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NORWEGIAN ESSAYS WRITTEN BY FOUR TURKISH CHILDREN IN A  
BICULTURAL CLASS

This article was written as a contribution to the report  
A Brief survey on the bilingual education attempts for  
linguistic minority pupils in the Oslo schools in Norway  
and a restricted classroom research on the bilingual  
education of the Turkish dominant bilingual pupils in  
the Lilleborg school in Oslo by Kiamil Zihni Özerk and  
Unni Ørbeck for UNESCO 1986.

In 1982 the Oslo school board decided to establish a new model for the teaching of immigrant children in Oslo. There was general political consensus that the previous teaching models, according to which the immigrants were kept in special 'introductory classes' for intensive training in Norwegian for up to two years and then placed in ordinary classes at the local schools, was a failure, and that new models must be developed. As a result about 50 bicultural classes of firstgraders were formed for the beginning of the school year 1982/83. Each bicultural class consists of Norwegian students and one immigrant group. Ideally one half of the class consists of Norwegians and the other half are students from one other group (like Pakistanis, Moroccans, Vietnamese etc.). The class has two teachers, one Norwegian teacher and one bilingual teacher with the same mother tongue as the immigrant children. Both teachers are teachers for the entire class, but the class is split up in the training of basic language skills in their mother tongue, and the teachers work together in teaching various subjects in the curriculum.

Many arguments were presented in favour of this new model, and it seems to have been well received among both Norwegian students and parents as well as among the immigrants. Advantages for both groups are added teacher attention since there are two adults present in many situations when ordinary classes have only one. The ratio of students per teacher is also lower when each half of the class work with basic language skills like reading and writing in their mother tongue with one teacher. The immigrant children are taught in a setting where they are not a minority, and ideally have a teacher

with their own cultural background who has the same rank in the school system as the Norwegian teacher. This does not yet work the way it should since there are, in fact, differences in the opportunities for teacher training and requirements for the training of the two categories of teachers. The mother tongue teachers for immigrant children are formally called 'instructors' and do not receive full teachers' salary. Still the model seems to give a better opportunity for teaching in an atmosphere of equality and cooperation between immigrants and natives than previously used models, and the Norwegian students in the class have a unique opportunity to learn from daily contact with speakers of a different language who belong to another culture. In this paper I will analyse essays written in Norwegian by four Turkish children in one of these bicultural classes.

In January 1984 all immigrant children in Oslo in grades 2 through 9 were given the task of writing an essay in Norwegian. These essays were collected to be used as material for student projects in the newly started teacher training course at The University of Oslo for teaching Norwegian as a second language. All names of individuals and schools were removed before the material was sent to the university to make it impossible to trace the origin of the essays. Only information about age, mother tongue, country of birth, and length of stay in Norway was given for each student. Some teachers did, however, keep copies of their own students' essays. Among them was the mother tongue teacher for the Turkish-Norwegian bicultural class at Lilleborg school, and in April 1986, 2 years and 3 months later, the four Turkish students in the class who had written the assigned essay in 1984, were given the same essay writing task by their teacher once more. I will try to compare certain features of the development of each student's performance as it is demonstrated in the two essays.

In 1984 the students were given the choice between the following two essays:

- 1) Hva skal du gjøre til sommeren?  
(What are you going to do in the Summer?)
- 2) Min første skoledag.  
(My first day of school.)

All four Turkish students at Lilleborg chose the first one in 1984 and were given the same one (with no choice) in 1986.

The task of answering 'Hva skal du gjøre til sommeren?' could be interpreted in at least two different ways. Either as something like 'List the activities you are going to engage in this Summer' or 'Write a continuous text about your plans for the Summer'. It is part of the Norwegian tradition that a student given the question in no. 1 with no additional specification, is expected to write a continuous text.

In comparing the written performance of the students I would like to take the following features into account: the coherence of the texts, the syntactic repertoire, the morphology, the spelling, and the vocabulary. Many aspects of the texts, both correct ones and incorrect ones, will not be commented on. In some cases possible explanations for the mistakes will be discussed, with special focus on the amount of transfer from the mother tongue.

#### Some structural differences between Norwegian and Turkish

Turkish is a highly synthetic language, and many word forms have agglutination of strings of suffixes. Norwegian is often described as "fairly analytical" - the verb forms are only inflected for tense, not for person, aspect etc. like Turkish, and there are only few traces left of a former case system. Turkish has six cases and uses case forms to describe presence at a place and movement to and from a place. Norwegian uses prepositions for this.

Turkish does not have the same clear distinction between definite and indefinite noun forms as Norwegian where the definite nouns have a suffixed article and indefinite nouns often are preceded by an article. The differences between these categories is difficult for many Turkish students.

Turkish has much simpler syllable structure than Norwegian and has no initial consonant clusters, whereas Norwegian can have up to three initial consonants. Only Turkish has vowel harmony.

Turkish has a better correspondance between the letters

of the alphabet and the sound system than Norwegian, and Turkish students therefore often rely even more on phonology for spelling than Norwegians are taught to do. In Turkish the letter y is used for the sound most often written with j in Norwegian. The Norwegian letter y is a vowel, not a consonant as in Turkish. In Norwegian double consonants is a sign that the preceding vowel is short. Since Turkish does not indicate length this way (but does have distinctive vowel length), the problems with single/double consonants may be even greater for this group than for Norwegians.

#### Norwegian main clause word order

Norwegian main clauses have a fairly fixed order of syntactic elements, and in the presentation of the essays I will write the sentences out with these elements ordered in columns. The number of columns used in each presentation is not larger than what is necessary for that particular essay.

The columns will have fixed numbers, and the contents of each column can be described in the following way:

0. Coordinating particles and other elements that fall outside the normal sentence structure.
1. Noun phrase (subject or object) or an adverbial (typically an adverb of time and place).
2. The finite verb.
3. Noun phrase: the subject, if it is not in column 2.
4. Adverbial(s) expressing modality, frequency, or negation.
5. Non-finite parts of the verb phrase.
6. Noun phrase(s): object(s) or predicative.
7. Adverbial(s) of time, place etc.

Only columns 2 and 3 have to be filled in narrative clauses and 2 and 3 in questions. The subcategory rules connected to the verbs (like the rule that give in English, as gi in Norwegian, demand two objects, one direct and one indirect: she gave me the book) will determine other obligatory elements in well formed sentences, but two elements, subject and finite

verb, are obligatory in all complete sentences - except imperative ones that lack subject.

Adverbial subordinate clauses may be placed in columns 1 or 7, and nominal clauses can form part of the noun phrases in 1, 3 or 6 or part of the adverbial phrases of 1 and 7.

In the few cases where the students have elements that fall outside this pattern, separate unnumbered columns have been put between these. In some cases the students have written elements that should go into two different columns in one word. Such words are placed in the first of the columns in question. Not all of the sentences are easily analysed by this somewhat unsophisticated method, and in some cases alternative solutions might be just as reasonable as the one chosen. The problems are partly due to the lack of refinement in the model, partly due to the nature of the inter-language of the students. This paper has no detailed discussion of alternative ways of interpreting and analysing the texts, and the main aim of the study is only to point out some of the main features of the essays. And hopefully some of these features will be made visible through an analysis based on word order.

### Analyses of the texts

The students are named A, B, C, and D, and their essays numbered: A1, A2, B1, B2 etc.

The appendix has a triple line presentation of each text: the student's original text, the idiomatically correct Norwegian equivalent, and translation into English of the correct Norwegian version. The English translation is not grammatically and idiomatically correct - in most cases the Norwegian word order has been kept. The translation is made to serve a practical purpose: to facilitate understanding of the two Norwegian versions for speakers of English.

### Student A

Background information: Female, born in November 1973. Came to Norway 1980. Has not gone to kindergarden in Norway. Attended 'introductory class' for 1 1/2 years before beginning in first grade in the bicultural class.

## Essay A1:

0	1	2	5	6	7
1	Jeg	skal	lekeme		brøre mine.
2	Jeg	skal	besøke		til en jente som heter NN
3	Jeg	skal	leke		me hun.
4	Vi	skal	gå		på parken
5	vi	skal	lekeme		billen.
6	Bror mine	skal	svømme		
7	å	skal			på tur.
8	Jeg	skal	leke		me doke migne.
9	jeg å OO	skal	lese	bok.	
10	Vi	skal	se på	barne tv.	
11	Jeg	skal	leke		me kameratene.
12	Jeg og PP, QQ, RR	skal	leke	håpestik	
13	og		håpe	tzv.	
14	Vi	skal	lage	paradis	
15	vi	skal	håpe	paradis.	
16	kansje jeg og papa	skal	kjøper	epler, pærer, banan drue, mandaline, agurk.	
17	Vi	skal	spise	di.	
18	Noven dag	papa	kjøper	goteri.	
19	Mamma	skal	lage	kakker, boller, Brød.	
20	mama	skal	pasepå	lille bebi.	

### Coherence

This text consists of sentences that all give information relevant to the topic, but which can hardly be said to constitute a connected text despite the two coordinating conjunctions used. The repetition of one sentence pattern over and over again gives the text a quality of a list of planned activities rather than a narrative.

### Syntax

The essay contains 20 main clauses. One of the main clauses has a subordinated relative clause in column 7. The predominant syntactic pattern of the main clauses is

(coordinating conjunction) + personal subject + skal + main verb (+ object) (+adverbial).

In one of the two sets of coordinated sentences, the subject

of the second sentence is deleted (correctly). One sentence is begun by the word kanskje which has a double syntactic interpretation in Norwegian. It may be interpreted either as an adverbial or as an abbreviated sentence (det kan skje (at) - it may happen (that)) and therefore is a bit problematic to analyse. The use here is correct.

In the one sentence that has another adverbial than kanskje before the verb, the subject is placed before the verb and not after, where it should be. The structure of this sentence also differs from the rest in another way: it is the only one to have future expressed by present tense rather than by skal + infinitive, except for no. 16 which wrongly has present tense instead of infinitive after skal. Since the mistaken form of present tense for infinitive is exactly the same word form, kjøper, it is difficult to know whether the mistake should be interpreted as a wrong deletion of the auxiliary skal (with correct word order) or use of present tense with wrong word order.

The syntax of this essay can be described as simple and unelaborate.

### Morphology

The student does not seem to master the distinction between definite and indefinite forms of nouns - all forms (definite and indefinite in singular and plural) are represented, but there is no consistent or dominating pattern. In the indefinite singular forms, however, the use/non-use of articles is correct. The subject form of the personal pronouns are used also where the oblique forms are required. The verb forms have very little variation.

### Spelling

The spelling mistakes are partly of the same sorts that can be found in essays written by Norwegian students of the same age (single/double consonant: biller for biler, kakker for kaker, håpestik for hoppestrikk etc; confusion of o/å: å for og, håpe for hoppe, håpestik for hoppestrikk etc.; concatenation of verb and verbal particle: lekeme for leke med, pasepå for passe på;) partly mistakes that can be explained by transfer from Turkish (use of q as Turkish 'soft g' to indicate lengthening of the

preceding vowel, insertion of consonant between vowels to maintain cvcv... structure: noven for noen; deletion of consonant in initial cluster: håpestik for hoppestrikk (compound consisting of hoppe + strikk).

### Vocabulary

General characteristics: simple, concrete everyday words are used, and there is much repetition. The 20 sentences contain 11 different verbs, and one verb (leke) occurs 6 times.

### Essay A2:

	0	1	2	3	4	5	6	7
1		Til sommeren	skal	jeg		reise		med NN til dyrehagen.
2		Der	har	jeg		vert		før.
3		Jeg	tenker				at de dyrene har blitt større en de var før.	
4		Også	skal	jeg		operere	mandlene mine.	
5		Også	skal	jeg		besøke	den beste vennen min som heter OO.	
6		Jeg	skal			være		der en uke.
7		Jeg	lurer på				osen det skal gå der.	
8	Kanskje vi		skal			leke		med PP og QQ
9		det	vet	jeg	ikke			om.
0		Jeg	har			vert		på Ullevaall sykehuset med søsteren min
1		jeg	syns				det er gru og sa det.	
2	Men	jeg	fikk		ikke		lov å se det.	
3		De som jobber der	syns				at jeg hadde det så kjedelig	
4		Da	hentet	de			en tv og en kasset spill.	
5		Jeg	hørte		nesten bare			på kasset spille.
6		Lille søsteren min	ville			gå		hjem
7	men	jeg	ville		ikke			
8		vi	fikk				lov	og gå hjem.
9		De	sa				at jeg kunne skifte bandasjen.	
0		Så	jøre	jeg			det	ver dag hjemme.
1		Mamma	hjelpet					til og skifte bandasjen.
2		Jeg	vil		ikke	operere		
3		jeg	er				så redd.	
4		Jeg	skulle		egentlig	operere		før
5	men	jeg	ville		ikke.			
6		nå	vil	jeg		operere		
7		Når far skal reise til Tyrkia	skal	han		skjøre	arv bond	til meg.
8		Pappa	lovte				at han skal skjøre arv bond.	



## Comparative description

### Cohesion

The text falls in two parts. In each part a plan is introduced followed by an account of an episode from the past that is related to the plan. The text has many and varied cohesive markers: markers of coordination, anaphoric reference through proverbs and adverbs for time, place and activity, and anaphoric use of proverb etc. The text is more tightly knit than A1, and the second part, which is the longest, is a fairly detailed and quite vivid narrative including description of problems and feelings as well as sequenced actions.

### Syntax

This essay has a much greater variety of syntactic patterns than A1. In A1 all but one of the items in column 2 are personal subjects (one is empty and one has an adverbial + personal subject or only an adverbial, depending on the analysis, see above). When adverbials are placed in 1, the subjects are placed correctly in 3. Two different adverbials occur in column 4. Not only does the analysis of A2 need more columns, but the elements in most columns also show more variation and elaboration. The most striking feature is the appearance of subordinate clauses: one relative clause in column 1, and one in column 6, four nominal clauses in column 6, one with another subordinate clause embedded, and one temporal adverbial clause in column 7.

### Morphology

There are only four morphological errors (not counting those that may be interpreted as spelling errors like leaving out letters that are not pronounced): Ullevaall sykehuset for Ullevaal sykehus, syns for syntes, hjelpet for hjalp, and spille for spiller. In the first example the student has failed to use indefinite form in the last element of a noun phrase where the first element is a name. With the second element alone the context would require the definite form. The second mistake is failure to conjugate the verb in the past tense, and the third is conjugating of a strong verb as if it were weak. The fourth mistake is in the derived noun forms

spill and spille (for spiller and spilleren) where the derivational ending is missing or incomplete and the last form also lacks the suffixed definite article.

A2 has not only fewer mistakes, but also more morphological variation than A1, and the wider range of inflected verbs is one of the most noteworthy features.

### Spelling

All spelling mistakes are types that are also found regularly among Norwegian students: single/double consonant, o/å and concatenation of og så to også. Orthographically more complex words have been introduced and spelled correctly.

### Vocabulary

The vocabulary used consists mainly of concrete, everyday lexical items, but some is more specialised, like mandler (tonsils), skifte bandasje (change bandage), and operere (operate). All verbs in A1 denote concrete activities, but A2 also has several verbs for 'mental activities': tenker, vet, syns, lurer på.

### Student B

Background: Male, born in April 1974. Came to Norway in 1981. No kindergarden. One year of school in Turkey,  $\frac{1}{2}$  year in 'introductory class' for immigrants before entering the bicultural class.

### Essay B1:

0	1	2	5	6	7
1	Pappa	skjøpe		meg en skkel.	
2	jeg	vil	svømme		sommeren.
3	kanse	vi	spile	kanonbal.	
4	jeg	vil	leke		me NN sommer.
5	jeg	skal	søre	skkel	i søster.
6	vi	skal	reysa		til drammen i sommeren.
7	vi	skal	søre		til sverige.
8	jeg	skal	leke		me kavarat
9			leke		til drammen.
10	Pappa	sjøpe		meg en ball	
11	jeg	vil	sjøpe	13 bok	i sommeren
12	jeg	vil	lese.		
13	jeg	vil	leke		alle barn.

## Coherence

This piece of writing consists of 13 main clauses. All sentences give information about plans for the summer. The sentences can hardly be said to constitute a text - each is a unit in itself, and there are no overt cohesive markers like conjunctions, anaphoric pronouns or anaphoric adverbials.

## Syntax

The syntax used is quite simple. One sentence has no subject, all the rest have the subject in front of the finite verb, and no sentences have elements between columns 2 and 5. Two sentences have both a direct and an indirect object, but the construction with indirect object is wrong in both cases.

## Morphology

The only inflectional ending is in the word sommeren (once written correctly and once misspelled sommern), which was in the given title. There are no plural endings - in the expression 13 bok (for 13 bøker) the singular is kept after numerals like in Turkish, and in the expression leke me kamarat one cannot know whether this is intended to be singular or plural since there is no article or suffix. In two other instances an article is written, correctly, in front of a singular indefinite noun. The verb forms in sentences 1, 9, and 10 should probably be interpreted as present tense forms, but they lack the present tense suffix.

## Spelling

This student does, on the whole, seem to have fewer problems with spelling than with grammar. Some of the spelling errors are also common among Norwegian children: sjøpe for kjøpe, sommern for sommeren. Two errors are probably due to transfer from Turkish: reysa for reise and kamarat for kamerat. Turkish has no diphthongs, and the letter y is used for the sound /j/, which is a reasonable interpretation of some Norwegians' pronunciation of the last element of ei in reise. In kamarat the middle vowel has been subjected to Turkish vowel harmony.

## Vocabulary

The vocabulary used is of a very simple, concrete kind, and only 7 different verbs and 7 nouns (+ 2 place names) are used. There is much repetition of lexical items. The student has constructed the phrase søre skkel (kjøre sykkel) for bicycling (analogous to kjøre bil), and uses this instead of the correct verb sykle.

## Essay B2

0	1	2	3	5	6	7
1	Sommeren	skal	jeg	bade.		
2	Noen ganger	går	jeg			Toyenbade.
3	Jeg	skal		reise		til Danmark.
4	Der	skal	jeg	besøke	tanten og onkelen min	
5	Vi	skal		reise		med bil.
6	I Danmark	skal	jeg	gå		tivoli sammen med vennen min.
7	Sommeren	skal	jeg	gå		til Drammen.
8	der	skal	jeg	plukke	blomster.	
9	Jeg	skal		fiske.		
10	Jeg	skal		sykle.		
11	Vi	skal		reise		til Sverige også for å kjøpe noen ting.
12	Kan je	vi	skal	reise		til Tyrkia.
13	Det	er			veldig morsomt	på sommeren fordi det er varmt og fint.
14	Jeg	skal		sparke	fothbal	også.
15	Ded	syns	jeg		veldig gøy.	

## Comparative description of B2

### Coherence

The essay consists of 4 or 5 parts, and there is internal cohesion in the different parts as well as cohesive markers that link the parts together. The first two sentences are about plans for swimming, and the words bade and Toyenbade links them semantically. Sentences 3 to 6 are about a planned visit to Denmark. In sentence 3 til Danmark is in column 7 and therefore marked as new information, but in sentence 6 i Danmark is in column 1 and therefore marked as given. Sentence 4 also has anaphoric reference to Danmark by the adverbial der in column 1. This is a much more coherent text than A2, and there is considerable variation in the cohesive markers used.

### Syntax

The syntactic mastery necessary for the variation of elements in column 1 to make clear what is given and what is new, represents

a large step forward compared to the very simple syntactic patterns of text B1. In the 7 cases when adverbials are placed in column 1, the subject is correctly placed after the verb. Column 7 has two embeddings: one infinitive and one adverbial clause expressing causation. Except for 3 lacking prepositions (all in cases where Turkish would have suffixes instead), there are no syntactic errors.

### Morphology

There are no morphological mistakes. The text contains the following categories of inflected forms: present tense forms, indefinite plural nouns, definite single noun forms followed by possessive pronouns, and adverbs derived from adjectives through suffixing.

### Spelling

There are only two misspelled words: Tøyenbade for Tøyenbadet (where the unpronounced t is lacking and the first vowel is wrong), and ded for det (which is probably a slip since the same word is correct in sentence 13).

### Vocabulary

The vocabulary is concrete and simple, but still somewhat more varied than in text B1.

### Student C

Background: Female, born in November 1974. Came to Norway in 1980. Spent one year in Norwegian kindergarden before starting school.

	0	1	2	5	6	7
		Yak	skal	leke	gose og reven	
1		Yak	skal	leke	gose og reven	
2	kanse	vi	kan	rese		til turkiya.
3	Eler		skal	vi	vere	i norge
4	kanse	vi	kan	go		til busøk.
5	kanse	yak	skal	lave	burøde	
6		de	er		beste yg liker o yøre	
7		de	er		o lave berø.	
8		Yak	skal	se på	bøker	
9		Der	o yøre o site			i girese.
10		Der	ose			i baneteve
11	kanse	vi	kan	leke		
12		høyen kører	kan	vi	leke.	
13	Eise		kan	vi	lave teit	i gon
14	o				site	
15		Vi	kan	hente	mat til o sipise.	
16				lave	lekene	
17	før	der			gøy o lave lekser	
18	eier		kan	jeg	teyne kos og reven	

## Coherence

The text contains many different plant for the summer, and most of them are linked together by eller (eller = or), kanse (kanskje = maybe), or o (og = and). Most plans are described in two or three sentences, some only in one. It is difficult to judge whether the word forms der are adverbials of place and meant to give anaphoric reference or have a different function in the text, since both of the sentences where this word occurs are a bit difficult to interpret.

## Syntax

The text consists of 17 main clauses. They are all fairly short, but some are of a certain complexity: 3 (?) have a place holder, a 'preparatory subject' (de, det (and der??)) in column 1 and the real subject after the verb (placed in column 6). The coordinating conjunction eller should not cause inversion of subject and verb, but in sentences 3, 12, and 17 the subject has, mistakenly, been placed after the verb. In sentence 16 the copula is deleted, like in Turkish. The construction of sentence 9 is difficult to analyse.

## Morphology

There are many inflected forms, like plural nouns, definite singular nouns, and verbs with present tense endings. The definite/indefinite noun forms do not seem to follow rules since there is variation in the same lexical items in parallel constructions, but the other inflected forms are correct morphologically (though some are misspelled).

## Spelling

The spelling has much transfer from Turkish phonology and orthography, and there are so many mistakes in common words that it makes the reading difficult. The spelling is also very inconsistent: three different forms are used for the first person pronoun jeg: yak, yq and yey. The Turkish y is used for j, o is used for â in many words, among them the mark of infinitive â, e is used for æ in vare, and vowels are inserted into initial consonant clusters in burøde, berø, sipise, and one consonant is deleted in lekene (for leksene).

The Norwegian retroflex that is most often spelled rn, which does not exist in Turkish, is reduced to n in gon (for gården) and baneteve (for barne-tv), and the diphthong ei is rendered e or ey.

There are also other spelling mistakes, among them mistakes of kinds also made by Norwegian students, like single consonant instead of double etc.

### Vocabulary

This student is more ambitious in her attempts to communicate than the three others, and has more specialised vocabulary than we find in A1, B1 and D1, and also more varied syntax - but also a much higher proportion of formal errors.

### Essay C2

0	1	2	3	5	6	7
1	Jeg	skal	til sommer	svømme		
2	Jeg	skal		kjøre		til drame.
3	Aso	skal	jeg	spise	mye jorbeber.	
4	Når jeg reiser til Tyrkia da	skal	jeg	se	venenemine og tantene mine og onkeiene mine	
5	jeg	skal		se	bestemoren min	også.
6	Jeg	skal		spise	melon	der
7	vi	pleyer		å leke	paradis	
8	vi	pleye		å sjkle		noen ganger.
9	Jeg	skal		få	en katogen	av onkelen min
10	den	heter			fatos.	i tyrkia
11	Jeg	skal		fiske		der også
12	jeg	syntes			de er gøy å fiske der.	
13	Jeg	sal		ride		på hester
14	så	skal	jeg	gå		til dyre parken
15	og	se			løve ørn også mage andre dyr.	

### Comparative description of C2

#### Coherence

The text contains 4 differnt parts: each of the first three sentences states one planned activity (swimming, driving to Drammen, and eating strawberries) and the 11 last sentences are all about plans for the visit to her family in Turkey and

a description of what she normally does on such family visits. There are various cohesive markers like anaphoric pronouns, anaphoric adverbs of place (der), markers of addition (også), and a marker of sequencing (så). Text C1 was, despite its messy orthography and sometimes impenetrable constructions, probably equally rich in cohesive markers, and in some ways more imaginative in content. The improved spelling makes C2 more easily readable, and it may therefore give impression of being more coherent, but a comparison of corrected versions of the text shows that that may not be the case, and the use of cohesive markers does not seem more advanced in this text than in C1.

### Syntax

In this text the student has mastered the rule that requires the subject to be placed in column 3 if column 1 is occupied by another element, but otherwise the degree of syntactic complexity seems to be much the same in C1 and C2. There is only one syntactic mistake: the phrase til sommeren belongs in either column 1 or column 7, not between 2 and 3.

### Morphology

The only clear morphological mistake is the lack of present tense ending in pleye (for pleier) in sentence 8. The text contains several inflected forms of the following kinds: verbs in present tense, singular and plural definite nouns, plural indefinite nouns, and first person possessive pronouns. Some of the most important inflectional morphology now seems to be mastered.

### Spelling

The most remarkable difference between C1 and C2 is the great improvement in spelling. Practically all the high frequency function words are spelled correctly in C2, and this adds very much to the readability. C1 has a great number of spelling errors caused by transfer from Turkish. C2 also has some, like pleye (for pleie) and sal (for skal), concatenation of noun and possessive pronoun (venenemine for vennene mine), but they are relatively few, and no longer a dominant feature of the text.



## Vocabulary

The vocabulary in C2 seems to be of the same degree of complexity and variation as that of C1.

### Student D

Background information: Male, born in December 1975. Came to Norway in 1981. No previous kindergarden or school.

#### Essay D1:

	0	1	2	5	6	7
1		jeg	skal	go		po skji
2	og	jeg	skal	go		po skjøyler
3		jeg	skal	svømme		
4	og	jeg	skal	leke		me bror min
5		jeg	skal	lage	snø man	
6		jeg	skal	leke		me den snøm
7		jeg	skal	fo	ny sko	av far min
8		jeg	skal	fo	ny lye	
9		je	skal	leke		me NN i jorsovparken
10		jeg	skal	leke		me OO
11		jeg	skal	leke		me PP
12	og	jeg	skal	leke		me QQ
13	Og	jeg	skal	leke		me RR
14		Vi	skal	leke	har	
15		jeg	skal	leke		me SS
16	Og	jeg	skal	lek		m TT
17		jeg	skal	go		po tøyenbade
18	Og	jeg	skal	svømme		dr
19		jeg	skal	leke		snøbal lilebror min
20		jeg	skal	leke		me UU
21	og	jeg	skal	leke		me

#### Coherence

This piece of writing can hardly be called a coherent text. It consists of a list of sentences about activities, but some of these fall outside the assignment: the mention of skiing and skating in the first sentences are not reasonable answers to the question about summer plans. Sentences that are semantically connected (like the sentence about going swimming and the sentence about going to the swimming hall Tøyenbadet) are separated. The use of the sentence coordinator og 7 times

does not add much to the reader's feeling of coherence since the content of the sentences are so much like items on a list. 12 sentences have the elements jeg skal leke. This repeated pattern makes the writing resemble a pattern drill more than a connected text.

### Syntax

Only main clauses of one of the following patterns are found:

(og) jeg skal VERB DIRECT OBJECT

(og) jeg skal VERB ADVERBIAL

### Morphology

The sentences have a high proportion of invariable word forms like names and infinitives. There is only one finite verb form: the auxiliary skal. The few nouns have the following features: the nouns in front of possessive pronouns are indefinite (but should have been definite), the last part of a fully compounded noun phrase containing a name in the first element has, correctly, been given the definite suffix, and the only example of a simple definite form has an article in front rather than the obligatory suffix. In one (two?) sentence(s?) a preposition is lacking.

### Spelling

There is a fairly high proportion of spelling errors. Most of these are mistakes also found among Norwegians, but one (lye for lue) may be caused by transfer from Turkish phonology. The consistent use of o for å may be explained either as an interlingual or an intralingual error - in Turkish the sound /o/ is spelled with o, and in Norwegian the letters o and å are both used for this sound.

### Vocabulary

The vocabulary in D1 is very limited and highly repetitious.

## Essay D2

1	2	3	4	5	6	7
Jeg	skal			kansje		til Tøjenbade
der	skal	jeg		svømme		
jeg	kan			se	en av	der
	kan	vi		venneminne		sammen
Jeg og NN	skal			kansje	svømme	åm kamp
dær fra	ska	vi				hjem og spise
dagen etter	skal	kansje	jeg, OO og PP	spille	fotbal	
den såm vil	kan			komme		
mor	skal			komme		
	se på				ås	når vi spiller
Etter at vi har	sal	vi		spise		fåtbal
spilt fotbal						i parken
Jeg	gleder				meg	til å spise
Det	gjør	sikkert	mor	også		i parken
Far	ska			filme	åss	
Det	blir				moro	
dær	skal	vi		koseåss		me kola, potetgull
						og peanøtter
Mor	blir				veldig glad	da
Hun	blir			ikke	så veldig	
					glad	
hun	liker			ikke	slikkeri	
hun	blir				glad	likevel
jeg	blir				glad	
jeg	liker				slikkeri	
Det	gjør	vert fal	lilebroren min QQ			
Han	kommer til			å bli	veldig glad	
Ded	blir				veldig fint	for åss
					daq	

## Comparative description of D2

### Coherence

There are two plans accounted for: the first three sentences are about going swimming, and here the second and third are linked to the first by an anaphoric adverbial of place. The second plan is about playing football and eating in the park the day after the swimming. This part of the text includes both an account of events and a discussion of the feelings of different family members about eating sweets. There is some illogical repetition, but on the whole the text is reasonable coherent and there are many markers of cohesion: anaphoric pronouns, adverbials of time and place, coordinators indicating addition,

causation and contrast, and even fronted objects to indicate what is topic and what is comment in the information structure of the text. This is a remarkably more coherent text than D1, and the cohesive markers are many and varied.

### Syntax

In this essay the syntax is also very much more varied than in D1, and in the last part of this essay the syntactic patterns seem less repetitive than the content, which is not often the case in interlanguage material. Column 1 has a variety of items: pronouns as subjects and objects, adverbials of place and even one temporal adverbial subordinate clause and a pronoun with an embedded relative clause. Columns 2 and 5 show use of both simple and composite verb tenses as well as two reflexive verbs. There is variation of adverbs in column 4, and both predicatives and objects in column 6. Column 7 is also quite varied: adverbials of time (adverbs and a subordinate clause), place and modality.

The adverbs between columns 2 and 3 are placed correctly although their placement is not accounted for in the rather simple analytical model.

### Morphology

There are no errors in the inflectional system, and a variety of forms are used: definite and indefinite forms both in singular and plural, future, present, and perfect tenses, and the oblique form of the personal pronoun in the first person plural.

### Spelling

There are few spelling errors that are not common also among Norwegian students. But the tendency to concatenate content words with the following function words (vennenemine for vennene nine, koseåss for kose oss) seems to be more frequent in writing by Turkish students, probably because their mother tongue has so much suffixing. There is a good deal of variation in the spelling: fotbal and fåtbal, glad and glag, det and ded, sal and skai etc.

## Vocabulary

The vocabulary is concrete and simple and also fairly repetitive. The lexical repertoire exposed seems less advanced than the syntactic.

## Concluding remarks

The brief analysis of these eight essays shows that the four Turkish students have all made considerable progress in their writing skills in Norwegian as a second language. For students A, B, and D the most striking feature seems to be the development in coherence and syntactic complexity. For student C, who was more daring in syntactic structures from the beginning, but also had more sentences that were hard to interpret, the most striking development seems to be in the spelling.

It is to be expected that students make progress from second to fourth grade, and most Norwegian students certainly do. There has, however, been expressed much uncertainty about the linguistic progress of the immigrant children. Two short essays from each student is, of course, not enough material to make reliable judgements about their mastery of written material, and how the progress of these four students would compare to the average progress in writing skills among Norwegian students from grades 2 to 4, is a question that is difficult, if not impossible, to answer. Any reliable judgement would require a proper basis of comparison and research on a much broader scale.

Yet, in order to get at least an indication of how the progress shown in the essays might compare to what is generally considered normal progress among Norwegian children from 2nd to 4th grade, a group of about 15 experienced teachers of Norwegian as a mother tongue were asked to give an informal evaluation of the amount of progress for these students based on the essays. There was general agreement that the progress in coherence, complexity and degree of correctness for all four students seemed to be "within normal range of development" for Norwegian mother tongue students.

It is also worth mentioning that the proportion of mistakes caused by transfer from Turkish has decreased from the first to the second essay for all students.

\* \* \* \* \*

## APPENDIX

All the 8 essays are written in triple lines. The first line contains the original text, the second a correct Norwegian version, and the third a word by word translation of the second into English.

I have underlined the passages that I have not been able to interpret. Here the second line is constructed tentatively word by word, and the translation may not make sense.

### ESSAY A1

Jeg skal lekeme bror mine. Jeg skal besøke til en jente som  
Jeg skal leke med broren min. Jeg skal besøke en jente som  
I shall play with brother my. I shall visit a girl who

heter NN Jeg skal leke me hun. Vi skal gå på parken  
heter NN. Jeg skal leke med henne. Vi skal gå i parken.  
is called NN. I shall play with her. We shall go to the park.

vi skal lekeme biler. Bror mine skal svømme å vi skal på  
Vi skal leke med biler. Broren min skal svømme, og vi skal på  
We shall play with cars. Brother my shall swim, and we shall on

tur. Jeg skal leke me doke migne. jeg å OO skal lese bok.  
tur. Jeg skal leke med dokken(e) min(e). Jeg og OO skal lese bok.  
trip. I shall play with doll(s) my. I and OO shall read book.

Vi skal se på barne tv. Jeg skal leke me kameratene.  
Vi skal se på barne-TV. Jeg skal leke med kameratene.  
We shall look at children's TV. I shall play with the friends.

Jeg og PP, QQ, RR skal leke håpestik og håpe tæv. Vi  
Jeg og PP, QQ og RR skal hoppe strikk og hoppe tau. Vi  
I and PP, QQ, and RR shall play 'elastic rope' and jump rope. We

skal lage paradís vi skal håpe paradís. kanskje jeg og papa  
skal lage paradís. Vi skal hoppe paradís. Kanskje jeg og pappa  
shall make hopscotch. Vi shall jump hopscotch. Maybe I and dad

skal kjøper epler, pærer, banan, drue, mandaline,  
skal kjøpe epler, pærer, bananer, druer, mandariner og  
shall buy apples, pears, bananas, grapes, mandarine oranges, and

agurk. Vi skal spise di. Noen dag papa kjøper goteri.  
agurker. Vi skal spise dem. Noen dager kjøper pappa gotteri.  
cucumbers. We shall eat them. Some days buys dad sweets.

Mama skal lage kakker, boller, brød, mama skal pasepå  
Mamma skal lage kaker, boller, brød. Mamma skal passe på  
Mom shall make cakes, buns, bread. Mom shall look after

lille bebi.  
den lille babyen.  
the little baby.

## ESSAY A2

Til sommeren skal jeg reise med NN til dyrehagen. Der har jeg  
Til sommeren skal jeg reise med NN til dyrehagen. Der har jeg  
In the Summer shall I go with NN to the zoo. There have I

vært før. Jeg tenker at de dyrene har blitt store en  
vært før. Jeg tenker/tror at de dyrene har blitt større enn  
been before. I think that those animals have become bigger than

de var før. Også skal jeg operere mandlene mine. Også  
de var før. Og så skal jeg operere mandlene mine. Og så  
they were before. And then shall I operate tonsils my. And then

skal jeg besøke den beste vennen min som heter QQ. Jeg skal  
skal jeg besøke den beste vennen min, som heter QQ. Jeg skal  
shall I visit the best friend my, who is called QQ. I shall

være der en uke. Jeg lurer på osen det skal gå der. Kanskje  
være der en uke. Jeg lurer på åssen det skal gå der. Kanskje  
be there one week. I wonder about how it shall go there. Maybe

vi skal leke med PP og QQ det vet jeg ikke om. Jeg har vært  
vi skal leke med PP og QQ. Det vet jeg ikke. Jeg har vært  
we shall play with PP and QQ. That know I not. I have been

på Ullevaall sykehuset med søsteren min jeg syns det er gru  
på Ullevaal sykehus med søsteren min. Jeg synes det er grusomt  
at Ullevaal hospital with sister my. I think it is terrible

og se det. Men jeg fikk ikke lov å se det.  
å se det. Men jeg fikk ikke lov å se det.  
to see it. But I got not permission to see it.

De som jobber der syns at jeg hadde det så  
De som jobber der, syntes at jeg hadde det så  
Those who work there thought that I had it so

<jedelig. Da hentet de en tv og en kasset spill.  
kjedelig. Da hentet de en TV og en kassettspiller.  
boring. Then fetched they a TV and a cassette player.

Jeg hørte nesten bare på kasset spille.  
Jeg hørte nesten bare på kassettspilleren.  
I listened almost only to the cassette player.

Lille søsteren min ville gå hjem men jeg ville ikke. Vi fikk  
Lillesøsteren min ville gå hjem, men jeg ville ikke. Vi fikk  
Little sister my wanted to go home, but I would not. We got

lov og gå hjem. De sa at jeg kunne skifte bandasjen.  
lov å gå hjem. Da sa at jeg kunne skifte bandasjen.  
permission to go home. They said that I could change the bandage.

Så jore jeg det ver dag hjenne. Mamma hjelper meg til og skifte  
Så gjorde jeg det hver dag hjemme. Mamma hjalp meg til å skifte  
Then did I that every day at home. Mom helped me to to change

bandasjen. Jeg vil ikke operere jeg er så redd. Jeg skulle  
bandasjen. Jeg vil ikke opereres. Jeg er så redd. Jeg skulle  
the bandage. I want not be operated. I am so afraid. I should

egentlig operere før men jeg ville ikke. nå vil jeg  
egentlig opereres før, men jeg ville ikke. Nå vil jeg  
really be operated earlier, but I would not. Now will I

operere. Når far skal reise til Tyrkia skal han skjøpe  
opereres. Når far skal reise til Tyrkia, skal han kjøpe  
be operated. When father shall go to Turkey, shall he buy

arm bond til meg. Pappa lovte at han skal skjøpe arm bond.  
armbånd til meg. Pappa lovte at han skal kjøpe armbånd.  
bracelet for me. Dad promised that he shall buy bracelet.

#### ESSAY B1

Pappa skjøpe meg en skkel. jeg vil svømme sommeren.  
Pappa skal kjøpe en sykkel til meg. Jeg vil svømme til sommeren.  
Dad shall buy a bicycle for me. I will swim in the Summer.

kanse vi spile kanonbal. jeg vil leke me NN sommer.  
Kanskje vi kan spille kanonball. Jeg vil leke med NN i sommer.  
Maybe we can play "canon-ball". I will play with NN in Summer.

jeg skal søre skkel i søster. vi skal reysa til drammen  
Jeg skal sykle med (?) søsteren min. Vi skal reise til Drammen  
I shall bicycle with (?) the sister my. We shall go to Drammen

i sommern. vi skal søre til sverige. jeg skal leke me  
til sommeren. Vi skal kjøre til Sverige. Jeg skal leke med  
in the Summer. We shall drive to Sweden. I shall play with

kamarat leke til drammen. Pappa sjøpe meg en ball.  
en kamerat, leke i (?) Drammen. Pappa skal kjøpe en ball til meg.  
a friend, play in (?) Drammen. Pappa will buy a ball for me.

jeg vil sjøpe 13 bok i sommeren jeg vil lese. jeg vil leke  
Jeg vil kjøpe 13 bøker til sommeren. Jeg vil lese. Jeg vil leke  
I will kjøpe 13 books in the Summer. I will read. I will play

alle barn.  
med alle barn.  
with all children.

#### ESSAY 2B

Sommeren skal jeg bade. Noen ganger går jeg Toyenbade.  
Til sommeren skal jeg bade. Noen ganger går jeg til Toyenbadet.  
In the Summer shall I swim. Some times go I to Toyenbadet.

Jeg skal reise til Danmark. Der skal jeg besøke tanten og onkelen  
Jeg skal reise til Danmark. Der skal jeg besøke tanten og onkelen  
I shall go to Denmark. There shall I visit the aunt and the uncle

min. Vi skal reise med bil. I Danmark skal jeg gå tivoli,  
min. Vi skal reise med bil. I Danmark skal jeg på på tivoli  
my. We shall go by car. In Denmark shall I go to amusement park



sammen med vennen min. Sommeren skal jeg gå til Drammen,  
sammen med vennen min. Til sommeren skal jeg gå til Drammen,  
together with the friend my. In the Summer shall I go to Drammen,

der skal jeg plukke blomster. Jeg skal fiske. Jeg skal sykle. Vi  
der skal jeg plukke blomster. Jeg skal fiske. Jeg skal sykle. Vi  
there shall I pick flowers. I shall fish. I shall bicycle. We

skal reise til Sverige også får å kjøpe noen ting. Kanje vi  
skal reise til Sverige også for å kjøpe noen ting. Kanskje vi  
shall go to Sweden also to to buy some things. Maybe we

skal reise til Tyrkia. Det er veldig morsomt på sommeren fordi  
skal reise til Tyrkis. Det er veldig morsomt om sommeren fordi  
shall go to Turkey. It is very jolly in the Summer because

det er varmt og fint. Jeg skal sparke fotbal også. Ded syns jeg  
det er varmt og fint. Jeg skal sparke fotball også. Det syns jeg  
it is warm and nice. I shall kick foot ball too. That think I

veldig gøy.  
er veldig gøy.  
is very jolly.

#### ESSAY C1

Yak skal leke gosen og reven kanse vi kan rese til  
Jeg skal leke gåsen og reven. Kanskje vi kan reise til  
I shall play the goose and the fox. Maybe we can travel to

turkiya. Eler skal vi vere i norge kanse vi kan go  
Tyrkia. Eller vi skal være i Norge. Kanskje vi kan gå  
Turkey. Or we shall stay in Norway. Maybe we can go

til busøk. Kanse yak skal lave burøde de er beste yg liker  
på besøk. Kanskje jeg skal lave brød. Det jeg liker best  
to visit. Maybe I shall make the bread. What I like is best

o yøre de er o lave berø. Yak skal se på bøker. Der o yøre  
å gjøre det er å lave brød. Jeg skal se på bøker. Der å gjøre  
to do that is to make bread. I shall look at books. There to do

o site i girese. Der ose i baneteve kanse vi  
og sitte i gresset. Det er (?) å se barne-tv. Kanskje vi  
to sit in the grass. It is (?) to watch children's TV. Maybe we

kan leke. Hayen komer kan vi leke.  
kan leke. "Haien kommer!" kan vi leke.  
can play. "The shark comes!" can we play.

Eler kan vi lave telt i gon o site Vi kan hente  
Eller vi kan lave telt i gården og sitte. Vi kan hente  
Or we can make tent in the yard and sit. We can fetch

mat til o sipise. lave lekene før der gøy o lave  
mat til å spise. Vi kan gjøre leksene, for det er gøy å gjøre  
food to eat. We can do homework because it is fun to do

lekser eler kan jeg teyne kos og reven  
lekser. Eller jeg kan tegne gåsen og reven.  
homework. Or I can draw the goose and the fox.

## ESSAY C2

Jeg skal til sommer svømme Jeg skal kjøre til drame. Aso  
Jeg skal svømme til sommeren. Jeg skal kjøre til Drammen. Og så  
I shall swim in the Summer. I shall drive to Drammen. And then

skal jeg spise mye jorbeber. Nor jeg reiser til tyrkia da skal  
skal jeg spise mye jordbær. Når jeg reiser til Tyrkia, da skal  
shall I eat much strawberries. When I go to Turkey, then shall

jeg se vennemine og tantene mine og onkelene mine jeg skal  
jeg se vennene mine og tantene mine og onklene mine. Jeg skal  
I see the friends my and the aunts my and the uncles my. I shall

se bestemoren min også. Jeg sal spise melon der vi pleyer å  
se bestemoren min også. Jeg skal spise melon der. Vi pleier å  
se the grandmother my also. I shall eat melon there. We use to

leke paradis vi pleye å sjkle noen ganger. Jeg ska få en  
hoppe paradis. Vi pleier å sykle noen ganger. Jeg skal få en  
jump hopscotch. We use to bicycle some timer. I shall get a

katogen av onkelen min i tyrkia den heter fatos.  
kattunge av onkelen min i Tyrkia. Den heter Fatos.  
kitten from the uncle my in Turkey. It is called Fatos.

Jeg skal fiske der også jeg syntes de er gøy å fiske  
Jeg skal fiske der også. Jeg synes det er gøy å fiske  
I shall fish there too. I think it is fun to fish

der. Jeg sal ride på hester så skal jeg til  
der. Jeg skal ride på hester. Så skal jeg til  
there. I shall ride on horses. Then shall I to

dyre parken og se løve ørn også mage andre dyr. Slutt  
dyreparken og se løve, ørn og mange andre dyr. Slutt.  
the zoo and see lion, eagle and many other animals. End.

## ESSAY D1

jeg skal go po skjji. og jeg skal go po skjøyler. jeg skal svøme.  
Jeg skal gå på ski. Og jeg skal gå på skøyter. Jeg skal svømme.  
I shall go on skis. And I shall go on skates. I shall swim.

og jeg skal leke me bror min. jeg skal lage sno man jeg skal  
Og jeg skal leke med broren min. Jeg skal lage snemann. Jeg skal  
And I shall play with the brother my. I shall make snowman. I shall

lek m den snemann jeg skal fo ny sko av far min. jeg  
leke med snemannen. Jeg skal få nye sko av faren min. Jeg  
play with the snowman. I shall get new shoes from the father my. I

skal fo ny lye je skal leke me NN i jorsovparken jeg skal  
skal få ny lue. Jeg skal leke med NN i Torshovparken. Jeg skal  
shall get new hat. I shall play with NN in Torshovparken. I shall

leke me OO jeg skal leke me PP og jeg skal leke me QQ. Og  
leke med OO, jeg skal leke med PP, og jeg skal leke med QQ. Og  
play with OO, I shall play with PP, and I shall play with QQ. And

jeg skal leke me RR. Vi skal leke har jeg skal leke me  
jeg skal leke med RR. Vi skal leke "har'n!". Jeg skal leke med  
I shall play with RR. We shall play tag. I shall play with

SS. Og jeg skal lek m TT. jeg skal go po tøyenbade Og jeg  
SS. Og jeg skal leke med TT. Jeg skal gå på Tøyenbadet. Og jeg  
SS. And I shall play with TT. I shall go to Tøyenbadet. And I

skal svømme dr. jeg skal leke snøbal  
skal svømme der. Jeg skal leke med (kaste?) snøballer  
skal swim there. I shall play with (throw?) snowballs

lillebror min jeg skal leke me UU og jeg skal  
med lillebroren min. Jeg skal leke med UU, og jeg skal  
with my the little brother my. I shall play with UU, and I shall

leke med  
leke med  
play with

## ESSAY D2

Jeg skal kansje til Tøjenbade. Og der skal jeg svømme. Kansje  
Jeg skal kanskje til Tøyenbadet. Og der skal jeg svømme. Kanskje  
I shall maybe to Tøyenbadet. And there shall I swim. Maybe

jeg kan se en av vennenemine der. Da kan vi leke sammen.  
jeg kan se en av vennene mine der. Da kan vi leke sammen.  
I can see one of my friends there. Then can we play together.

Jeg og NN skal kansje svømme òm kapp.  
Jeg og NN skal kanskje svømme om kapp.  
I and NN shall maybe swim 'in race'.

Og dær fra ska vi hjem og spise dagen etter  
Og derfra skal vi hjem og spise. Dagen etter  
And from there shal we home and eat. The day after

skal kanskje jeg, OO og PP spille fotbal dem sàm vil kan  
skal kanskje jeg, OO og PP spille football. Den som vil, kan  
shall maybe I, OO and PP play foot ball. He/she who will, can

komme. Og mor skal komme og se på òs når vi spiller fòtbal.  
komme. Og mor skal komme og se på oss når vi spiller football.  
come. And mother shall come and look at us when we play foot ball.

Etter at vi har spilt fotbal sal vi spise i parken. Jeg  
Etter at vi har spilt football, skal vi spise i parken. Jeg  
After we have played foot ball, shall we eat in the park. I

gleder meg til ò spise i parken Det gjør sikkert mor også  
gleder meg til ò spise i parken. det gjør sikkert mor også.  
look forward to eat in the par. That does certainly mother also.

Kanskje far ska filme oss. Det blir moro det og dær skal vi  
Kanskje far skal filme oss. Det blir moro. Og der skal vi  
Maybe father shall film us. That will be fun. And there shall we

koseoss med kola, potetgull og Peanatter. Mor  
kose oss med Cola, potetgull og pøanatter. Mor  
enjoy ourselves with Coka, potato crisps and peanuts. Mother

blir veldig glad da. Hun blir ikke så veldig glag. Får hun  
blir veldig glad da. Hun blir ikke så veldig glad, for hun  
will be very glad then. She will be not so very glad, because she

liker ikke slikkeri. Men hun blir gald like vel. Men jeg blir glad  
liker ikke slikkeri. Men hun blir glad likevel. Men jeg blir glad  
likes not sweets. But she will be glad anyway. But I will be glad

Får at jeg liker slikkeri. Det gjør vært fal lillebrorenmin QQ.  
for jeg liker slikkeri. Det gjør i hvert fall lillebroren min, QQ.  
because I like sweets. That does at least my little brother QQ.

Han kommer til å bli veldig glad. Det blir veldig fint dag for oss  
Han kommer til å bli veldig glad. Det blir en veldig fin dag for oss.  
He will be very glad. It will be a very fine day for us.