with the fact that there were three "strong" readers in this study. Mokhtari and Sheorey (2002) state in their article describing SORS that skilled readers often engage in deliberate activities, that require planning, flexible strategies, and periodic self-monitoring, while younger and poorer readers often have to rely on a single criterion, understanding individual words, for their textual understanding. The participants are young and can be characterized as poor or average readers, and the lack of positive effect can be explained by the statements by Mokhtari and Sheorey. However, the lack of positive effect can also be attributed to the limitations of the present study. There was not conducted a proficiency test that can support the assumption that there were more "average" or "low" scoring readers in the participant group. If there was conducted a general proficiency test, in addition to pilot testing, it would have been possible to adapt the reading activities according to the proficiency levels or adjust the time spent on instructing or modeling the use of these reading comprehension strategies.

Another limitation to the study that can explain why there was no positive effect of the intervention, is the scope of the project. The previous studies usually lasted for a longer time and the duration is often several weeks or even months. The present study was conducted

during a three-week period, and the intervention section was only one session. Consequently, the participants did not get to try the reading comprehension strategies or phase reading on other types of material. In addition, as with other factors of reading, strategic reading and learning take time to acquire and understand how to use. The participants might not even be aware of why reading strategically can be beneficial to their second language acquisition. If the study would have included longer exposure to reading comprehension strategies and instructed use, there might have been a significant positive effect such as in the studies by McNeil (2011) or Akkakoson (2013).

McNeil (2011) found in his study that background knowledge proved to be not as strong as a contributor to the participants' reading comprehension. The present study focused, in the pre-reading phase, on using prior knowledge and prediction as reading strategies to start the reading process because these are typically used in the pre-reading phase. Usually, "I don't know" answers are discarded, but in this case, these answers give useful insight. In Table 16, statement 2 (Intervention Experience Questionnaire), the majority of the participants in the experiment group report that they do not know if it was useful, or did not find it useful to use their prior knowledge before they started reading, indicating that this means of starting the reading process does not work for the majority of the participant group (19/21). Nine of the participants did however find it helpful to predict what would happen in the text before they started reading, which can indicate that predicting is a reading strategy more suitable for their reading situation. While using prior knowledge did not work in this situation, having been instructed in using it can facilitate use in other situations where it is more suitable, such as in discussions about other topics in English or other subjects such as Social Sciences. Afflerbach et al. (2008) describes becoming a strategic reader as attempts and selecting patterns. For the participants in this study, it might mean that they have found a situation where some reading comprehension strategies are inappropriate, such as in reading a narrative text and thus finding other more effective strategies.

I would like to propose that the results from the two questionnaires add support to my explanation of the lack of positive effects of instructed use of reading comprehension strategies. My RQ2 asked *What is Norwegian L2 English learner experience with reading strategies and what implications does this knowledge have for reading strategy instruction in a SL classroom.* The overall impression of the results on SORS and the Intervention Experience Questionnaire is that the participants are hesitant to use reading comprehension strategies. The results of SORS show that in both the experiment and control group, the

majority of participants have moderate to low use of reading strategies. While these results are not representative of the frequency of actual use of reading strategies, rather indicating their perceived use, it can be hypothesized that the participants might use strategies unconsciously or have reading routines that have not yet been identified as reading strategically. In addition, it is likely that the learners will become more aware of their strategic learning as they get older and more proficient in the L2 (Mokhtari & Sheorey, 2002), and that with time they will find strategies that are appropriate for their reading and learning goals.

In addressing the issue of the importance of instruction, it seems as if the participants know of reading strategies, but do not know how to apply them in practice. The results of the 2nd, 8th, and 11th statement in the Intervention Experience Questionnaire show that the students agree or are neutral to if they got to choose how to read and what reading strategy they used, they would have learned/understood more (see statement 2 and 8 in section 5.6). This indicates that the participants are aware of other reading comprehension strategies that could facilitate their reading goals better. On the other hand, 16 participants agree or are neutral to the 11th statement about whether or not it was helpful that the teacher modeled how to apply the reading strategy story map, which in turn will help the student become independent in their use of it later. This supports the claim of explicit instruction being necessary at times (Brevik, Brantmeier, & Pearson, 2020).

The results from the Intervention Experience Questionnaire, concerning the intervention in the experiment group, indicated that the participants were hesitant to working with reading comprehension strategies. The majority of participants, 18/21 participants in statement 1, are either neutral ("I do not know") or disagree with the statement referring to their experience with working with reading comprehension strategies. This is a somewhat surprising result because the experiment group was of substantial size and when that many disagree or are neutral, it is natural to assume that they have not had much instruction in reading comprehension strategies before. Based on the premise of inadequate reading comprehension strategy instruction, one explanation as to why they did not feel like they learned something, is that they already have an established reading routine. The Subject Curriculum for English have reoccurring competence aims throughout the educational path concerning strategic learning, and the participants should have had instruction in how to use reading strategies in Primary School. The instruction of new reading processes might interfere with what tools they already have in their schemata, thus disturbing their reading habits. On the other hand, if

the students had more instruction of how to use reading comprehension strategies before the eighth grade, the results could have been different. If the reading strategies introduced in this study were familiar or used before, in addition to other tested strategies, the participants could have applied them with recognition or ease.

The overall results of this study suggest that explicit instruction of reading comprehension strategies was of no significance. This does not, however, signify that there has not been any development of reading comprehension or reading comprehension strategies at all. Schneider & Stern (2010) explain that many factors have to interact optimally for learning to occur and that despite the efforts of a skilled and experienced teacher, the learning is an activity carried out by the learner. Learning is constrained by capacity limitations of the human information-processing architecture, and it results from a dynamic interplay of emotion, motivation, and cognition, and lastly that it requires time and effort. Personal observations made during the intervention found that there was a positive effect of the pre-reading phase, where the participants were involved and were able to interact with each other and the teacher in their discussion about their prior knowledge and predictions of what would happen in the text. The participants were able to apply their topical knowledge about pirates and thus were able to make sense of what the title meant, who the characters could be, and what they thought these elements meant for the story. These observations of participation were perceived as learning and that there were factors in the pre-reading activities that engaged the participants in the experiment group. Due to the present study's scope, it was not possible to measure and observe the effects of a longer term than three weeks, and it would have been possible to compare results if the participants would have worked with other texts using the same reading comprehension strategies. Learning to read, developing comprehension, as well as becoming strategically aware takes time. A more extensive study could also allow the participants to build up experience using the targeted reading comprehension strategies over time could yield more significant results.

Strategic behavior is described by researchers as a process and choosing pathways (Afflerbach et al. 2008), and it is important to underline that the Norwegian National Curriculum states that strategic learning is something that should be instructed throughout the learning path. Despite not showing any positive effects, the present study and the intervention could be a steppingstone on the learners' educational path, and it might also have raised awareness for the participants as well as the teacher. While encouraging the students to become strategic readers, the outcome is that the learners can become metacognitively aware

of their own learning. Consequently, the participants that did not find the intervention useful could have an indicator of what strategies do not work for them and then being able to choose another strategy next time they are encouraged to read strategically. There seems to be room for more instruction of strategic reading in this SL classroom, and SL classrooms generally, because it is emphasized in the English Subject Curricula, and even more so in the Curriculum Reform. The new Curricula in all subjects shall prioritize in-depth learning and the connections between topics and subjects. Strategic behaviors can support learners in seeing these connections, in selecting the acceptable means to their learning goals, and at the same time develop language awareness. When the reform emphasizes these abilities, it is important to encourage teachers to instruct students in strategic learning and behavior. As "The Principles for Education and All-round Development" states, the students shall be supported in becoming independent in their acquisition of knowledge, and strategic learning does facilitate the ability to monitor and evaluate one's own learning. Thus, instruction of reading comprehension strategies in a SL classroom is important for the learner in becoming independent and competent when choosing how to attain their goals.

Finally, there is room for instruction in reading comprehension strategies for younger L2 learners, because it can equip students with helpful tools throughout their education. Reading is not something every student enjoys, but teaching him or her how to effectively do so is valuable. When a student is familiar with how to read effectively, the reward is that the student that does not like to read can do so to attain a required goal. Students are all required to read at some point, but all students also have a right to adapted education, and support in finding learning strategies and tools to effectively support their own learning. Given that this process takes time, it can be wise to start earlier to adapt, adjust, and acquire reading strategies. The Norwegian National Curriculum obliges Norwegian teachers to help and support their students in becoming competent world citizens, and by teaching them how to become metacognitively aware from the get-go will benefit students in their education. Starting early will have benefits for the entire educational path because students that have been instructed in strategic learning early on will have tools in facing more challenging academic material as the educational path progresses.

6.1 Limitations and Suggestions for Further Research

There are limitations to this study. Firstly, the study does not have pilot testing, which could eliminate some of the implications of time management and giving an opportunity to adjust and improve the testing instruments. A shortcoming was that the lesson plans for both test

groups were too extensive, in that there were too many activities planned. The initial plan was that both groups would work with the same tasks, but because of time constraints in both interventions, there was not enough time to complete all the tasks. The activities were planned without knowledge of the participants working habits and capacities, and therefore it was decided that it would be better to have a plan that could be shortened, rather than having too few activities.

A pilot testing of the intervention could give information of how much work the participants would be able to complete during a one-hour lesson. However, it is impossible to plan for unforeseen events because of the naturalistic setting of a classroom. It is possible that even if the study was pilot tested, that the participants of the actual study would not be able to complete all tasks, or that the activities would be too few. In addition, there was not conducted any proficiency test, to compare to the comprehension test. It would have been useful to have a proficiency test to group the participants by proficiency level. But because of the naturalistic setting in a school, the participants had scheduled other activities when the intervention was completed. The situation with schools closing due to the national lockdown also made it impossible to conduct a proficiency test at a later time. The present study does however utilize the setting of school to give some insight into what happens when younger L2 learners use reading comprehension strategies.

For further research, I would suggest having a bigger scope of the study that could further establish the correlation between strategy use and reading comprehension in younger L2 English learners. It would be interesting to see the effects of an intervention study where the instruction of reading comprehension strategies was conducted in multiple intervention sessions, which could help the participants in learning how to use them. The following sessions could be applying the reading comprehension strategies to different materials, such as fictional and non-fictional texts, and then testing to see whether there are differences in test scores according to material type. Testing could also reveal if participants in an experimental group with longer exposure to reading strategies would outperform a participant group without the same conditioning. Another type of reading strategy use that could be interesting to see the effects of is digital reading strategy. It would be useful to see if digital reading strategies would affect how learners in a SL classroom read digitally. It would also be interesting to look more into the metacognitive aspect of strategic learning and try to measure to what extent younger learners are aware of their own learning.

7 Conclusion

In this thesis, I investigated the effect of teacher instructed use of reading comprehension strategies on L1 Norwegian L2 English learners' reading comprehension. The main research question that was investigated was if the explicit instruction of using reading comprehension strategies can have a positive effect on the learners' reading comprehension of the text *Treasure Island* by Robert Louis Stevenson. Based on previous research (Akkakoson, 2013; McNeil, 2011), the prediction was that there would be a positive effect of the instruction of use of reading comprehension strategies in the experimental group. The results showed that there were no positive effects of the intervention and that the experimental group did not outperform the control group in any of the tests and did not show any higher degree of reading comprehension of the text. The questionnaires, SORS ("Survey of Reading Strategies") and the Intervention Experience Questionnaire, used to supplement the reading comprehension tests did show that the majority of participants in this study have a low to moderate perceived use of reading comprehension strategies and are generally hesitant to working with the reading strategies. The hesitant attitude toward reading comprehension strategies can be attributed to the participants' age and limited awareness because they are still in the early stages of their acquisition of L2 English in academic situations and might have had limited exposure to strategic learning in previous education.

The intervention study has some limitations, that may have affected the results. Nevertheless, it can be argued that the results do reflect what happens in the usual setting of a SL language classroom. It seems necessary to include the instruction of reading comprehension strategies and their use earlier in SL education because the students can be supported in becoming metacognitively aware of their own learning. Learning and reading take time, and the earlier teachers start reading comprehension instruction, the earlier learners will identify their learning goals and how to attain those goals. Earlier instruction in all classrooms can show learners how to read effectively and adapted to situations, text type or subject, and give them the ability to independently modify their learning as well as their learning goals.

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Appendix

8.1 Pre-test
Reading Comprehension Test

Denne testen skal måle din leseforståelse i engelsk. Les spørsmålene/svaralternativene og svar med **kun en ring** rundt det riktige svaret, ikke skriv svar under eller ved siden av. Det eneste som skal stå på arket er ditt kodenavn og ringer rundt de svarene du syns er riktig.

1. **Choose the text about a person who gets books as presents**
   a. Amy plans to be a vet when she grows up. She loves to read books about animals, both fiction and non-fiction. Every Christmas, her grandfather gives her one of the latest books about horses. She likes those best of all.
   b. Greg isn't a great reader, but he likes mysteries. He got hooked when he found his parents' old Nancy Drew books. His favourites are those with child heroes, like Sarafina and Alex Rider. He's even read the entire Amulet series.
   c. Zoe loves clothes, and she reads all the latest fashion magazines. She also has a collection of books on the history of fashion and famous designers. She has noticed that changes are more dramatic and rapid nowadays.
   d. Cliff has a whole shelf of books about mechanics. He has learned how things like car engines and clocks work. His grandmother gave him a kit to build an intruder alarm, so no one can enter his room undetected. It's amazing!

2. **Choose the text about an animal that is able to do something after just watching others do it.**

    a. Experiments have shown that octopuses are remarkably smart. Not only are they able to solve complicated problems, but they can copy actions and learn by observation. Their eyesight is extremely good, as is their sense of touch, and they are great escape artists.

    b. According to research, pigs are actually smarter than most animals. They can be trained like cats and dogs, but have more complex social structures. In addition, they are sometimes better than chimpanzees at video games that would be hard for young children.

    c. Squirrels have a very specialized intelligence that focuses on gathering food. They are cunning and determined, and well-known for their problem-solving abilities. For example, they usually manage to steal nuts from well-protected bird feeders.

    d. Parrots are not only sociable and loving pets, but also very intelligent. They can learn hundreds of words and use them in suitable situations to communicate what they want. Some researches claim that they have the intelligence of a five-year-old child.

3. **Choose the text that mentions concerns regarding the popularity of their destination.**

    a. Paul is going to Tanzania with his family this summer. They are going to climb Mt. Kilimanjaro. He has been in training since Christmas, so he doesn't expect to have any problems when it comes to endurance. That altitude will make breathing difficult though.

    b. Charles loves swimming, so he is glad that his family is going to the Canary Islands this Christmas. He has never been there before, but his friends say the beaches are amazing. If the wind is strong enough, it may even be possible to go wind surfing.

    c. Martha is fascinated by ancient Rome, so her parents have planned a trip to Italy this Easter. While Rome is top of her wish list, she is worried that it will be very crowded since this is the pilgrimage season. Some of the ancient trading cities in the north also sound interesting.

d. Donna is a city person and her idea of a great holiday includes shopping and shows. This autumn, her family is going to London. She is prepared to put up with trips to the galleries and museums, as long as she gets to go shopping and see a popular musical.

4. **Choose the text that describes an animal that is often victim of accidents.**

a. Panda cubs are often raised in conservation centres. However, since they are going to be returned to the wild, it is important that they do not get used to humans. Researchers at one conservation centre have solved this problem. They dress up in furry, giant panda costumes whenever handling the cubs.

b. A pet cockatiel was always getting into trouble with technology. Allowed to fly freely around the house, the bird once pecked on the base of the computer – and was knocked off the desk when the DVD tray shot out. On another occasion, emergency services had to rescue it after it had been sucked into the vacuum cleaner.

c. A family found a green kitten in an old barn. Both its fur and its claws were green. They tried to wash out the colour, without success. According to the vet, the kitten was perfectly healthy, but had been drinking water from rusted copper pipes. Once the kitten shed its coat and started to drink normal water, it lost its green colour.

d. A one-year-old cat had been missing for over a day, and a search party was trying to find him. They noticed a parked car with blinking hazard lights and heard a faint mewing. The adventurous cat had been accidentally locked in the car and in his efforts to escape, had hit the hazard button. He was unharmed, but very hungry.

5. **Read the text. Choose the correct answer:**

Joe has always been interested in fitness and sports, and has recently started to go to a boxing class at his local gym. When Joe was younger, his dad used to show him videos of old matches and former champions. His mum is a little worried because she thinks it can be a dangerous sport, but she is pleased that Joe has joined an after-school club where he can exercise and make new friends. Joe hopes that, if he trains hard enough, he can become a world champion, just like those in the videos.

Which of the following is true, according to the text?
a. Joe's dad has started boxing training.
b. Joe's mum thinks it is a safe way to train.
c. Joe is worried that boxing can be dangerous.
d. Joe has ambitions of a future boxing career.

6. **Read the text. Choose the correct answer.**

Johnny lives in London and has always dreamed about travelling the world. He had never been out of England before, so he was very excited when an American newspaper started a travel competition. The newspaper would choose a winner each week and send them to a totally random capital city. Johnny couldn't believe his luck when he entered online and won… a trip to London! It was just typical that London was the prize the week that he won, Johnny thought, but at least he won a week in a five-star hotel!

What is true about Johnny?

a. He is an experienced traveller.
b. He has visited different capital cities.
c. He works for an American newspaper.
d. He won a trip to his hometown.

7. **Read the text. Choose the correct answer.**

Martin Bacon, a 42-year-old engineer from the north-east of England, managed to break a Guiness World Record for driving the world's fastest coffee-powered vehicle, with a speed of more than 65 mph.

Bacon rebuilt his car so that it could run only on chaff pellets made from coffee production waste. The pellets are poured into a fire in the back of the car, where they are broken down into carbon monoxide and hydrogen gas. The engine has been modified so that it can run on this gas after it is cooled and filtered.

Which of these is the best title for this text?
a. Rebuilt English car produces coffee
b. Rebuilt car is the fastest in the world
c. Coffee chaff pellets reach high speed
d. Coffee-powered car breaks Guiness Record

8. **Read the text. Choose the correct answer.**

RUSSIAN HOT AIR BALLOON ADVENTURER BREAKS WORLD RECORD
Russian adventurer Fedor Konyukhov has smashed the world record for flying in a hot air balloon, non-stop around the world, on his own. His support team has said that he has now passed over the Australian town of Northam where he began his journey 11 days ago. If the record is confirmed by the World Air Sports Federation, he will have beaten the previous world record set by American adventurer Steve Fossett, by two days!

Flying at heights of up to 9,000 metres above the Earth, Fedor has had to wear an oxygen mask to help him breathe, and could only sleep for four hours a day in between checking his equipment. The specially made balloon was built in Bristol in the UK, which is famous for its annual hot air balloon festival. The 65-year old Russian adventurer will touch back down to Earth later today.

What nationality was the previous record-holder, according to the text?

a. Russian

b. Australian

c. American

d. British

9. **Read the text. Choose the correct answer.**

The Ryder Cup is a golf tournament between teams from the USA and Europe, held every two years. A rather amusing situation occurred during a practice round for the 41st Ryder Cup in 2016. Two of the best players in the world, Henrik Stenson and Rory McIlroy, were practising a 12-foot putt they kept missing. A 'putt' is a golf term used for putting the ball in the hole from a relatively short distance. After they missed the putt six times each, spectator David Johnson, from North Dakota, started to heckle the golfers, shouting that even he could make that putt. They took him at his word and promised him $100 if he could make the putt on his first try. He took the challenge and amazingly made the putt. He received a massive round of applause from the golfers and nearby spectators, and was given the money.

What is the point of this text?

a. A golf tournament was won by a fan.

b. A golfer won a bet against a golf fan.

c. A golf pro made an impossible shot.

d. A golf fan performed an incredible feat.

10. **Read the text. Choose the correct answer.**

When water runs out of the tap, it flows in a straight line into the sink. Using static electricity, it is possible to bend this stream of water.

To do this, you need to make sure that the stream of water is only a few millimeters across, and there should be no droplets. Take a balloon or comb and rub it across your hair several times. Move the item slowly and carefully toward the stream of water, being careful not to touch it. The water will be attracted to the balloon or comb, bending toward it!

What happens is that, when you rub the balloon or comb against your hair, the item picks up negatively-charged particles. This is called static electricity. Since water is neutral, having both negatively- and positively-charged particles, the stream of water bends; the positively-charged particles in the water are attracted to the negative charge of the item.

What is the experiment mainly about?

a. How water can become electrically charged,
b. How streams change direction due to rubbing.
c. How positive particles obtain their electrical charge.
d. How negatively-charged particles redirect water flow.

Read the text. Choose the correct answers.

With London becoming more and more expensive, and with accommodation prices skyrocketing, visitors to England have increasingly been turning to the North, including cities such as Liverpool, Newcastle, York, and Manchester. Whilst not as landmark-filled as the capital, these cities all have their own personalities and cultures, and no one city truly feels like any other.

Originally an industrial city, Manchester arguably now has a claim to be England's true second city (although people from Birmingham may have something to say about this!). With a wide range of concerts, sport and culture, Manchester has something for everybody. While most people will be familiar with the two hugely successful football teams in Manchester, there is in fact a wide range of other sporting activities, from the more common, such as rugby, golf and cricket, to one of the UK's largest indoor ski-slopes - not what you might expect in the rainy North of England!

Liverpool also has a surprisingly wide variety of cultural activities, having been named 'European City of Culture' in 2008. These range from concerts to art exhibitions, as well as an exciting variety of restaurants, offering food from around the world. As in Manchester, Liverpool's sporting traditions attract a large number of visitors, as do its designer shopping outlets. Be sure to visit the legendary Cavern Club, home of The Beatles' first ever concert!

For those who are more interested in history, a visit to York is a must. Boasting one of England's most well-preserved and recognisable castles, York also has a Viking past, and the Jorvik museum has many artefacts from, and a lot of information about, this bygone era. For the food and drink connoisseurs, York offers one of England's highest concentrations of pubs and restaurants and, given that York is a student city, prices are reasonable.

Newcastle is well-known for its spectacular riverside. This used to be quite run down, but in the last half century a transformation has occurred. The old buildings on the north side have been spruced up and now house many

fashionable eating places. Just a short walk over the new Millenium Bridge takes you to the famous Baltic art gallery and Sage concert hall.

Contrary to the age-old expression, it's not so grim up north!

11.Which city has attraction based on a famous band?
   a. Manchester
   b. Newcastle
   c. Liverpool
   d. York

12.Which city has restored its waterfront, according to the text?
   a. Manchester
   b. Newcastle
   c. Liverpool
   d. York

13. Which city reveals most about its past?
   a. Newcastle
   b. Manchester
   c. York
   d. Liverpool

14. Why is the North attracting visitors away from London, according to the text?
   a. It is less crowded.
   b. Your money will go further.
   c. Attractions have been updated.
   d. There are lots of sporting activities.

15. Which of the following would be the best title for this text?
   a. Northern England – a historical guide
   b. Northern England – a travel guide
   c. Northern England – a shopping guide
   d. Northern England – a sports guide

8.2 Teachers Guide/Lesson Plan Control Group

Lesson plan: Reading *Treasure Island*

Week 48 (Control group)

Competence aim: «vise tekstforståelse gjennom å lese og lytte til autentiske tekster»

Goals for the lesson: Read the text and work with the activities

Main tasks for the teacher:

- This lesson should be "traditional" in the sense where the students do not get any specific instructions on how to read or work with a text.
- The students should show text comprehension through working with activities.

Reading and working with activities

- Read the text on page 100-103
- Work with activities 56, 57, 70
- If you finish early do activities 62, 63

Note: There will be fewer directions for the teacher, because the lesson should be conducted in the same way the teacher usually would lead a lesson of reading.

8.3 *Treasure Island* and tasks in *Enter 8*

Treasure Island

Characters:

Jim Hawkins: a cabin boy who wants to hunt for treasure at sea. He is the person telling the story.

Captain Smolett: the captain of the *Hispaniola*, the ship that Jim is on.

Long John Silver: the ship's cook. Secretly a cruel pirate.

Dr Livesey: a doctor who is on the ship with Jim.

Captain Flint: a dead pirate captain who buried treasure on the island. He made a map showing where the treasure is buried.

Ben Gunn: a pirate left on Treasure Island many years ago by Captain Flint.

The pirates: some of the sailors decide to join Long John Silver and become pirates.

Jim Hawkins found a treasure map belonging to the notorious pirate Captain Flint. Jim set sail on the *Hispaniola* with Captain Smollett to find the treasure. The ship's cook, Long John Silver, planned to double-cross them. Read Jim's story of what happened when he and the crew arrived on Treasure Island.

Adapted from *Treasure Island* by Robert Louis Stevenson

Treasure Island looked like a gloomy, forbidding place. The lower parts were wooded, with rocky peaks above the trees. Even in the sunshine, with birds singing above, I hated the thought of it. We were anchored in an inlet where the trees came down to the water. The air was hot and still, and the men were restless.

Captain Smollett gave leave for the men to go ashore, which raised their spirits. I believe the silly fellows thought they would break their shins over treasure as soon as they landed. Long John Silver was in charge of the two boats taking the thirteen men ashore. I knew I should not be needed on board so I decided to go ashore too.

I ran up the beach into the woods, glad to be free and alone. I sat quietly hidden in the bushes. Hearing voices, I moved nearer to catch the words. I could see and hear Long John Silver bullying a sailor to join him and the

treasure – skatt
island – øy
cabin boy – matros
cruel – grusom
notorious – beryktede
to double-cross – å lure
crew – mannskap
gloomy – dystert
forbidding – ugjestmildt
wooded – dekket av skog
rocky peaks – fjelltopper
anchored – ankret
inlet – bukt
restless – urolige
gave leave – ga lov til
go ashore – gå i land
raised their spirits
– bedret humøret
break their shins over treasure
– snuble over skatten
was in charge of
– hadde ansvar for
to catch the words
– å få med meg det som ble sagt
bullying – her: tvang

The notorious pirate, Long John Silver.

Babbling in a high, squeaky voice, he told me he was rich. Sometimes he spoke sense, and sometimes his words had no meaning. I felt he might be crazy after being alone for so long. He said that he'd been on Captain Flint's pirate ship and that three years before he had come back with some seamen to look for Flint's treasure. When they could not find it the sailors went off, leaving him alone on the island. When he'd seen our ship he'd thought that Flint had returned.

I told him Flint was dead, but that some of Flint's old shipmates were among our crew. When I spoke of Silver, his face filled with terror. I told him we should have to fight the pirates, and he promised to help us if we would take him back home with us.

Why do you think Ben Gunn said he was rich?

squeaky voice – pipete stemme
seamen – sjømenn
filled with terror – fylt av skrekk

Our talk was interrupted by gunfire, and we ran towards the sound. Among the trees we came upon a high wooden fence that ran around a cleared space in the forest. I saw the Union Jack flying from a log house in the clearing. I knew that my friends must have left the ship and were defending themselves in the log house. The battle with the pirates had begun! The Hispaniola lay in the inlet with the Jolly Roger at her mast. On the beach a group of drunken sailors lolled in the sand.

I parted from Ben Gunn and climbed the stockade to join my friends in the log house. They were delighted to see me, for they had feared for my safety. Dr Livesey told me what had happened after I left the ship. The captain had decided that the time had come to fight the pirates. From Flint's treasure chart he knew about the log house. Dr Livesey and one of our men had rowed ashore to find it. There was a freshwater spring by the house, and the high fence made it a good place to defend. They had then returned to the Hispaniola to collect the rest of the faithful crew. They had loaded a small boat with food and ammunition and made a dash for the shore.

Captain Smollett, Dr Livesey and the loyal sailors were now on the island, in the log cabin. They were fighting against Long John Silver's pirates.

There was a small group of pirates still on board the ship. When they saw what was happening, they had opened fire on the little boat, and it had sunk in shallow water. The squire's party had waded ashore, but lost half the stores and gunpowder. The doctor was sure the pirates would soon give up the fight. He said they would get ill from too much rum, and with disease from their swampy campsite.

I told my friends what happened to me, and of my meeting with Ben Gunn. Dr Livesey wanted to know all about him, for we clearly needed help. The leaders of our party were at their wits' end. We had little food, and the pirates could soon starve us out. I was worn out at the end of a hard day, and soon fell asleep.

Did you know?

Robert Louis Stevenson (1850–1894) is one of Britain's most well-known authors. His most famous books are *Treasure Island*, *Kidnapped* and *The Strange Case of Dr Jekyll and Mr Hyde*.

fence – gjerde
Union Jack – det britiske flagget
log house – tømmerhus
Jolly Roger – piratflagg
lolled – (lå henslengt
stockade – palisade, pæleverk
chart – kart
rowed ashore – rodde i land
freshwater spring – ferskvannskilde
faithful – trofaste
ammunition – ammunisjon (kuler, patroner)
made a dash – løp
opened fire – åpnet ild
shallow water – grunt vann
waded ashore – vadet i land
the stores – lageret
swampy – myrete
campsite – leirplass
at their wits' end – oppgitt
starve us out – sulte oss ut
worn out – utslitt
well-known – kjente

TREASURE ISLAND

A Scale of 3 English Miles

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56 **Reading to understand.**

a What was the weather like?

b Who was in charge of the two boats?

c What happened to the sailor who refused to join the pirates?

d Why did Jim run away?

e How long had Ben Gunn been on the island?

f What are the "Union Jack" and the "Jolly Roger"?

g What did the pirates do when they saw the small boat?

h Why did the doctor think the pirates would soon give up?

i Do you think the doctor was right? Why, or why not?

57 **Question words.** Write more 'reading to understand' questions. Use these question words: why, when, who, how and what. [B5 28]

58 **Speaking.** Dr Livesey wanted to know all about Ben Gunn.

a Scan through the story and find all the information about Ben Gunn.

b Work with a classmate. One of you is Jim and the other is Dr Livesey. Have the conversation where Jim talks about Ben Gunn and Dr Livesey asks questions. Remember to vary the question words that you use.

59 **Drawing.** Design the book cover for Treasure Island. Remember that there is a front cover, which should have a picture of something you have read about in the story, and a back cover, which should have a blurb, a short text about the content of the book.

60 **Writing.** Write your own pirate story. You can decide whether you are going to be the hero of the story, a dangerous pirate, the captain of a ship or someone else. Make sure to use paragraphs and to give the story a title. [B5 84]

61 **Vocabulary.** Many of the words in the margin are phrases rather than words. For example "was in charge".

a Pick five phrases from the margin.

b Write a definition in English for each of the phrases.

c Explain what your phrases mean to a classmate.

62 **Descriptions.** Read through the story. [B5 90]

a Find words and sentences that describe Long John Silver.

b Find words and sentences that describe Ben Gunn, the ragged creature that Jim met.

c Jim is not described in detail in the text. Can you read between the lines? What do you know about Jim, just from reading the text? Write a description.

d Give examples of words and phrases that make a description interesting to read.

63 **Pronunciation.** Find five words in the story that may be difficult to pronounce. [B5 93]

a Listen to the way the words are pronounced using an online dictionary.

b Practise saying the words aloud.

c Teach a classmate how to pronounce the words.

Move on

74 Writing. The BBC is going to make a TV programme about the most important person in British history. Write a formal e-mail and argue for the person who you think should be featured in the programme. Give reasons.

75 Writing. You are a filmmaker who needs money to make a new film about an event in British history. Write a short description of your film for a businessman who might pay for the film to be made.

76 Writing. Write the introduction to a history book for children. You are going to write about a king or queen in British history.

77 Writing. You are visiting a city in Britain. Write a postcard to a friend telling them where you are and what you are experiencing.

78 Writing. Choose a place or a tourist attraction in Britain. Find some information and write a song or a poem about the place you have chosen.

79 Speaking. You want to travel to Britain in the holidays and would like your friend to go with you. Act out a telephone conversation where you try to convince him or her to join you. You could suggest visiting some of the places you have learned about in the chapter.

80 Speaking. Make a mini-talk about a famous British person.

81 Digital skills. Use the Internet to find out what is happening in the news in Britain.
a Choose one story, take notes and then tell a classmate about it.
b Tell your classmate where you found the information.

I am able to ...

A

Learning objectives	A bit	Quite well	Very well
... place at least five cities on a map of Britain.			
... explain why Britain is a multicultural society.			
... list and describe typical British food and drink.			
... identify regular and irregular verbs in the past simple.			
... explain how to form the past simple of regular verbs.			
... use verbs in the past simple in a text.			
... pronounce /v/, /w/, /ʃ/ and /z/ more precisely.			

B
- Pick three tasks that you have worked well with.
- Choose one of these tasks and write a paragraph which describes what was good about your work.

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64 Questions. How many questions can you answer without looking?
a What are the names of the countries in Britain?
b What are the capitals of the countries in Britain?
c Place five cities on a map of Britain.
d Jim Hawkins is visiting an island. What is the story called?
e Which country left the Empire in 1947?
f Describe two items of food and drink that are typically British.
g Why is Britain a multicultural society?
h What is the name of London's most famous shopping street?

65 Writing. Look back at your list of "I would like to know" from the first page of the chapter.
a Did you find out what you wanted to know?
b Is there something from your list you did not learn in the chapter? Find this information on the Internet.

66 Writing. How many famous people from British history can you think of?
a Write a list.
b Compare your list with a classmate's list. Have you got the same names?
c Now list the five you think are the most important people in British history, and give your reasons why.

67 Speaking. Explain these words in English to a classmate, without using the word: Britain, British, multicultural society, capital, to rule.

68 Digital skills. Here are some of the countries that have belonged to the British Empire: Canada, Australia, Malta, India, New Zealand, Nigeria, Egypt.
a Use a map or the Internet to find each country.
b Find and write down the capital of each country.
c In which of the countries is English the first language?

69 Word classes. These words are all from the chapter: long, small, city, football, speak, point, big, powerful, win, chime, solve, thick, simple, black, believe, odd
a Sort the words into verbs, nouns and adjectives.
b Add two more words to each word class.

70 Verbs. Read the first two paragraphs of Treasure Island.
a Find all the verbs in the past simple.
b Sort them into regular and irregular verbs.

71 Question words. You are going to interview a well-known person from Britain. Choose that person and then write ten questions that you would like to ask them.

72 Question words. Make a quiz about Britain using a variety of questions words.

73 Pronunciation. Practise pronouncing v, w and z. Now try these tongue twisters:
Whose verse is worse, Wendy's verse or William's verse?
Vikings wearing vests and wellies visit Wales.
Close your eyes. The ice is very close.

8.4 Teacher's Guide/Lesson Plan Experiment Group
Lesson plan: Strategic Reading and *Treasure Island*

Week 47 (Experiment group)

Competence aim: «vise tekstforståelse gjennom å lese og lytte til autentiske tekster»

Goals for the lesson: Follow the instructions for reading with a strategy, read the text, work with the text

Main tasks for teacher:

- instruct students in how to use strategies
- encourage students to reflect and discuss

Before reading (together as a class):

Using prior knowledge:

- Start with the title: what does it mean? (what is an Island? What is a treasure?)
    o Treasure – gold, silver, objects with high value
    o Island – land mass at sea
- What does the title say about the story? Or about the setting?
    o Sea voyage, travel, warm climate, high seas, storm, dangerous pirates etc.
Predicting:

- Character list – look at it and then look at the pictures. Can you say anything about who is who?
- With the title, the characters and the pictures in mind, what do you think the story will be about? What do you think will happen to the characters?

During reading:

- Encourage students to take notes of important events or problems that the characters face. Also make notes of what they do not understand.

After reading:

Story maps (Show the story map on the board, and show where and what they should fill in):

- Fill out the story map for *Treasure Island.*
    - o Setting: when and where (this can change)
    - o Characters: the people or animals, include the main character
    - o Plot/problem: the story line, one or more problems/conflicts the main character has to address and resolve
    - o Important events: what happens when the main character has to solve problems/conflicts?
    - o Outcome: what is the ending like? Does the main character succeed in resolving the problems?
    - o Theme: the overriding lesson or main idea of the story

Summary together:

- Activity 56: teacher asks the questions, and the students discuss with their partner, and then discuss together as a class.
- Go through the story map, what are the main points? (discuss with partner, then together as class)
- Reflection: What are the themes in this story? What does it mean? (discuss this together as a class)

8.5 Immediate and Delayed Post-test

Reading Comprehension Test: *Treasure Island*

Denne testen skal måle hvor mye du har forstått av teksten *Treasure Island.* Les spørsmålet og svar med **kun en ring** rundt det riktige svaret, ikke skriv svar under eller ved siden av. Det eneste som skal stå på arket er ditt kodenavn og ringer rundt de svarene du syns er riktig.

Eksempel:

1. Treasure Island is a story about

   a. a holiday trip to Barbados

   (b.) sailors on their way to Treasure Island.

   c. an island with treasures as far as the eye can see.

1. **Treasure Island looked like…**
      a. a gloomy, forbidding place.
      b. a dark, scary place.
      c. a bright, inviting place.

2. **The pirates opened fire on the little boat, but…**
      a. the men waded ashore and were sure the pirates would soon give up the fight.
      b. the doctor was sure the pirates would starve on the ship because they had taken all the supplies.

c. the pirates were ill from drinking too much rum and had to sleep for a while.

3. **The conversation between Ben Gunn and Jim was interrupted …**
    a. because they heard gunfire and the battle with the sailors had begun.
    b. because they heard gunfire and the battle for the treasure had begun.
    c. because they heard gunfire and the battle with the pirates had begun.

4. **What does it mean when Jim sees the Jolly Roger?**
    a. That pirates had claimed the ship and were fighting with the sailors.
    b. That a pirate was wearing a red coat and was singing a happy tune.
    c. That Jim's friends were on the ship and getting ready to fight the pirates.

5. **Jim Hawkins hated the thought of Treasure Island, …**
    a. because of the rainy weather.
    b. even though there was sunshine.
    c. because it was hot and still.

6. **After Jim witnessed the murder of a sailor, he …**
    a. got angry and wanted to confront the pirate.
    b. feared for his life and ran away.

c. pulled himself together and ran to the ship.

7. **When he saw the ship, Ben Gunn thought…**
   a. someone was coming to steal Captain Flint's treasure.
   b. Captain Flint and his crew had come back for the treasure.
   c. Captain Flint and his crew had come back for him.

8. **While Jim Hawkins sat hidden in the bushes, he heard and saw…**
   a. Long John Silver on the beach he had just ran up.
   b. Long John Silver bullying an angry pirate.
   c. Long John Silver plunge a dagger into a sailor.

9. **The captain had decided that they had to fight the pirates.**
   a. Dr. Livesey and the loyal crew hurried to the shore in a small boat loaded with food and ammunition.
   b. He then made Dr. Livesey row to the island to find Jim.
   c. He saw on the map that the log house had fresh water and a high fence that made it a good place to defend.

10. **Dr. Livesey wanted to know everything about Ben Gunn because…**
    a. he was a pirate that knew where the treasure was. He could be able to help them find it.
    b. Jim had told everything that had happened to him and Dr. Livesey was sure Ben Gunn was crazy.
    c. he knew who Long John Silver was and the leaders were at their wits end.

11. The men's spirit was raised when…

    a. Captain Smollett said they will break their shins over treasures.

    b. Captain Smollett gave leave for the men to go ashore.

    c. Captain Smollett said that he could see the Island.

12. Ben Gunn was babbling in a squeaky voice and said he was rich.

    a. Jim thought he was crazy because he had been alone for so long.

    b. Jim thought he was crazy because he could not see any treasures.

    c. Jim thought he was crazy because he was wearing old and ripped clothes.

13. … was in charge of the two boats taking the thirteen men ashore.

    a. Jim Hawkins

    b. Captain Smollett

    c. Long John Silver

14. Jim's eye was caught by a movement, and the creature he saw was …

    a. dressed as a pirate, and he looked old and confused.

    b. dressed in ragged clothes and he had green eyes.

    c. dressed in patchwork clothes and goat skins.

15. Why did Ben Gunn say he was rich?

a. after the pirates had left him on the island, they had come back to help him find the treasure.
b. after the sailors left because they could not find the treasure, he had found the treasure on his own.
c. after the sailors left the island, pirates had taken him prisoner and made him find the treasure.

8.6 SORS Translated

Undersøkelse: Lesestrategier

Hensikten med denne undersøkelsen er å få informasjon om de ulike teknikkene du bruker når du **leser på engelsk i skolesammenhenger** (f.eks. hjemmelekser, tekstbøker, noveller, faktatekster osv.).

Alle punktene nedenfor henviser til din **lesing av skole-relatert materiell** (som tekstbøker, ikke materiell du ville lest på fritiden).

Hver påstand følges av fem tall, 1,2,3,4,5 og hvert tall har denne betydningen:

1 – betyr at «jeg **aldri eller nesten aldri** gjør dette».

2 – betyr at «jeg gjør dette **nå og da/av og til**».

3 – betyr at «jeg gjør dette **noen ganger**». (Omtrent 50% av tiden)

4 – betyr at «jeg **som oftest** gjør dette».

5 – betyr at «jeg **alltid eller nesten alltid** gjør dette».

Etter at du har lest påstanden, sett ring rundt det tallet (1,2,3,4 eller 5) som du syns er mest riktig for deg. **Merk at det er ingen riktige eller gale svar til noen av disse påstandene.**

Kategori		Påstand	Aldri				Alltid
Glob.	1	Jeg leser med en bevisst hensikt.	1	2	3	4	5
Sup.	2	Jeg tar notater samtidig som jeg leser som hjelper meg å forstå hva jeg har lest.	1	2	3	4	5
Glob	3	Jeg tenker på det kan jeg fra før som hjelper meg å forstå hva jeg leser.	1	2	3	4	5

Glob	4	Jeg ser over teksten for å få et overblikk over hva den handler om før jeg begynner å lese.	1	2	3	4	5
Sup	5	Jeg leser høyt for meg selv for å forstå hva jeg leser når en tekst er vanskelig.	1	2	3	4	5
Glob	6	Jeg tenker over om innholdet i teksten passer med leseformålet mitt.	1	2	3	4	5
Prob	7	Jeg leser sakte og nøye for å forsikre meg om at jeg forstår det jeg leser.	1	2	3	4	5
Glob	8	Jeg ser over teksten for å få oversikt over karakteristikker som lengde og organisering.	1	2	3	4	5
Prob	9	Jeg prøver å komme meg tilbake på sporet når jeg mister konsentrasjonen.	1	2	3	4	5
Sup	10	Jeg streker under eller ringer rundt informasjon i teksten for å hjelpe meg selv og huske det.	1	2	3	4	5
Prob	11	Jeg justerer lesehastigheten etter hva jeg leser.	1	2	3	4	5
Glob	12	Jeg bestemmer meg for hva jeg må lese nærmere og hva jeg kan ignorere når jeg leser.	1	2	3	4	5
Sup	13	Jeg bruker ordbok som hjelpemiddel for å forstå hva jeg leser.	1	2	3	4	5
Prob	14	Jeg følger nærmere med når teksten er vanskelig å lese.	1	2	3	4	5
Glob	15	Jeg bruker tabeller, figurer og bilder i teksten for å forstå det jeg leser bedre.	1	2	3	4	5
Prob	16	Jeg stopper fra tid til annen for å tenke over hva jeg leser.	1	2	3	4	5
Glob	17	Jeg ser på konteksten for å bedre forstå hva jeg leser.	1	2	3	4	5

Sup	18	Jeg omskriver (omformulerer ideer med egne ord) for å bedre forstå hva jeg leser.	1	2	3	4	5
Prob	19	Jeg prøver å se for meg bilder eller visualisere informasjonen for å hjelpe meg selv huske hva jeg leser.	1	2	3	4	5
Glob	20	Jeg bruker typografiske kjennetegn som **fet skrift** eller *kursiv* for å identifisere viktig informasjon.	1	2	3	4	5
Glob	21	Jeg analyserer og evaluerer informasjonen i teksten kritisk.	1	2	3	4	5
Sup	22	Jeg går fram og tilbake i teksten for å finne sammenheng mellom ideer.	1	2	3	4	5
Glob	23	Jeg sjekker forståelsen min når jeg kommer over ny informasjon.	1	2	3	4	5
Glob	24	Jeg prøver å gjette hva teksten handler om når jeg leser.	1	2	3	4	5
Prob	25	Jeg leser teksten på nytt for å øke forståelsen min når teksten er vanskelig.	1	2	3	4	5
Sup	26	Jeg stiller meg selv spørsmål som jeg vil finne svar på ved å lese teksten.	1	2	3	4	5
Glob	27	Jeg sjekker om det jeg gjettet om teksten er riktig eller galt.	1	2	3	4	5
Prob	28	Jeg gjetter betydningen av ord eller fraser jeg ikke kan når jeg leser.	1	2	3	4	5
Sup	29	Jeg oversetter fra engelsk til morsmålet mitt når jeg leser.	1	2	3	4	5
Sup	30	Jeg tenker over informasjonen på både engelsk og morsmålet mitt når jeg leser.	1	2	3	4	5

8.7 Intervention Experience Questionnaire

Undersøkelse: Undervisning om Lesestrategier

Hensikten med denne undersøkelsen er å få informasjon om din opplevelse av undervisningen om *Treasure Island* og lesing med lesestrategi.

Alle punktene nedenfor henviser til din **mening om påstandene (om din opplevelse av opplegget):**

Hver påstand følges av fem tall, 1,2,3,4,5 og hvert tall har denne betydningen:

> 1 – betyr at «jeg **er helt uenig**».

> 2 – betyr at «jeg **er litt uenig**».

> 3 – betyr at «jeg er **verken enig eller uenig**». (Nøytral)

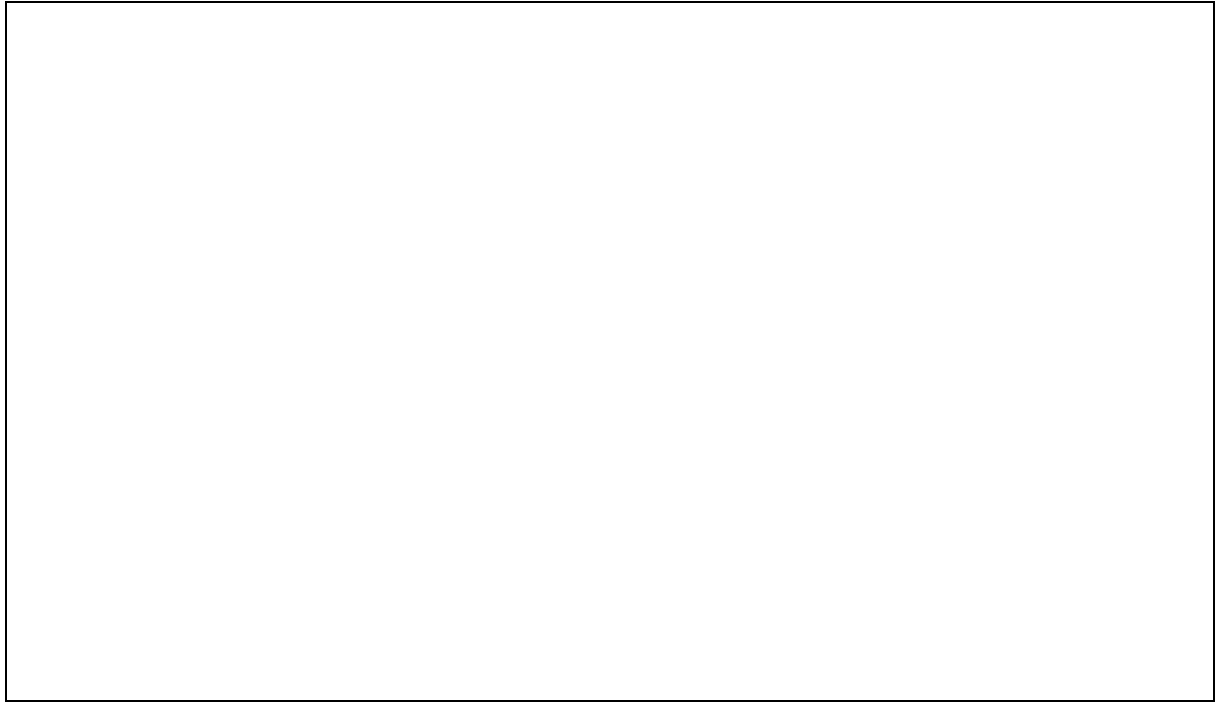> 4 – betyr at «jeg **er litt enig**».

> 5 – betyr at «jeg **er helt enig**».

Etter at du har lest påstanden, sett ring rundt det tallet (1,2,3,4 eller 5) som du syns er mest riktig for deg. **Merk at det er ingen riktige eller gale svar til noen av disse påstandene.**

	Påstand	Uenig				Enig
1	Jeg syns at jeg har lært noe av dette opplegget.	1	2	3	4	5
2	Jeg hadde lært mer av å lese teksten som jeg selv vil.	1	2	3	4	5
3	Det var lærerikt å snakke om det vi kunne fra før som klasse, før jeg begynte å lese.	1	2	3	4	5

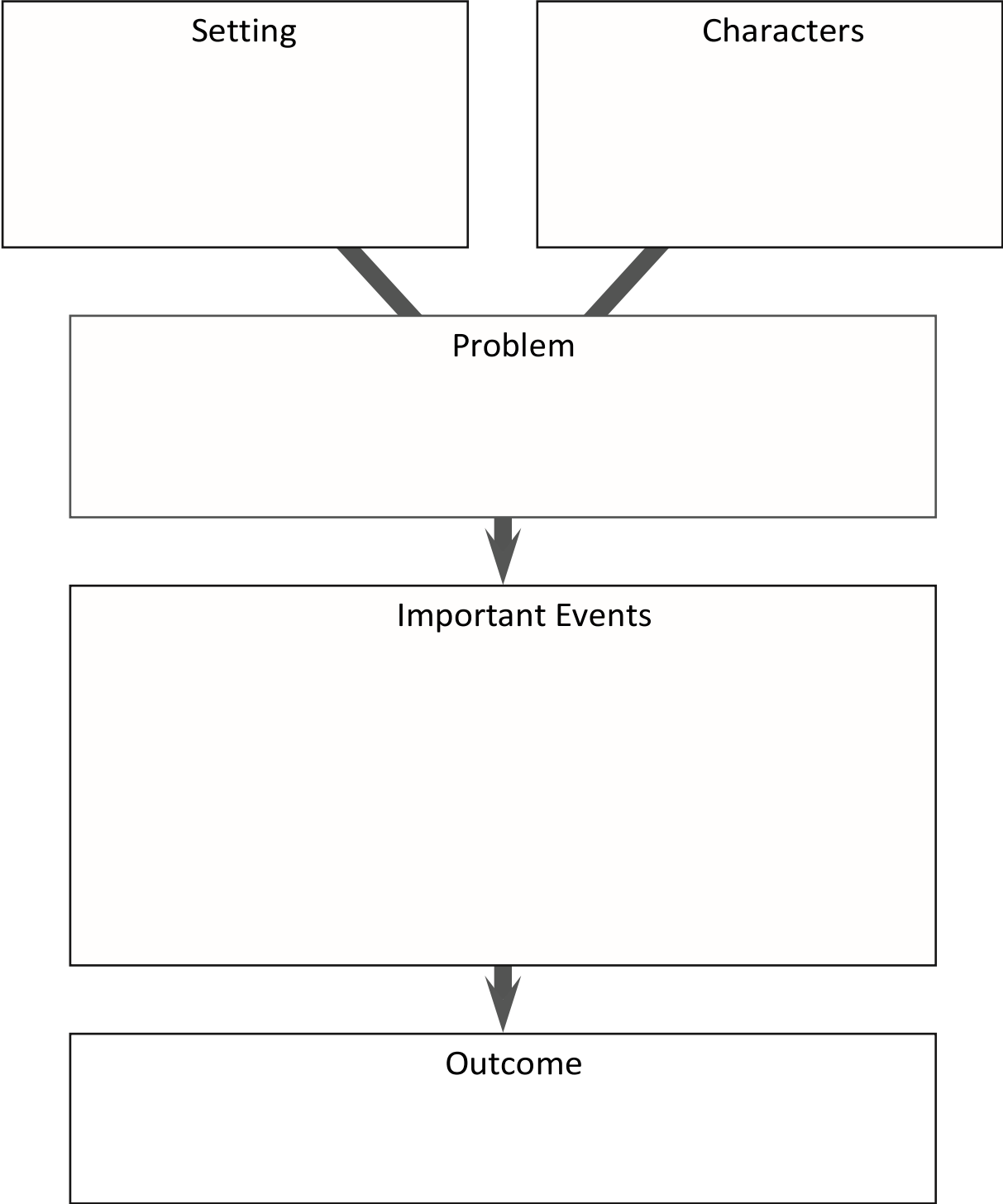| 4	Det var nyttig å snakke om hva som kom til å skje i teksten før jeg begynte å lese.	1	2	3	4	5
5	Det var nyttig å ta notater/streke under det jeg syns var viktig i teksten samtidig som jeg leste.	1	2	3	4	5
6	Jeg syns at jeg forsto mer av teksten ved å bruke lesestrategien Story Map.	1	2	3	4	5
7	Jeg syns jeg forsto mer av innholdet i teksten ved å fokusere på setting, characters, plot/problem, important events, outcome, theme.	1	2	3	4	5
8	Jeg hadde forstått mer av teksten om jeg hadde fått valgt lesestrategi selv.	1	2	3	4	5
9	Jeg syns det er best å jobbe alene når jeg jeg skal lese.	1	2	3	4	5
10	Jeg syns det er best å jobbe sammen med andre når jeg skal lese.	1	2	3	4	5
11	Jeg syns det var nyttig at læreren viste meg hvordan jeg skulle bruke Story Map.	1	2	3	4	5
12	Jeg syns det var nyttig å reflektere over teksten sammen med klassen etter at vi hadde lest.	1	2	3	4	5

Hvis du har andre kommentarer til opplegget kan du gjerne skrive det her:

Tusen takk for deltakelsen i prosjektet mitt!

8.8 Story Map

Setting	Characters

Problem

Important Events

Outcome

Theme