

MASTEROPPGAVE

How to keep the initial enthusiasm for learning English through grade 6-9

A study on motivation
among Swedish lower secondary ESL students.

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Abstract

This thesis presents the results of an empirical study of a group of 372 Swedish lower secondary students' attitudes to learn English as a second language (ESL). It sets out to identify what motivates them and keeps their enthusiasm alive in that process, especially during year nine. The hypothesis was that this interest declines over the years. The purpose was to find ways to maintain the students' motivation to learn English to create a better learning situation for them to become competent communicators in a global world.

Much research has been done on motivation in general, and second language learning motivation in particular. However, little has been done on how students may be durably motivated to learn ESL. The primary material was collected based on age groups, and conducted according to the structure of research made on second language learning motivation by Zoltan Dörnyei. Consequently, this thesis includes three different sets of related data on students' attitudes to the English language and associated cultures, in relation to self-related beliefs in the present and for the future, as well as their learning experience in relation to self-awareness and effort.

The results show that the motivation to learn ESL increases with age and is driven by personal future visions in general. At the same time, motivation to attend English lessons decreases with age due to "boring" lessons. The key issue seems to be the realization of the present and the future applicability of the English language in these students' lives. The younger students are spurred by an ideal English language usage, while a more open approach to varieties of the English language proves to direct the older students' motivation to learn ESL.

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1. Introduction

“We live in a global world¹” is an expression often used today. An increased world population, migration and boundless infrastructure make people interact across cultures on a regular basis. Citizens in such a widespread and interlinked society need to be competent communicators in many different areas of life. Since the English language currently is our world language, it provides great opportunities for the English classroom. In fact, communicative competence is the most salient ability in the current Swedish curriculum (Skolverket, 2011). With such incentives as both globalization and English teaching provide, it would seem logical that our students’ desire to learn English as a second language (ESL) would be self-motivating. However, reality is more complex.

During the spring term of 2014, as part of the pilot project for the present thesis (Magdalena Iljans, 2014), a study was conducted of a group of Swedish low-proficiency 6-9 grade lower secondary school students’ attitudes to learn English. The results showed that their motivation for learning English had to do with a wish to be part of the current trends in society. This wish was partly connected to the “traditional” English cultures, e.g. the UK, Ireland, the US, anglophone Canada, Australia, New Zealand and South Africa, and partly not. Internal motivation, i.e. personal motives, related to “traditional” English speaking cultures seemed to spur the younger learners, while external motivation, i.e. more school-related incentives, regardless of English speaking cultures, seemed to direct the older students.

The current Swedish curriculum (2011) indicates two reasons for learning English. It puts forward that proficiency in English is advantageous for actively taking part in society, both now and in the future. The intentions that are stated for the English subject are based on the assumption that people interact with each other across national borders and cultures, as well as on a conviction that knowledge of different cultures and values is a prerequisite for successful communication.

The long-standing assertion that the social and cultural context is crucial for intercultural linguistic competence (Michael Byram, 1997) has recently been challenged by the contention

¹ “[T]he phrase gets more than 700 000 hits on Google (Finance and Development A quarterly publication of the internationally monetary fund. June 2012, Volume 49, Number 2. International Monetary Fund. External Relations Dept. Washington. International Monetary Fund, 1 Jan 2000 - Business & Economics)

that it is the language learner's self-perception that is the key component. In other words, the current trend in the field of L2 motivation is that motivation to learn L2 is closely connected to the language learners' visions of themselves, in particular, their desired future selves. The L2 Motivational Self system (Dörnyei and Ushioda, 2013) builds on the Possible Selves Theory (Markus & Nurius, 1986, in Dörnyei and Ushioda, 2013, p. 80), which suggests that the learners' behavior is affected by both the current actual, and the future desired self. In turn, the L2 Motivational Self system engendered the ground for the most recent conception, the Directed Motivational Currents (DMCs). It centers around high expectations that drive intense pursuit of L2 learning, which generate long-term dedication for the language learners (Dörnyei, Henry and Muir, 2016).

Accordingly, this master thesis is based on the assumption that the motivation to learn English among lower secondary school students changes through year 7 to 9. The hypothesis is the following: Global world themes in combination with personal interests and school-work "here and now" are important for the older students. Instrumental and future oriented themes connected to the "traditional" English speaking cultures are important for the younger students. This suggests that students keep their motivation for learning English throughout lower secondary school, which also would raise the intercultural linguistic competence and the understanding for a broader world.

1.1. The project

Popular culture of English speaking countries has played a vital role for learning English since WW II (Steiner, 1975, in Graddol, 2000, p. 8). In the seventies and the eighties, many students were motivated to learn English because English speaking cultures, especially the U.S. and the U.K., were trendsetters in most areas. Today, the English language is the world's Lingua Franca and is virtually fundamental in everyday life. The results from my pilot study, that a small group of Swedish students partly regard traditional English speaking cultures as language role models, sparked my interest in the topic of student motivation to learn English in school. Further, it inspired me to investigate if this perception of English, as our world language, is true for a larger group of students, and how it affects their motivation. Above all, it encouraged me to find out what methods the students prefer and if they view their learning useful for the present or as an investment for the future.

By arguing that "knowledge of English [...] increases the individual's opportunities to participate in different social and cultural contexts, as well as in international studies and working life" (Skolverket, 2011, p. 32), the Swedish curriculum conveys dual benefits by investing in the English language in lower secondary schools. It shows that knowledge of English will promote both present and future events in the students' lives. Hence, the topic of this thesis originates in an interest to learn what motivates Swedish students to learn English for and in a global world. Exploring the students' views on the topic will hopefully help create a better learning situation for them in the classroom and prepare them better for the global world. Thus, this study sets out to identify if and how student motivation to learn ESL changes from grades 7-9 in one Swedish lower secondary school.

1.2 Aim of study

The aim of this thesis is to gain insights in what motivates students in one particular school in Sweden to learn English today. Such insights may then lead to the creation of a better learning situation for them to become interculturally competent communicators in a global world. By investigating whether the underlying motivation for learning English changes in the same way for students with higher proficiency as for the low proficiency students in the pilot study, this thesis sets out to investigate what inspires also higher proficiency students to learn English in the classroom. More specifically, by extending my pilot study on low proficiency students' motivation, to include all students in grades 7-9 at the school in question, the goal is to look into whether there is an age change in the students' preferences for learning English. In other words, is there a difference between the students' approach to learn English in grade 7 and grade 9, and which teaching methods are the most appreciated in respective age group?

1.3 Research questions

In this thesis, the following research questions will be addressed:

1. Are there differences in student motivation to learn English between grades 7-9?
2. If so, what do they consist of?
3. How can we address these differences to maintain motivation through grades 7-9?

In order to answer these research questions, I will look closer at to what extent

- inner driving forces affect the students' motivation to learn ESL,
- outer influences affect the students' motivation to learn ESL,
- learning experience affect the students' motivation to learn ESL.

1.4 Structure of the thesis

In the following chapter, the pilot study will be summed up and thereafter follows a literature review. The presentation of the pilot project serves as background to the current thesis, and the literature review will give a theoretical framework and provide an overview of the existing conceptions and theories related to L2 learning motivation. As the origin of this thesis was my wish to find ways to keep the students motivated during their English lessons throughout lower secondary school, it includes an examination of what current research on L2 learning has to say about the need for a specific focus on this in the L2 classroom and a broader research scope on how focus on motivation can enhance engagement in general. Thereafter, in chapter 3, follows the research design and methodology of the study, followed by a presentation of the results in chapter 4. In chapter 5, the findings are discussed, in relation to the theory and the Swedish curriculum and finally, in chapter 6, a conclusion of the study and suggestions for further studies are offered.

2 Background

This chapter presents information about the original pilot study and looks into what current research has to say about L2 motivation. Three prominent language learner motivation theorists who will be reviewed are Robert Gardner, Zoltan Dörnyei and Ema Ushioda. This chapter also defines and clarifies concepts that are used in this thesis. The prime concept that will be explored is motivation. Its two subgroups: intrinsic and extrinsic motivation as well as the theories of flow, L2 Motivational System and DMC will also be looked into.

2.1 Pilot project

The pilot project, conducted in 2014, was an empirical study of a group of Swedish low-proficiency lower secondary school students' attitudes to learning ESL (Iljans, 2014). The survey was similar to the one conducted in this thesis, but on a much smaller scale.

The project was based on my own experience when supporting weaker students to learn English, and the purpose was to find out what would keep them motivated to learn English throughout lower secondary school. Many of the students in grades 6 and 7 seemed enthusiastic to learn English, while many of the weaker students in grades 8 and 9 were negative when they entered the classroom. They did not seem to understand the connection between their beliefs, expectations and investments for learning English. Therefore, I wanted

to find out what it is that motivates them, and what it is that goes wrong as they get older. The unmotivated students still held English as more important than Swedish. Many of the weaker students were complaining about their school assignments not being useful for them in their lives. I wondered if it was the school themes and tasks that made them lose motivation. Therefore, to identify the reason behind the age gap in the students' motivation, I investigated what their attitudes to English and associated cultures were, what types of themes and tasks they enjoyed and thought they benefitted the most from.

In order to understand the reason behind the shift of motivation from the younger students' positive attitude to learn English to the negative attitude among the older, weaker groups in lower secondary school and the discrepancy between their expectations and real effort, the pilot study, which was carried out in my "so called" SvEn²-groups in grades 6-9 and one regular English group in grade 6, identified motivational factors, across the age groups by means of a combined qualitative and quantitative survey. Similar to the present thesis study, the pilot study consisted of three anonymous questionnaires which were distributed during class time, providing three sets of related data per age group. The overarching research question was: "How do we keep the low proficiency students' enthusiasm throughout lower secondary school, from grade 6-9, when teaching ESL?" (Iljans, 2014, p. 2) and the three different questionnaires were structured as follows:

- Part A: Questions concerning inner attitudes and self-related beliefs in the present and for the future, towards the English language and the associated cultures.
- Part B: Questions concerning outer expectations in relation to self-related awareness and work effort in the present and for the future.
- Part C: Questions concerning the learning experience in relation to self-awareness and work effort.

Apart from the fact that all students agreed on that English is important for the future and that they are motivated to learn it, the results showed an age-related difference in attitudes to learning the language. While the younger students proved to be more motivated overall, the 9-graders lacked motivation for their English lessons, and/or English speaking countries and their cultures. They made it clear that they studied English because they had to do so, and that they wanted something they could relate to in their current lives. Overall, the older pupils

² SvEn is an abbreviation for the groups of students that do not take a modern foreign language, but instead take extra Swedish and English (Iljans, 2014, p. 7).

seemed to have a more global view of the world. For example, 50 % would have chosen another L2 if possible. Further on, there was a clear link to their self-perception and involvement. Identification to, and ownership of one's own learning, i.e. to be able to recognize oneself as the agent when learning English seemed crucial for sustainable engagement. Further, the results showed a mismatch between the desire to learn English and efforts, and they did not see any connection between learning English and their present or future lives. For these students, it was not the school tasks per se that made them lose motivation, it was their perceived uselessness that caused demotivation. Of course, these results were also affected by the fact that these groups had difficulties learning English.

In sum, the age gap in the students' motivation appeared over time. For these students, the initial enthusiasm for learning English faded away on account of a stronger interest for and identification with a wider world, and on account of a lack of effort required to acquire the language. For the younger students, future oriented themes and assignments connected to English speaking cultures, would match their aspirations, keep them inspired and willing to invest in their learning. Among the older students, there was a strong wish for a more topical content, not necessarily connected to the cultures of the target language (TL). Furthermore, the older students' views on the importance to learn English, both for present and future applicability, clashed with their opinions that it was not worth the effort. The fact that most students listed that they learn by means of music and films in their free time and found collaborative activities, as discussions and drama or doing individual research, motivating, implies that cross curricular activities need to be considered when planning for lessons, regardless of age. Notably, there was an agreement between the groups in that a native English speaking teacher was valued.

2.2 Overview of motivation

One of the most important factors for students' achievements is the teacher and to what extent he or she can motivate the students to engage in their own learning processes (John Hattie, 2012, p. 47). Motivation is defined in many different yet similar ways as a force, stimulus or influence which causes someone to do something or behave in a particular way without needing to be forced (Macmillan, Oxford and Longman [online]). Since the word motivation derives from the Latin verb "movere", which means "to move", the question at heart for motivation theorists is to find out what moves a person to make certain choices and act with effort in a certain direction (Dörnyei and Ushioda, 2013, p. 3). People's behaviors are

explained differently depending on psychological perspectives, and thus represent different motivation theories. The effect of different types of motivation depends on how well they manage to become internalized and can be seen as either extrinsic, occurring from outside of the individual as for example a reward or praise, or intrinsic, arising from the individual's inside such as personal pleasure.

2.3 Intrinsic and extrinsic motivation.

One can distinguish between two different types of motivations; intrinsic and extrinsic motivation. The latter “refers to doing something because it leads to a separable outcome”, while the first refers to doing something because it is inherently interesting or enjoyable (Ryan and Deci, 2000, p. 54). The first emphasizes people's inner desires to realize their full potential, while the outer, instrumental, theory of behavioristic psychology stresses the importance of external enticements for action, such as to be rewarded socially or financially. Cognitive psychologists have found that a reward which is connected to the desired behavior has a positive impact on motivation. In a recent study on reading it was discovered that receiving no reward or a reward tied directly to the activity proved a greater motivation than receiving an unrelated reward. Third grade students who received a book or nothing at all for their efforts in a reading activity, were more likely to engage in further reading than those who received a random reward (Marinak and Gambrell, 2008). Conversely, a study on preschool children who expected praise during a drawing activity showed less interest in the activity (Lepper, Greene and Nisbet, 1973). All children had corresponding levels of intrinsic interest in drawing and were divided in three groups. One group expected a “good player” certificate at the end, another group expected no reward, but still received the certificate at the end of the task, and a third group did not expect any reward nor did they receive one at the end. When the drawing activity was reintroduced, without expectations of a reward, the children in the "expected-reward" group showed a lower degree of intrinsic interest in the drawing activity than the other groups.

Intrinsic and extrinsic motivation can also affect each other depending on whether the behavior is connected to a reward or a constraint. An extrinsic reward can reduce the intrinsic interest, while an extrinsic constraint might increase intrinsic interest in an activity. Wilson and Lassiter (1982) have shown that an extrinsic constraint, such as a denial or a threat, served to increase the child's interest in a toy. A control group was allowed to play with an unattractive motorcycle toy, while a test group was denied to play with it. The children who

were first denied to play with the toy, later showed great interest in it. This result, that an extrinsic reward can reduce intrinsic interest, was also tested in a study on adult blood donors (Mellström and Johannesson, 2008). One group did not receive any reward, the second was given SEK 50 and the third group could choose between receiving the SEK 50 or giving it away to a charity. The results showed that paying for blood donations did not affect the numbers of male donors, but the number of females was halved at the assurance of a monetary reward. The participants' intrinsic motivation to perform an activity decreased when money was offered as a reward. However, intrinsic motivation actually increased when the external reward was verbal praise. In fact, this behavioristic contradiction, called an "overjustification phenomenon", which can affect people not to undertake an enjoyable task, was already demonstrated in 1971 by Edward Deci. Similarly to the study on the blood donors, Deci's study showed that rewards might be unnecessary when a task already is enjoyed. In his study a group was solving a puzzle during three days, the participants were not paid at all the first day, but on the second day. During the pay day, the participants showed more interest to engage in the puzzle during break time, compared to day three, when they were not paid. Thus, the conclusion was that the extrinsic monetary reward lessened their inner motivation for the task (Deci, 1971, p. 109). This is also the Swedish leadership consultant Martin Ehdin's (2010) assertion; "It is easy to believe that people get motivated and engaged by external factors, such as higher wages, which instead often creates passivity and increased expectations" (my own translation, p. 12). The Swedish child psychologist Martin Forster's study (Forster, 2015) on childrens' lack of motivation to do their homework showed that when children, whose only driving force to do homework was to avoid nagging, instead were given responsibility and a sense of control of their own lives, their interest in doing their homework increased. In other words, instead of dutiful self-control, a person's sense of independent self-control would emancipate the must-feeling.

According to Mihaly Csikszentmihalyi (1990), who established the concept of flow in psychology, spontaneous joy is imperative for motivation and is significant for its absolute focus. He argues that flow has a direct connection to motivation and that a person who is in a state of flow, is so profoundly absorbed in an activity that it can only be by intrinsic objectives. He writes: "The state of mind in which people are so absorbed in what they are doing that nothing else matters; the experience in itself is so enjoyable that you want to continue, even if the price is high, just for the joy of doing it" (my own translation, p. 20).

As an alternative to the sequence in which motivation precedes behavioral choices, it has been proposed that motivation may also arise as a result of certain behaviors. The self-perception theory (SPT) (Bem, 1972), suggests that by observing and evaluating one's own behavior, people acquire motivation. For example, if someone is asked if he or she is an early riser and answers "Yes, I always wake up early", his or her observation infers their attitudes, opinions, and other shape attitudes. In fact, a person who bases his or her behavior on external constraints or rewards would conclude that the performance is tied to those, thus the person's motivation shifts from intrinsic to extrinsic (Aronson, Akert and Wilson, 2006).

The general psychological theories described above allow for a better understanding of motivation and reiterate that "motivation is a highly important determiner of success in all forms of instructed knowledge acquisition" (Henry, 2013, p. 24). However, the field of L2 motivation is a unique field of inquiry. As it combines cognitive and affective factors, the discipline of L2 learning motivation cannot apply the all-embracing ideas of learning motivation from other subjects (ibid). This is also pointed out by Cook (2008): "[t]here is a duality about much language teaching which is absent from other school subjects" (p. 157). In the L2 classroom, the language is not only the subject matter but also the actual tool for classroom management. According to the Swedish lecturer, Martin Hugo (2011), ca. 10 percent of Swedish lower secondary students have significantly darker images of their school experience during year six to nine (p. 38). His longitudinal study during a three-year period was a qualitative examination of eight Swedish low proficiency students in secondary school and their teachers of how to find motivation when none exists. He found that it is English that is the most salient school subject in regard to what is the most difficult subject to motivate for. He argues that it is not external instrumental motivation, like grades, that motivates the students, but that inner forces are the key for true motivation, as they come from a person's inner desires. The next sub-chapter gives an account of the theoretical background specifically related to the field of L2.

2.4 Overview of motivation in the L2 field

The research field of L2 motivation is fairly recent but has been extensively explored during its fifty-year-history and has established its own branch during the past decades. It distinguishes itself from other educational subjects and mainstream motivation theories in that the L2 learning process involves "far more than simply learning skills, or a system of rules, or grammar; it involves an alteration in self-image, the adoption of new social and cultural

behaviors and ways of being, and therefore has a significant impact on the social nature of the learner" (William 1994, in Henry, 2012, p. 25).

Starting in the late 1950s, with the groundbreaking work of Robert Gardner's social psychological approach, associated with integrative motivation, L2 motivation research has developed into a more multifaceted, dynamic and situated approach, with the recent work by Zoltan Dörnyei (Henry, 2012, p. 26). It can be divided into different periods. First, the social psychological period, second, the cognitive-situated period, third, the process-oriented period and fourth, the socio-dynamic period (Dörnyei and Ushioda, 2013, p. 39).

During the socio psychological period, between 1959 and 1990, Gardner and Lambert, inspired by the multicultural and bilingual communities in Canada, found that the correlation of attitudes, affect and L2 acquisition is important (Dörnyei and Ushioda, 2013, p. 40). The field of social psychology refers to ways in which people influence each other in what they do (Henry, 2012, p. 13) and this is what Gardner and Lambert emphasized by stating that the social context and its interactions have significance for people's L2 learning. However, their relationship between integrative motivation and instrumental motivation for L2 learning, has become a dichotomy (Henry, 2012, p. 28). The integrative motivation, on the one hand, is about the learners being so inspired by the target language (TL), its people and culture that they want to interact and be part of that group (Dörnyei and Ushioda 2013, p. 41). The instrumental motivation, on the other hand, is about the learner being driven by pragmatic motives of the TL, such as career related matters like an attractive job title or salary. In other words, a student who is motivated to achieve high grades, is driven by instrumental motivation, while a student who is inspired to successfully take part in the TL culture is driven by integrative motivation.

Gardner created the integrative socio-educational model, which has been dominating the L2 motivational field since the 1960s (Henry, 2012, p. 26). Building on his and Lambert's assertion that the social and cultural contexts are the most influential factors for L2 acquisition, he defined that the motivation to learn a TL depends on three elements: the *desire*, the *effort* and the *positive affect*. For Gardner, none of these can be left out for true motivation (Gardner, 2010, p. 89). To begin, the desire to learn the TL is to have it as a goal, i.e. to want to master the TL. Additionally, the effort to learn the TL is to be willing to invest in the process, i.e. to complete home works, and even extra work, as well as seeking other

opportunities to learn the TL. Finally, the positive effects of learning the TL are the benefits it brings, i.e. to find pleasure in the TL. Even though some students demonstrate an effort to learn the TL, they may not have a desire to succeed in it, and/or may not find the experience particularly enjoyable. Likewise, some students who want to learn the TL, may have other things that distract from their efforts, and/or do not find joy in learning it. The core of this theory entails that, by identifying with the groups and cultures who use the TL, the L2 learners acquire it, and the essence is that the truly motivated individuals display all three elements of effort, desire, and positive affect.

In the 1990s, during the cognitive-situated period, the broad social psychological approach in the field of L2 research was narrowed down into a more educational approach. Cognitive psychologists argued that the learners themselves influence their motivation, such as how they think about their own strengths and limitations for learning the TL (Dörnyei, 2005, p. 24 and 152). The Self Determination theory (SDT), which is an empirical theory developed by Deci and Ryan in the mid-1980s, emphasizes that people's' behavior is self-motivated and self-determined. It declares that people make choices without external impact and thus it is about to what extent an extrinsic motive can change toward a personal value. Linguistic self-confidence is argued to be a primary factor for motivation. The learners' conception of their own ability is of great importance for acquiring the L2 successfully. Linguistic self-confidence, which develops through interaction between the L2 learner and the members of the L2 society, fosters the learners' identification with the language community and strengthens their readiness to carry on learning that language (Clement, 1980, p. 151). Although, as mentioned in the introduction, new research asserts that learners' immediate learning situation is a stronger factor for L2 motivation, the socio-cultural relationships advocated by Gardner have never been questioned (Dörnyei, 2013, p. 48).

During the process-oriented period, in more recent years, it was understood that motivation to learn the TL is a dynamic factor which changes from one occasion to the other. What was motivational at the beginning may not be what motivates the student at a later stage. The process model includes three chronological action stages; First, the pre actional stage, when the learner initiates her or his learning by selecting it and setting personal goals. Second, the actional stage, when the learner is involved in the real learning by carrying out tasks and being disciplined, inspired by everything that is associated with the L2/TL, learners' expectations and beliefs, and environmental support. During this phase, the L2 learning

experience, sense of autonomy as a L2 learner, teachers' and parents' influence, and usage of self-regulatory strategies are crucial to maintain the motivation. Third follows the post actional stage, when the learner gets feedback on assignments and evaluates the learning experience and outcomes as well as feed forward and further planning (Dörnyei, 2005, Fig. 4.3, p. 85).

Ushioda and Dörnyei (2013) explain some concerns with this period. To understand the relationship between motivation and the different phases of L2 learning (temporal perspective) one needs to distinguish between motivation to engage in L2 learning by means of goals, choices and reasons for learning it, and motivation during engagement, i.e. how one comprehends during the learning process. It is also problematic in that it presupposes a definite beginning and an end of a learning process as well as that the actional stage occurs without interference from other engagement (p. 69). Shortcomings such as these are found in most L2 approaches to date, because of the challenge to generate comprehensive models out of the dynamic and complex composition of the learning situation, diverse objectives, aspirations and visions that shape the way the learners respond (ibid).

To remedy the flaws of previous models, current research considers more factors being involved in L2 motivation, not least spatial. To offer a contemporary pragmatic theory and connection to education, Dörnyei developed a more situated and temporal approach to analyze motivation, which constitutes the next period, called the socio-dynamic period. He developed the L2 Motivational Self System based on a theory of possible selves (Markus and Nurius, 1986, in Henry, 2012, p. 29), which will be further accounted for below.

During the current socio-dynamic period, Dörnyei has taken greater account of the learners' situational factors, which emerge and evolve over time. Based on his empirical cohort work in Hungary, in the early 2000s, which is regarded as a synthesis of the work on motivational dimensions of L2 learning with a self-based approach, Dörnyei outlined the L2 Motivational Self System 2005. It conceptualizes L2 learning motivation within a "self" framework (Dörnyei, 2005), and with its roots firmly set in previous research work in the L2 field, as well as being tightly linked to one's identity, the self-focus is compatible with the previous whole-person perspective. He explains that his model has grown out of two significant theoretical developments. The first influence, being from the L2 field, Gardner's integrative motivation theory (1959) was good, but too narrow in its conceptual label because it did not

clearly link to language learning environments or concepts in modern motivational theories, such as goal or self-determination theories. The other influence, being from mainstream psychology, brought with it a merger between the self-theory and the motivation theory resulting in concepts like “possible selves” and “future self-guides” (Dörnyei & Ushioda, 2010, p. 10).

The conceptual link with the theory of possible selves is obvious. The core idea in this motivational theory is that, since being an L2 learner is part of the learner's whole identity, one must also acknowledge his or her motivation in relation to their “cultural and historical contexts”, because these contexts will be central in determining that person’s motivation and identity. Furthermore, one construct of personal agency beliefs is the future oriented self-efficacy beliefs (Bandura 1986, in Kormos, Kiddle and Csizér, 2011, p. 497), which are about people's perception of their own capability, and the other is the self-concept beliefs (Shavelson et al., 1976, in Kormos, Kiddle and Csizér, 2011, p. 497), which are about peoples' general self-esteem based on past experiences (ibid).

Dörnyei and Ushioda (2013) argue that the L2 Motivational Self System is superior to Gardner’s integrative theory because “the main driving force of language learning is students' future image of themselves as successful users of the language” (Kormos, Kiddle and Csizér, 2016, p. 147). Dörnyei and Chan (2013) found “several significant associations between the future self-guides and intended effort and actual grades” (p. 437) where the Possible Selves Theory, i.e. each person's theory about oneself, “can influence behavior by highlighting the discrepancies between the current actual and the future desired selves” (p. 438). The L2 motivational self-system model is constituted by three dimensions, which are considered personal for each learner. Two are associated with the self and one is related to the learning situation. The ideal L2 self is a person's envisaged future self as an L2 speaker, encouraging the present self to endeavor toward the ideal self, and an integrative internalized and instrumental motivator for L2 learning. The ought-to L2 self is not connected to one's own desires, rather it is evoked by extrinsic motivational circumstances, such as “attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei and Ushioda, 2013, p. 86). The L2 learning experience component is about the individual L2 learning experience and his or her environmental situation, i.e. one’s subjective learning experience. In a Swedish study, carried out in 2012, on L3 motivation (Henry, 2012) it appeared that the students were aware of the ideal L2 English self in L3

learning situations. It was demonstrated that it was not a matter of an external identification, i.e. a desire to identify with other speakers of English, it was rather about an internalized identification, i.e. “me-as-a-foreign-language-speaker” (Henry, 2012, p. 25), which is an aspect unique to language learning.

The most recent theory in the field is the 'Directed Motivational Current' (DMC) established by Dörnyei and his cohorts. He explains this latest contribution to the field as

“an intense motivational drive - or surge - which is capable of stimulating and supporting long-term behavior, such as learning a foreign/second language (L2). Integrating aspects of several mainstream motivation theories in psychology as well as current strands of motivational thinking in Applied Linguistics, such as the L2 Motivational Self System, language learning vision and Dynamic Systems Theory, DMCs form a multipurpose construct with compelling motivational capabilities: they can act as a fundamental organiser of motivational impetus in general and, as such, have considerable potential as a specific tool to motivate learners in the language classroom” (Dörnyei, 2016).

Dörnyei gives two examples to clarify this motivational drive. First, let me give a general example where a group is showing true enjoyment when preparing a joint project. Because their project will be presented for a real audience, including friends and family, they willingly devote their free time to succeed in achieving the best possible result. Then how a language class becomes so involved in the preparations for a study-trip abroad, that their L2 learning intensify, as this trip becomes a significant part of their lives. They spend a lot of their free time to practice the language and study the host culture. DMC is not merely high motivation or a good student, rather a phenomenon that goes beyond the fixed motivation one can display during an on-going activity. It does not replace ordinary classroom motivation but, as a relatively long-term and collaborative occurrence, such as a project or preparation for special events, it can generate a sustainable in directing someone's energy toward a certain goal. In fact, it might propel people to achieve more than what is expected. Alistar Henry (2015) tested if this intense, sustainable and directed motivational energy could be identified in a group highly motivated learners of Swedish as an L2. The results showed that their motivated behavior agreed with the self-propelled capacity, long-term goal-directed investment and positive emotions characterized by DMC. Henry concludes, “[t]hrough the generation of a shared vision and the creation of group energy through processes of cognitive, emotional, and goal contagion, DMCs, like group flow, can operate at collective level, driving for instance while class and school wide undertakings” (Henry, Davydenko and Dörnyei, 2015, p. 343).

Michael Byram (1997) explains that one cannot learn a language completely without learning about the culture in which the language is used, and one cannot fully learn about a culture without also learning how to interact with that culture. He states that “teaching for linguistic competence cannot be separated from teaching for intercultural competence” (p. 22). Further, English as a Lingua Franca is not one language only, as Jenkins points out: “With an ever-growing number of people speaking English in an increasing number of regions of the world, it is not surprising that the language is diversifying and ‘English’ has becoming [sic] ‘Englishes’” (2009, p. 66). In today’s global world, much of the English-speaking community is outside traditional English languages, such as British or American English (Graddol, in Jenkins, 2009, fig. A3.6, p. 24). Jenkins describes the spread of English around the world by means of three groups: (i) English as a native language (ENL), (ii) English as second language (ESL) and (iii) English as foreign language (EFL) (p. 15). Similarly, Kachru (1992) depicts the phenomenon with a three-circle model of World Englishes. The inner circle is represented by the ENL-countries such as UK, USA, Canada, Australia and New Zealand, i.e. traditional bases of English. The outer circle refers to non-native or L2 settings such as Singapore, India and over fifty other states.

The expanding circle involves countries like China and Russia who view English as an international, foreign language which is important to learn. According to Jenkins, the non-standard variety is seen only as second-best in relation to standard Englishes of Kachru’s inner circle, and correlates with attitudes towards race in the US and class in the UK. Consequently, the argument in favor of working with “New Englishes” in the classroom is strong, as this can contribute to reducing social inequalities in the world.

In sum, current research puts forward that motivation needs to be internalized to keep the students durably motivated for ESL. Internal, or intrinsic, motivation will not only spark the students’ inner desires to sense the value of learning ESL, but also keep the motivation for a longer period of time. Instead of external motifs, i.e. outer influences like a grade, internal reasons, or personal relations will keep the students’ desire, effort and positive affect. Internalized identification, or the self-perception of ‘me as a foreign-language-speaker’, promotes affinity for the TL and the students experience themselves to be learner agents.

Such self-motivated and self-determined motivation is also known as flow. Being in a state of flow has an immediate link to motivation, but also to the learners' changing situational factors. To learn a TL changes from one occasion to another. The L2 Motivational Self System respects that the students emerge and evolve over time. The L2 Motivational Self System also considers the students' image of themselves as successful TL-language users, in the present and for the future. In line with this, ESL-motivation depends on the students' present and future vision of themselves. DMC, as a goal oriented and longstanding motivation theory, can function as an instrument for teaching and learning ESL in the lower secondary classrooms. Below follows an account of the study in my thesis; its lay-out and implementation.

3. The study

This chapter presents the primary material, the participants and the method. The three sets of questionnaires that were used to collect the data will be presented as well as the respondents and the data collection method, and the reliability, validity and generalizability of the same. Prior to the project, the principal gave permission to carry it out, and since the participants were under the age of 18, it was necessary to obtain the approval from their guardians before the survey could be carried out (Appendix D). None of the guardians disapproved. Permission was given and the surveys were carried out according to the preliminary plan (Appendix E). Both requests were sent by e-mail. Both the survey and its results are kept anonymous.

3.1 Method

As this study is based on the pilot project and seeks to answer the same questions, it was designed in the same way. The only thing that differed was that I did not personally monitor the students when they filled out the questionnaire. The monitoring was done during three weeks by each class' mentor during their weekly mentor time, which is scheduled every Monday morning. Data were gathered and analyzed to understand the reason behind the motivation differences between year 7 and 9. Studies on L2 motivation need multiple scales that correlate, and this is a compilation of a three-part questionnaire that was assessed summatively. As mentioned above, the questionnaire was a mix of both quantitative and qualitative multiple-choice questions, primarily close-ended but also some open-ended questions, in addition to some qualitative open questions. They were answered by the students online in Google Forms online.

3.1.1 Mixed method

The mixed method is sometimes referred to as the third research paradigm. R. Burke Johnson and Anthony J. Onwuegbuzie (2004) explain mixed method research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (p. 17). It developed during the 1950s and has become increasingly popular and accepted within the education field (ibid). The strengths of the mixed method are that it comprises the advantages of both qualitative and quantitative methods by giving a deeper understanding of numbers from, for example, a close ended scale answer, and the numbers can, in their turn, substantiate the written words. The weaknesses of the mixed method are that it can be time consuming, hence there is a risk that the project will not be completed, not to mention the extra costs extended time entails (Burke Johnson and Onwuegbuzie, 2004, p. 21).

3.2 Participants

The respondents were all the 372 students in grade 7-9 in the same lower secondary school in the middle of Sweden. According to Dörnyei and Csizer (2012), a quantitative approach is generally applied on a large sample of respondents. In fact, they point out that, from a statistical point of view, 30 or more people should be included. Even if the groups in my study consist of a rather larger number than the limit suggested and the research was locally important, the principle of this study was based on McKay’s (2006) advice on sample of convenience (p. 37). 372 students were subdivided by age. The classification of gender, shown in the table, is only to verify a representation of gender balance. The hypothesis was that each respective group would possess “certain key characteristics that are related to the purpose of the investigation” (Dörnyei 2012, p. 81) which could heighten the local validity.

Table 1 (below) shows the number of invited participants in each group.

Table 1. Number of students in the groups

Gender	Year 7	Year 8	Year 9
Female	62	62	63
Male	62	62	61
Total number of students	124	124	124

Table 2 shows the attendance bias for the survey.

Table 2. Number of attended participants by age

Part	Year 7	Year 8	Year 9
Part A	67	104	100
Part B	92	108	90
Part C	117	92	106

None of the groups delivered a complete participation for any of the parts. Part A exhibited the biggest deviation in participation in year 7, as almost 50% did not manage to complete it. Part B displayed a more even distribution. Year 8 proved to be the most consistent group in participation overall.

3.3 The questionnaire

As already stated, this study was designed using a mixed method, whereof the majority of the questions were of a quantitative type but there were also some qualitative open questions. The empirical study was made up of three anonymous questionnaires which were distributed according to the age of the participants. It provided three sets of related data per age group with a high validity. The design was a combination of a structured quantitative and a less structured qualitative approach, primarily structured quantitative close-ended multiple choice questions, but also a few less structured open qualitative follow up questions. The survey consists of three parts based on the L2 motivational self-system model, which has three components for motivation, whereof two, i.e. *the ideal L2 self* and *the ought-to L2 self*, are associated with the self, and one, i.e. *the L2 learning experience*, is related to the learning situation. Additionally, to apply the Possible Selves Theory in the survey, it followed Dörnyei's motivation construct (Dörnyei and Chan, 2013), and to enable for a dynamic approach, including effort, desire and positive affect, the parts were the following:

- Part A concerned questions about the students' inner attitudes towards the English language and the associated cultures in relation to self-related beliefs, in the present and for the future.
- Part B concerned questions about possible outer expectations in relation to self-related awareness, in the present and for the future, as well as the effort.
- Part C concerned questions about the learning experience in relation to self-awareness and effort.

The questionnaires had already been tested during the pilot project, and prior to that, on three

students from another school, without difficulties, hence they were considered ready to be distributed. They were shared with the respondents online during class time. The three different parts were conducted during three separate lessons and took about 15 minutes each for each student to complete.

3.4 Validity and reliability

As already explained above, the survey included both multiple-choice as well as open- and close-ended questions. For the close-ended questions, the Likert scale type formation was used to ensure a high degree of both validity and reliability. According to Creswell (2009), reliability and validity are important issues that need to be addressed in a research process as soon as the process has been accomplished. No matter if it is the researcher's, the participants' or the readers' viewpoint, the data should define the study's credibility. Validity is one of the strengths of qualitative studies (ibid, p. 191) and it is based on determining the accuracy of the findings from the researcher's, the participants' or the readers' viewpoint, or in other words its authenticity. Indeed, such a local, hence limited study may of course not be representative of Swedish students in general, but the local validity is high. Nonetheless, the study offers useful material to consider for lower secondary school in the global world in which we live and the conclusion can be support for pedagogical decisions.

4. Results

This chapter presents the results of the questionnaires. The results will be presented separately, part by part, starting with inner attitudes (4.1), followed by outer influences (4.2) and finally the learning environment (4.3). Primarily, the results of the respondents' close ended quantitative answers will be displayed in tables, and the respondents' comments to the succeeding open ended questions will be presented as summaries and some quotes included in the analysis under the tables. The students' complete comments are provided as appendices. Each part was sent out to 124 students in years 7, 8 and 9, respectively and since some students were absent or did not manage to fill out the different parts during the specific survey occasions there is a variation in response in each part and year. The highest number of participants was in year 8, and overall the outcome was approximately 100 students per part and year.

4.1 Part A. Internal forces

The first part was devoted to the respondents' general attitude to the English language.

Table 3 shows that most of the students liked English.

Table 3: Question 1 Do you like English? (Mark one)

Not at all ----- Very much

Year 7	0%	0%	3%	7.5%	53.7%	35.8%
Year 8	1%	2%	3%	18.8 %	33.7 %	41.6 %
Year 9	2%	0%	7.1%	9.1%	23.2%	58.6%

A majority of the oldest students liked English “very much” (column 6), while the majority of the youngest students liked it somewhat less (column 5).

Table 4 shows that films and music were the most popular English speaking domains, regardless of age.

Table 4: Q. 2 Do you like 1. the music of English-speaking countries (e.g. pop music) 2. films from English-speaking countries, 3. Tv-programs from English-speaking countries, 4. magazines from English-speaking countries, 5. newspapers from English-speaking countries, 6. books from English-speaking countries, 7. computer gaming, 8. other (Mark all that apply)

	the music of English-speaking countries	films from English-speaking countries	Tv-programs from English-speaking countries	magazines from English-speaking countries	newspapers from English-speaking countries	books from English-speaking countries	computer gaming	other
Year 7	79.1%	91%	64.2%	22.4%	9%	43.3%	61.2%	1.5%
Year 8	84.3%	83.3%	77.5%	22.5%	20.6%	46.1%	53.9%	3.9%
Year 9	81%	82%	80%	28%	21%	50%	51%	2%

Even if watching films and listening to music from English-speaking countries was the most popular activity in general (columns 1 and 2), there was a slight decline with increasing age.

Table 5 shows that there was a large partiality to travel to English speaking countries among all students.

Table 5: Question 3. Do you like to travel to (Mark one).

	English speaking cultures like the Great Britain, USA, Canada, South Africa, India, Australia or/and New Zealand.	any other country, regardless of if English is the majority language.	Other
Year 7	75.8%	21.2%	3%
Year 8	65.7%	31.3%	3%
Year 9	52%	41%	7%

The younger students showed a larger interest for traveling to English speaking countries than

the oldest age group (column 1), who showed the highest interest in traveling to other countries column 2). In fact, there was a gradual decline in the interest for traveling to English speaking countries throughout the age groups (column 1), and vice versa, i.e. an increase in travelling to any other country (column 2).

Table 6 shows that many of the students were interested in meeting English-speaking people
Table 6: Question 4. Do you like meeting people from English-speaking countries? (Mark one)

Not at all ----- Very much

Year 7	1.5%	3%	9%	20.9%	41.8%	23.9%
Year 8	0%	3%	9.9%	13.9%	34.7%	37.6%
Year 9	3%	2%	5%	24%	24%	42%

The interest for meeting people from English-speaking countries was strongest among the oldest learners (column 6). In fact, there was an increasing interest in this with increasing age (ibid).

Table 7 shows that most students could envision themselves living abroad and using English effectively for communicating with the locals.

Table 7: Question 5. I can imagine myself living abroad and using English effectively for communicating with the locals (Mark one).

Not at all ----- Very much

Year 7	0%	3%	7.5%	28.4%	28.4%	32.8%
Year 8	1%	2%	11%	17%	22%	47%
Year 9	2%	2%	1%	10%	16%	69%

The difference between the students in grade 9 and the students in grade 7 was more than two-fold when it came to the oldest students' future visions of themselves living abroad using English effectively for communicating with the locals (column 6).

Table 8 shows that the students agreed that it is important to learn English.

Table 8: Question 6a. Learning English is important to me (Mark one).

Not at all ----- Very much

Year 7	0%	1.5%	0%	4.5%	37.3%	56.7%
Year 8	0%	1%	2%	7.8%	16.7%	72.5%
Year 9	2%	2%	1%	10%	15%	69%

The youngest group displayed the lowest percentage for English being "very much" important (column 6). However, they had the highest percentage in column 5, which indicates a slightly lower support for the claim. In short, all age groups were similar in their overall

understanding that English is important to learn. The only students who responded that learning English is “[n]ot at all” important were in year group 9.

Table 9 displays similarities among all the students' choice of reasons why studying English is important.

Table 9: Question 6b. If yes, why do you think studying English is important for you? (Mark all that apply)

	Because with English I can enjoy travelling abroad better.	Because I would like to spend a longer period living abroad (for example studying and working).	Because English will help me be successful in my future career.	Because I want to enjoy English music, films, Tv-programs, magazines, newspapers and books better.	Other
Year 7	74.6%	37.3%	77.6%	53.7%	6%
Year 8	71.7%	47.5%	76.8%	63.6%	6.1%
Year 9	59.8%	53.6%	66%	48.5%	4.1%

Future related reasons proved to be the strongest incentive for *studying* English for all groups (column 3), though the highest percentage was shown in the younger groups, i.e. year groups 7-8 regarded studying English to be more important for a future career than year group 9, who displayed a more even spread of reasons for studying English (row 3). Even though much of the younger age groups considered *travelling* abroad being a motive for studying English (column 1), they did not relate their English studies to *living* abroad, while this was an important factor for much of the oldest group (column 2). In other words, the motive for studying English to become a part of other cultures increased with age. Even though the oldest students reported the lowest percentage for studying English for future reasons (column 3), in comparison to the other age group, it was still the strongest driving force for English studies in age group 9.

Table 10 (below) shows that most of the students were motivated to learn English because of personal interests.

Table 10: Question 7. What motivates you to learn English? (Mark all that apply)

	Interest in the lifestyles of some of the English-speaking cultures like the Great Britain, USA, Canada, South Africa, India, Australia or/and New Zealand.	Current personal interests, like travelling communication, music, films etc.	Current studies.	Future personal interests, like travelling, communication, music, films etc.	Future personal career (studies and work).	Other
Year 7	41.7%	63.3%	35%	66.7%	58.3%	1.7%
Year 8	42.9%	64.3%	28.6%	65.3%	56.1%	3.1%
Year 9	41.8%	61.2%	31.6%	55.1%	52%	2%

Personal recreational interests, such as travelling, communication, music, films etc., regardless of future or present time, proved to be the strongest motivator for all age groups (column 2 and 4). The youngest groups accounted for a somewhat higher percentage for future related personal reasons, while this was somewhat lower among the oldest students (column 4). For the students in age group 9, the highest percentage was shown for current personal interests (column 2). Current studies or interests in English speaking cultures was not shown to be the strongest motivational factor for any group (column 3). All in all, the results point to that the students in year 7 were the most motivated age group for *learning* English, while the students in grade 9 were the least enthusiastic age group.

Table 11 shows that most of the respondents trusted that they learn more English in their free time.

Table 11: Question 8a. I learn English in my free time. (Mark one)

Not at all ----- Very much

Year 7	3%	10.4%	13.4%	25.4%	26.9%	20.9%
Year 8	1.9%	8.7%	8.7%	23.3%	30.1%	27.2%
Year 9	7.1%	5.1%	7.1%	17.2%	26.3%	37.4%

The students in year group 9 were more convinced that they learn English in their free time than the younger students (column 6). In fact, this conviction increased with age. The ensuing open question, (8b. How? Please explain”), specifies that learning English outside of school was connected to watching movies and TV-programs, regardless of age. In age groups 7 and 8, the second most popular activity was to talk and interact with others via Skype or online gaming, while in age group 9 the second most popular activity was to read books. A complete report is available in appendix B.

4.2 Part B. External forces

The second part was devoted to the respondents' outer influences when learning the English language.

Table 12 shows that many of the students disagreed to feeling obliged to study English.

Table 12: Question 1. I study English only because I must (Mark one).

Strongly disagree ----- Strongly agree

Year 7 (90)	16.7%	23.3%	15.6%	22.2%	12.2%	10%
Year 8 (108)	25.2%	23.4%	15.9%	13.1%	11.2%	11.2%
Year 9 (90)	29.5%	27.3%	17%	9.1%	8%	9.1%

Students in grade 9 were those who disagreed the most with the notion that studying English was an obligation (column 1). As the table shows, the youngest students were the ones who tended to perceive of English as an obligation, a perception that was reduced with increased age.

Table 13 shows that all age groups agreed on that studying English is important for the future.

Table 13: Question 2. Studying English is important (Mark all that apply).

	because I think it will someday be useful in getting a good job and/or making money.	in order to get good grades.	None of above.	Other
Year 7	91.1%	50%	0%	10%
Year 8	91.6%	50.5%	1.9%	20.6%
Year 9	86.7%	42.2%	4.4%	14.4%

Nine out of ten of all students listed future wealth as the most important factor for studying English (column 1), while only about half of them selected grades as being a crucial factor (column 2). Grades were, however, a stronger incentive for the younger students (ibid).

Table 14 shows that the students were motivated to learn English because it is important for future prosperity.

Table 14: Question 3. Because of the above I am motivated to learn English (Mark one).

Not at all ----- Very much

Year 7	0%	1.1%	8.9%	24.4%	37.8%	27.8%
Year 8	3.8%	1.9%	7.5%	14.2%	33%	39.6%
Year 9	5.6%	2.2%	8.9%	10%	28.9%	44.4%

The oldest students declared the highest percentage of being “very much” motivated to learn English for future prosperity (column 6). In other words, the students tend to go from “much” motivated to “very much” motivated in this matter (column 5 and 6). Notable though is that

there are older students who do not feel so at all (column 1).

Table 15 shows that the students agree that it is worth the effort to work hard to learn English for an affluent future.

Table 15: Question 4. Because of the above I also work hard at learning English, I think it is worth the effort (Mark one).

Not at all ----- Very much

Year 7	0%	2.2%	8.9%	23.3%	34.4%	31.1%
Year 8	0.9%	4.7%	7.5%	17%	31.1%	38.7%
Year 9	4.5%	1.1%	11.2%	16.9%	25.8%	40.4%

The youngest students were slightly less inclined to being “very much” dedicated to learn English for a prosperous future compared to the older groups, thus the idea that it is worth the effort to learn English increased with age (column 6). Like in table 14, there are older students who did not find it worthwhile to learn English for the future. The students in year group 9 showed the highest number for “[n]ot at all” considering learning English being worth the effort (column 1), i.e. actualizing the hard work it entails. In other words, the initial dedication to learn English tended to increase over the years.

Table 16 shows that there was a certain parental influence on the students’ motivation for learning English.

Table 16: Question 5. How much do your parents influence your learning motivation? (Mark one)

Not at all ----- Very much

Year 7	2.2%	4.4%	12.2%	27.8%	26.7%	26.7%
Year 8	3.8%	15.1%	12.3%	18.9%	29.2%	20.8%
Year 9	12.4%	12.4%	13.5%	21.3%	19.1%	21.3%

The younger students reported a higher percentage of parent impact on their learning motivation (column 3-6), while the oldest group showed the highest percentage of “[n]ot at all” being affected by their parents (column 1). In short, the parents effect on students’ motivation to learn English decreased with age.

Table 17 shows agreement that teachers were very influential for learning English.

Table 17: Question 6. How much do teachers influence your learning motivation? (Mark one)

Not at all ----- Very much

Year 7	0%	3.4%	12.4%	21.3%	38.2%	24.7%
Year 8	5.7%	6.6%	12.3%	19.8%	38.7%	17%
Year 9	7.9%	9%	14.6%	25.8%	32.6%	10.1%

The younger students were more influenced by their teachers than the oldest students (column

5 and 6), who showed the highest percentage of "[n]ot at all" being affected by their teachers (column 1), when it comes to motivation to learn English. As with parents in table 16 above, the teachers' effect on students' motivation to learn English decreased with age.

Table 18 shows that significant others had a moderate impact on learning for most the students.

Table 18: Question 7. How much do people surrounding you influence your learning motivation? (Mark one)

Not at all ----- Very much

Year 7	2.2%	8.9%	20%	32.2%	28.9%	7.8%
Year 8	5.7%	9.4%	11.3%	34%	22.6%	17%
Year 9	9%	6.7%	18%	27%	21.3%	18%

The age groups were fairly uniform here, people around them do not have a significant influence on their learning of English. Nonetheless, the older groups showed the highest percentage for being "very much" affected by others (column 6).

Figures 1.1-1.3 show that many of the students believe that the need of the English language outside of school is high.

Figures 1.1-1.3: Question 8a. Is English needed outside of school in Sweden? (Mark one)

Fig. 1.1 Year 7: sometimes 46.7%

Fig. 1.2 Year 8: sometimes 32.1%

Fig. 1.3 Year 9: sometimes 44.9%

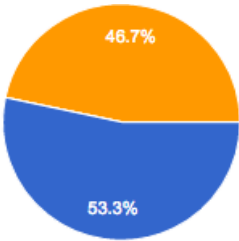


Fig. 1.1 Year 7: yes 53.3 %

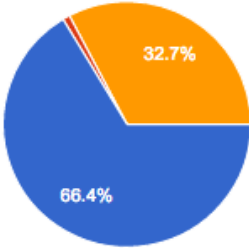


Fig. 1.2 Year 8: yes 67%

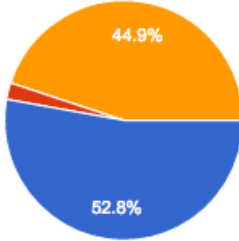


Fig. 1.3 Year 9: yes 52.8%

Table 19 (below) shows an agreement among all age groups that the highest need for English outside of school was for personal interests.

Table 19: Question 8b. If yes; why is it needed? (Mark all that apply).

	At home; in my family.	International communication (writing and speaking); for ex. computer gaming.	International communication (writing and speaking); with visitors.	Listening to music.	Singing.	Reading	Watching movies.	Other
Year 7	9%	71.9%	59.6%	68.5%	32.6%	64%	89.9%	5.6%
Year 8	17%	71%	80%	80%	48%	74%	90%	2%
Year 9	17.1%	75.6%	72%	68.3%	43.9%	62.2%	81.7%	2.4%

All age groups listed watching movies as the reason why English is needed outside of school, with a slightly lower proportion in the oldest age group (column 7). The lowest need of English outside of school appeared to be at home with the family, regardless of age (column 1).

Table 20 reveals that the students had a high self-esteem concerning their English.

Table 20: Question 9. How worried are you that other speakers of English would find your English strange (Mark one).

Very much ----- Not at all

Year 7	1.2%	11.6%	14%	23.3%	26.7%	23.3%
Year 8	4.8%	5.7%	14.3%	15.2%	24.8%	35.2%
Year 9	9%	10.1%	5.6%	16.9%	20.2%	38.2%

The oldest group displayed the least amount of anxiety regarding their accuracy in English (column 6). In other words, the worry that other speakers of English would find their English strange was reduced with age.

4.3 Part C. School Work

The third part was devoted to the respondents' learning situation in school.

Table 21 displays that many students from all groups believe they have a high level of English.

Table 21: Question 1. What level of English do you have? (Mark one)

Poor (not good) ----- Very good

Year 7	0%	0.9%	7.8%	19.1%	40.9%	31.3%
Year 8	0%	2.2%	7.6%	15.2%	40.2%	34.8%
Year 9	2.9%	0%	1.9%	8.6%	33.3%	53.3%

The oldest age group had the highest trust in their level of English (column 6). However, it

was in addition the only group who also listed poor level of English (column 1).

Table 22 shows that a majority of the students were much motivated and enjoyed their English lessons.

Table 22: Question 2a. Do you feel motivated to go to your English classes? Do you look forward to going to your lessons? (Mark one)

Not at all ----- Very much

Year 7	0.9%	1.8%	6.2%	24.8%	38.9%	27.4%
Year 8	4.4%	6.6%	9.9%	27.5%	29.7%	22%
Year 9	7.6%	7.6%	10.5%	20%	28.6%	25.7%

The highest percentage of very high motivation to go to their English lessons was presented in the youngest age group (columns 5 and 6), while the older students displayed the highest percentage of not being motivated (columns 1-3). The oldest year group also displayed the highest proportion for “[n]ot at all” being motivated (column 1).

In their answers to the succeeding open ended question (Question 2b. Why? Why not?), the majority of the younger students specified that they look forward to going to class because it is fun and that the teacher plays a key role for their motivation. Only one student in grade 7 responded that he or she was motivated to go to class because it is important, while the older students, increasing with age, clarified that they are motivated because it is important for the future. Noteworthy is that the number of student who replied that English lessons were boring increased with age. In year 7 there were five students, in year 8 eleven students and in year 9 there were 15 students who found English teaching boring. A complete report is available in appendix C.

Table 23 shows that a native speaking teacher was important for many students.

Table 23: Question 3a. Is it important to have a native English speaking teacher? (Mark one)

Not at all ----- Very much

Year 7	4.4%	0.9%	4.4%	23%	36.3%	31%
Year 8	4.4%	2.2%	6.6%	22%	30.8%	34.1%
Year 9	2.9%	1%	1.9%	14.3%	26.7%	53.3%

The youngest students had the least interest in their teacher being a native speaker, while more than 50% of the students in the oldest group thought it was “very much” important (column 6). The oldest year group showed the lowest percentage for “[n]ot at all” thinking this was important (column 1). Therefore, the tendency that a teacher who is a native

speaker would be preferred increased with age.

In the answers to the subsequent open question (Question 3b. Why? Why not?), many of the younger students explained that a native speaker “makes” them speak English, while the older students paid less attention to this. The older groups agreed that they put more trust in a native speaker, because they know that a native speaker knows the language best. ”Then you know that the information is more reliable”, “I believe (s)he has a much better understanding of the language and can teach the language in an easier and more comfortable way that make you have a higher understanding of the language and grammar. Also (s)he will not make any mistake as it's her/his 'first' language”, “you get to hear the accent and the native English teachers seems to be calmer when they have a lesson” and ”you can hear that special dialect for that country” (students year 9). A complete report is available in appendix C.

Table 24 shows that time was not necessarily regarded to pass faster during English lessons compared to other subjects.

Table 24: Question 4a. Do you think time passes faster during English classes than in other classes? (Mark one)

	Not at all	-----	-----	-----	-----	Very much
Year 7	10.3%	9.3%	22.4%	31.8%	20.6%	5.6%
Year 8	17.4%	10.5%	15.1%	27.9%	18.6%	10.5%
Year 9	19.8%	11.9%	20.8%	20.8%	13.9%	12.9%

The idea that time passes a *bit* faster during English lessons, was strongest in the youngest year groups and this perception decreased with age (columns 4 and 5). The oldest age group had a more even distribution for this conception (row 3).

In the answers to the ensuing open ended questions (Question 4b. Why? Why not?), there was a significant number of students in the youngest age group who replied with comments like “We do a lot of fun projects”, “The lessons are fun and therefore time flies by much faster” and “Because we usually do things that I think are relatively fun if you compare it with other subjects” (my own translation, student year 7). All students, regardless of age group, declared that they regard English lessons as any other lesson, and if time passes by faster is dependent on what is going on. For example, “when we have reading classes time can be very long, but an entertaining teacher always helps with this” (student year 8) and “because [...] the lessons are very strict. Everyone is tense and no one dares to talk to one another, I feel like we should

talk to each other more (in English) since that develops our oral skills in the language” and “we are more likely to use our speaking skills in real life than what we are using our writing skills future” (students year 9). In other words, while fun was asserted as the main reason for why time passes faster during English lessons for the youngest students, boredom was claimed to be a strong reason for why time does not pass faster during English lessons for the oldest students. A complete report is available in appendix C.

Table 25 displays which themes the students enjoyed the most during the school year.

Table 25: Question 5a. Which theme have you mostly enjoyed this year? (Mark one)

Year 7	<i>Boy Overboard</i> , family connections, bravery and independence	<i>Coraline</i> , the significance of imagination and dream world. Creative writing - a spooky narrative	<i>Holes</i> , friendship, juvenile punishment, luck/curse and racism.	Other				
	17%	23.6%	57.5%	1.9%				
Year 8	<i>The Giver</i> , the dangers of creating utopias, exploration of mental conditions, coming of age, gender inequality issues, racism, nationalism.	Grammar, editing skills	<i>The curious incident with the dog in the nighttime</i> ,	Detective Story	Poetry, composing poems.		Short stories	Other
	38.4%	1.2%	14%	4.7%	12.8%		24.4%	4.7%
Year 9	<i>The Animal Farm</i>	1984	National Tests practice	Grammar, reflection and repetition	Personal project, presentation of yourself and your time at school, focusing on the English subject.		Other	
	15%	25%	27%	1%	21%		11%	

Almost all themes were connected to a book, except grammar and editing skills in year 8 as well as grammar and repetition in relation to national tests preparations in year 9.

Practice for the national tests was the most popular theme among the 9-graders (last row,

column 3), while themes that covered friendship and growing up was the most popular for the students in grades 7 and 8.

The answers to the open questions include for example (Question 5b. Why did you choose that theme?), “the book feels like it could have happened in real life”, “deals with serious issues of the modern society”, “interesting to read, learn and other things connected to the book” (students year 7), “to go into depth with different syndromes”, “the different concepts and ideologies are interesting to learn about” “It was a deeply philosophical and interesting theme that has a lot to do with some of humanity's most important questions” (student year 8). These answers demonstrate that the chosen themes covered important topics for all students, regardless of age, and that the discussions and the work around these themes was considered enlightening. Apart from that, repeated comments like “Because it is a personal project presentation”, “to have a little bit of own responsibility and have the ability to do what you want” and “because you can make it personal”, exhibited that a salient opinion for the most enjoyable theme during the English lessons in the oldest group concerned the personal project. A complete report is available in appendix C.

Table 26 indicates that many of the students want to know more about “other” English-speaking countries.

Table 26: Question 6. Would you like to know more about other English-speaking countries? (Mark one)

	Yes	No	Other
Year 7	54.7%	34%	11.3%
Year 8	74.1%	22.4%	3.5%
Year 9	66%	28%	6%

Year 8 showed the most interest in acquiring knowledge about "other" English-speaking countries and year 7 demonstrated the least interest (column 1), i.e. there was no general tendency of decreasing interest tied to age difference. This is comparable to the large interest in travelling to traditional English speaking countries displayed in table 5, and somewhat in line with the students’ interest in living abroad, meeting English speaking people and hence using the English language showed in tables 6 and 7.

Table 27 shows that speaking activities, as well as watching movies and listening were the most motivating methods.

Table 27: Question 7a. What method do you think is the most motivating to use when learning English?

	Reading (novels, lyrics, articles etc.)	Watching and listening (films, film clips, teacher lecture etc.)	Writing	Speaking (discussions, presentations etc)	Playing games	Other
Year 7	15.1%	27.4%	9.4%	29.2%	17.9%	0.9%
Year 8	17.9%	35.7%	8.3%	16.7%	15.5%	6%
Year 9	12.9%	29.7%	5%	32.7%	14.9%	5%

Watching and listening were listed with the highest percentage for being the most motivating methods in total (column 2), while, as in 5b, the students in grades 7 and 9 selected oral activities (column 4).

In the subsequent open ended question, (7b. Why did you choose that method?), oral practices were specified as discussions, because of the combination of fun and learning. There was an agreement here that methods regarded as fun make learning easier, in general. Specifically, and in line with the above results in 4b, a significant number of students in year group 7 asserted that “Because it is fun and you learn” and “learn in a fun way”, while several students in year group 8 declared “I think everything in a combination is the best way of learning English” and “good classes are most often a combination of all these alternatives”. The students in grade 9 rated learning higher than having fun. For example, “Because you learn to communicate with other” and “we are more likely to use our speaking skills in real life than what we are using our writing skills” (students year 9, question 7b). Methods that comprised speaking were frequently associated with pronunciation. For example, “Because it's a language, you need to know how it's spoken in order to talk it, you can't just read books and think that you will pronounce words correctly without any help from an English speaker”, “Because I like talking English in and outside of school. Which really motivates me to learn more” (students year 9). The negative replies concerned too little talking “No, because like said earlier the lessons are very strict. Everyone is tense and no one dares to talk to one another, this is good on tests and when the teacher is speaking but I feel like we should talk to each other more (in English) since that develops our oral skills in the language” (student year 9). They were well aware of learning taking place and agree on that “The key to good English is speaking to each other” (student year 9). Noteworthy was that the non-motivating issues were commented on only in year group 9. A complete report is available in appendix C.

Further, in the open-ended question “8a. If you would choose any way of learning the English

language, what would it be?" and the next question "8b. Why?", there was a general agreement that travelling to English speaking countries would be very beneficial for learning English because "You get surrounded by English and then it's easier to learn" (student year 9), "just like you learn you own language you have to hear people speak and see the culture" (student year 8) and "It's always fun to know the background stories to a country or how it was founded" (student year 7). As for the previous question, a predominant part of the youngest age group would have chosen entertaining audio lingual input-related manners, such as watching film clips, movies, Tv-shows and series, because "It good for here how words express and witch words they use most", "That way you can hear the word while seeing how to spell it which develops your English further and also the whole class will be at the same pace" and "it's easier to understand the book if we see the movie first and then reed the book" (students year 7).

Several comments in the oldest age group like, "we are more likely to use our speaking skills in real life than what we are using our writing skills" and "discussion improves your language and learning new words and sentences makes it easier to develop and come further into the discussion", "you meet people from the whole world and your only way to communicate is to speak English" and "everyone can be active and learn to take part and i could be a way of making people feel more safe with their language" (students year 9), point to that their most preferred way of learning English was interactive related activities, such as talking, speaking and discussing, ideally with natives, "because discussion improves your language and learning new words and sentences makes it easier to develop and come further into the discussion" (ibid.). The oldest group displayed a more global mindset by stating that English is the "only" way to communicate when you meet people from the whole world. Apart from the communicative suggestions, quite a few suggested "Have a mix of everything" to mix it up but focus a little bit more on verbal things such as talking together and having discussion about things that are important in society, so you could develop speaking but also understand of the world" (student year 8, question 8a). A complete report is available in appendix C. In short, all age groups agreed that it is the learning that is in focus. It was more important than having fun, if they themselves could decide the best way to learn English. The tendency was that input-related "here-and-now" methods give way to a preference for more pragmatic "future-oriented" ways, as the learner gets older, in situations where they could freely decide the best way to learn English.

Table 28 shows that many students do not concentrate more on studying English compared to other subjects.

Table 28: Question 9. I concentrate on studying English more than any other subject. (Mark one)

Strongly disagree ----- Strongly agree

Year 7	9.4%	17%	25.5%	31.1%	15.1%	1.9%
Year 8	17.2%	17.2%	17.2%	29.9%	9.2%	9.2%
Year 9	14.1%	16.2%	21.2%	28.3%	14.1%	6.1%

The results are rather similar across the age groups.

Table 29 shows a uniform uncertain attitude to additional assignments.

Table 29: Question 10. If my teacher would give the class an optional assignment, I would certainly volunteer to do it. (Mark one)

Not at all ----- Very likely

Year 7	1.9%	7.5%	24.5%	33%	23.6%	9.4%
Year 8	12.9%	4.7%	20%	30.6%	22.4%	9.4%
Year 9	14.1%	12.1%	21.2%	31.3%	10.1%	11.1%

While the youngest group showed the highest percentage in that they would “likely” do extracurricular work (column 4) and the lowest percentage for “[n]ot at all” being willing to do additional assignments (column 1), the oldest group showed the opposite. That is, the highest percentage for “[n]ot at all” wanting to do it and the lowest for wanting to do it. In other words, the tendency went from the top right to the bottom left, i.e. the students’ attitude towards extracurricular work was strongest in year 7 and weakest in year 9, hence, it decreased with age.

Table 30 shows that most of the students wanted to study English regardless of whether it was obligatory.

Table 30: Question 11a. I would like to study English even if I were not required. (Mark one)

Not at all ----- Very likely

Year 7	2.8%	8.5%	13.2%	20.8%	31.1%	23.6%
Year 8	5.8%	3.5%	12.8%	11.6%	25.6%	40.7%
Year 9	4.1%	4.1%	12.2%	20.4%	9.2%	50%

The oldest age group showed the highest percentage for “very likely” wanting to study English, even if they were not required to, while the youngest age group showed the lowest (column 6). In other words, the will to study English outside of school increased with age.

Table 31 (below) shows that most of the students considered studying at an English profiled upper secondary school.

Table 31: Question 12a. I can imagine myself studying at a gymnasieskola where all subjects are taught in English. (Mark one)

	Yes	No	Maybe
Year 7	49.5%	6.7%	43.8%
Year 8	61.6%	7%	31.4%
Year 9	59.6%	13.1%	27.3%

While the youngest group were the most hesitant age group to study at an upper secondary school where all subjects are taught in English (column 3), a majority of the older students could imagine themselves in such a setting (column 1). However, the oldest students also displayed the highest percentage for not envisaging this (column 2).

In the subsequent open ended questions (Question 12b. Why? Why not?), recurrent comments like "Because we have learnt a lot of English" (student year 7), "Because I'm so used to it" (student year 8) and "Because I'm used to it and I like the way it's like" & "Because I love English very much" (students year 9) justify the reason for choosing being that they already know so much English and that they enjoy the language. Particularly the oldest group were fond of the English language and wanted to learn more. Nb. only a few of the students mentioned traditional English cultures, like "when I get older I want to study in USA" (student year 7), "Because sometime I want to study in usa" (student year 8) and "I want to move to either Australia or the US to continue my studies and I would also like to move to another country when I'm older" (students year 9), rather they were all more internationally oriented. Comments like "English is an important language that is used all over the world" (student year 7), "I want to study in another country in the future" (student year 8), "to be able to communicate with the world" (students year 9) conveyed that they wanted to be prepared for future studies and a work career in the wider world. A complete report is available in appendix C.

Table 32 shows that the desire to choose another language as a L2 is low.

Table 32: Question 13a. If you could have chosen any other language as a second language, would it still be English? (Mark one)

	Yes	No
Year 7	85.8%	14.2%
Year 8	86.7%	13.3%
Year 9	81.8%	18.2%

The younger groups presented a slightly higher partiality for continuing studying English even if they could have chosen another language as a second language (column 1), while the oldest group represented, if not a high, at least the highest proportion for choosing another language (column 2).

5. Discussion

On the whole, the results show a high motivation for learning ESL among the students in this specific lower secondary school in Sweden. However, there was an age difference in this motivation. In general, motivation to learn ESL was connected to personal future visions and increased with age (Table 14), while, in particular, motivation to attend the English lessons decreased with age due to the students' lack of understanding the applicability of the English language in their lives (Table 22). One way to maintain motivation through grades 6-9 is to focus on the students' inner motivation by means of more student oriented content and activities that apply to their lives.

5.1 Data analysis

In part A, it was shown that English has a significant impact on the majority of the respondents. All students showed a positive attitude to both the English language and various cultural aspects (Tables 3, 4, 5 and 6). This was motivated more by personal interests than career related pursuits, and more contemporary topics and English for a broader world were pointed out as particularly fruitful in grade 9 (Table 10). This interest in the global community in the oldest age group was further strengthened by their wish to travel, regardless of local languages (Table 5), as well as a wish to live abroad in the future, using English effectively for communicating with local populations (Tables 3, 6 and 7). Despite personal interests being more important than work related matters, the students were fairly consistent in their understanding of the importance of learning English for future careers (Tables 8 and 9). Consequently, the ability to see and seek opportunities to learn English outside school increased with age. Watching movies and television programs was not necessarily

unintentional learning for the older age groups. Comments like “you always learn something new, even if you don't notice it” (student year 9, question 8b) and “listen to English music and try to understand the text” (student year 8, *ibid.*) show a high attentiveness to learning benefits. Thus, the older students have a broader view of “English” and a more self-directed motivation to learn the language in general, even though motivation for English lessons was lower. All in all, however, it is safe to conclude that, motivation by pragmatic and inner expectations, for learning English increased with age.

In part B, the difference between internal and external motivation emerged. The youngest students were more affected by external influences than the oldest. The oldest students, who did not see English studies as a “must” (Table 12), were the least influenced by significant others (Tables 16, 17, 18 and 13). In fact, there were 9th-graders who did “[n]ot at all” need external incentives (*ibid.*). Instead, they were the most motivated group for learning English as it was considered important for their future careers, i.e. they thought it worthwhile to work hard for (Tables 12, 14 and 15). In short, the internal desire to learn English increased with age.

Part C, showed that the youngest students enjoyed their English lessons more and regarded them as fun and educating (Table 22 and questions 2b, 4b and 7b). The oldest age group had the highest percentage of “[n]ot at all” being motivated to attend English lessons, as they were considered boring and included too few oral activities (*ibid.*). In general, the oldest students favored receptive audio-linguistic methods (Table 27), and in particular the more communicative methods, such as discussions, were considered most motivating. This group also had the highest confidence in their English skills (Tables 20 and 21). A native English speaking teacher was valued the highest by the oldest students (Table 23 and questions 3b and 8b) as “He/She know the language the best” and “[t]hey're more reliable” (students year 9, question 3), while the traditional British pronunciation was highly rated in all groups (Questions 3b, 7b and 8b). Since the oldest students did not comment on their primary choice for most enjoyable theme; practice for national tests (Table 25) in the succeeding open ended questions (Question 5b), but rather, like the younger students, were more attuned to themes on real life issues, reveals that such topics are important for their motivation. In fact, the amount of comments from the students in grade 9 regarding this (Question 5b), showed that more creative themes and collaborative methods, particularly personal projects, increased in popularity as the students got older.

In sum, part A was all about personal advantages for learning English, showing a more current, global as well as independent approach in year 9 and a more future oriented, local and conditional approach in year 7. Part B displayed the younger students as more externally influenced for learning English, and the older as more dedicated to learn English because of its importance for the future. Part C proved that, themes concerning real life were regarded motivating for all year groups for learning English in the classroom and for the older students, in particular, collaborative and personal projects were considered gratifying. Hence, learner autonomy could be the central constituent to retain the motivation to learn ESL throughout the lower secondary years. Overall, it was shown that these students are well aware that learning takes place whilst they have fun. In fact, in their answers, learning was spelled out more often than having fun, and increased with age. “Learn” was mentioned 444 times while “fun” was mentioned 366 times. Throughout all three parts, the ratio of the number of students who reported learn versus having fun was as follows:

Learn vs. fun

● Year 7:	123	132
● Year 8:	177	140
● Year 9:	144	94

Since, it was the students’ interests that were the underlying motive for learning English, on the whole, driven by personal interest in particular, that is where this discussion will begin. However, regarding the accompanying work that it entails, there was a tug of war situation for the oldest group. The students in year 9 were highly motivated to learn English, but struggled to transfer this to the classroom situation. As they did not comprehend the link to the applicability of their English language, this is where the discussion will continue.

The fact that the students’ attitudes towards English were positive in general, and the learning of English for personal interests, often during their free time in particular, confirms an inner motivation. The personal interests, listed by several students, correlate with the integrative ideas that culture and language are interconnected and interdependent (Byram and Gardner). The large number of students who reported that they learn English in their free time, and would consider noncompulsory English studies (Tables 29 and 30), together with the fact that most students disagreed that they study English because they must (Table 12), verifies internal driving forces further. The studies on intrinsic and extrinsic motivation, which showed that an external reward or constraint might have unintended effects (Lepper, Greene

and Nisbet, 1973, Ehdin, 2010 and Forster, 2015), are important for educational settings in Sweden, as the fundamental value in the curriculum is to "promote and develop a lifelong desire to learn" (Skolverket, 2011, p. 9). If focus shifts from enjoyment to reward or constraint, students might lose some of this desire. 50% of the younger groups agreed that "studying English is important to get good grades" (Table 13), while only 42 % of the oldest group thought so. Essential for this study is that the intuitive motives that came forth as weighty factors to learn English risk decreasing in value with external rewards. Thereby, we need to focus on other stimuli, especially for longer period of times.

The majority of students agree with the Swedish curriculum in that learning English is important (Table 8). With reference to the Possible Selves theory, the comment "Dreams, we all have them' ... Plus [sic] I really think it would be a great opportunity to learn" (students year 8, question 8b, Part C in appendix) illustrates that the future desired self, by means of one's own conception of the current self, spurs motivation. By associating learning in school with more personal matters, a sustainable platform for learning English can be maintained. The conceptual link with the theory of possible selves is obvious. Personal motives, for studying English, were connected to both future and current interests as well as cultural ones. Future visions, (Tables 9 and 31, and question 12b, Part C) coincide with Dörnyei's L2 Motivational Self System overall. Further, the large number of respondents who could "very much" envision themselves living abroad (Table 7), acknowledges Gardner's integrative factor and Byram's acculturation for cultural consolidation. Besides, the students' penchant for a native speaking teacher (Table 23), who would not only ensure them the appropriate language, but also familiarize them with the culture associated to the language (Questions 8a and 8b) strengthens the integrative intercultural principle further.

However, many of the results illuminate that extrinsic and intrinsic motivation, individual as well as collective, may be on each end of a continuum, they also overlap each other interdependently. Besides, a closer look at these age groups shows that this also correlates with age. The respondents' comments to the open-ended questions showed the age-related motivation gap. Albeit it was a fairly constant and continuous strong motivation among all students, the findings emerged in the extremes, particularly the oldest students', who represented both ends in many aspects (Tables 6, 7, 8, 11, 14, 15, 16, 17, 18, 20 and 21) and especially regarding motivation for learning English in school (Table 22). The crucial problem did not appear to be about the conflict between the importance of learning English (Tables 8,

13, 14) and the will to do so (Table 15), but between the motivation to learn English on the whole (Table 11, and question 8b), and to learn it in the classroom (Table 22).

The fact that the younger students looked forward to their English lessons clearly reveals their enthusiasm for learning English in school. Despite its seemingly intrinsic validation, the results also disclose that these students are influenced by extrinsic stipulations, compared to the oldest students (Part B), who would study English even if it was not mandatory (Table 30) and asserted that they learned “very much” English in their free time (Table 11). Moreover, the younger students argue they value a native teacher because they “must” speak English with them (student year 7, question 3b, Part C in appendix), as opposed to the older who rather trusted them. Again, the older students’ uncoerced mindset justifies that inner motivation increased with age, which in turn correlates with self-perception (Table 20) as self-esteem increased with age (Table 21). Again, this is also recognizable in the Possible Selves theory, which “provides a link between the self-concept and motivation [...]; by functioning as incentives for future behavior and by providing an evaluative framework for interpretations of the current self” (Henry, 2012, p. 30). Comments like “I think that the more you try to speak and the more confident you become the more you learn when learning a language” (student year 8, question 8b, part C in appendix) shows that motivation to learn leads to increased motivation to learn more. Correspondingly, the fact that only one school related explanation was found among students’ answers; “It is good because if we have a test on words we know how the word spells and how you say it” (ibid.), confirms that the majority understands greater motives than school grades, such as using the language. In line with the cognitive psychologists, pragmatic language activities were a positive incentive for learning English. Even if the older students did not display reward sensitivity per se in this study, they regarded using the language as a greater reward than other rewards. “It’s satisfying to speak English” (student year 9, question 8b, part C in appendix). Accordingly, the importance of what type of reward one achieves increases over the years and coincides with the early theory of instinctive actions.

Being in the moment is what flow (Csikszentmihalyi, 1990) is about. Csikszentmihalyi (1990) explains that the hallmark of flow is a feeling of enjoyment while focusing on an activity or a task. A considerable number of the younger students confirmed that they have fun and time goes by faster during their English lessons (Table 24 and student year 7, questions 4b and 7b, Part C in appendix), which in fact indicates they are caught up in the lessons. An apt comment

is for example; "Because I had a flow when I wrote" (students year 8, q 5b, part C). The oldest group also revealed this state of flow, but they are not as oblivious to their learning. As already cited (p. 43 above), they are more aware that learning is taking place. Although, being in the flow, they recognize that learning is not automatic; but a conscious process associated with effort (Table 15). Surely, such absorbance in an existing activity, possesses an inner propulsion, but it is a rather short-lived motor. The question remains then, as to how this motivation can be made to last longer.

The three elements of Gardner's model, *effort*, *desire*, and *positive affect*, are mirrored in the results. Even though the L2 Motivational Self System is argued to be superior to Gardner's integrative theory (p. 15 above), the respondents' future self-realization, or even "dreams" (p. 45 above) of becoming proficient global citizens entails inescapable integration and acknowledges the social elements in Gardner's integrative theory. Firstly, the idea that it is worth the effort to learn English, because of future desires, and that the learning was much connected with free time, implies an inner positive affect. Secondly, the oldest students were more open to the global world and willing to invest in the effort to learn English, by welcoming the challenges and opportunities for it. As engaging in social practices had a positive affect on them, they also showed a tendency to perceive pragmatic learning situations more positively. However, the younger, more extrinsically motivated learners, displayed effort merely because English was regarded important. They sensed they must study it, not necessarily without enjoyment, positive affect or a strong desire to succeed, but mostly because of dutifulness. Such sense of duty was not shown in the oldest age group. Thirdly, and most importantly, the positive effect suffered from boring lessons without communicative engagement. This was clearly demonstrated by the respondents' comments about their advancements in the English language; "talking English in and outside of school [...] really motivates me to learn more" (student year 9, question 7b Part C in appendix), "every book was a bit more difficult than the previous, that made me realize that I actually got better at English" (student year 9, question 2b, part C in appendix) and about feedback from the teacher; "I got really good feedback on my work" (student year 8, question 5b, part C in appendix). The more they use the English language, the better they become, and the more they want to achieve. Such progressive movements create an upward spiral recognized in DMC. The positive affect, or the link to usefulness, affirms a circular motivation, which, like the flow-theory, can be described as being "in the zone", but for a longer period of time. As accounted for earlier, it involves a focused sustained activity towards a goal by real

enthusiasm, commitment and high hopes shared by the participants. This was confirmed by comments such as “Because you develop your language when you discuss with others and you can help each other to improve more” (student in year 9, question 7b, Part C in appendix). In line with SPT (Bem, 1972), the results infer that people are motivated by their own efforts and advancements. Motivation goes both ways; attitudes steer behaviors and in turn, behaviors steer attitudes. However, as already stated, a person who ties his or her attainments to external constraints or rewards risks the motivation to shift from intrinsic to extrinsic, which is illustrated in these comments “It makes the project or lesson a lot less fun if you have a to do date. It ruins the whole 'I wanna learn this language' feeling” (students year 8, Question 8b, Part C in appendix). All this underscores the need to draw upon and encourage the positive effects the use of the English language has for growth and development.

Although internal motivation is superior to external motivation a reward can still be positive. For the older students in this study, self-actualization, like managing to use the English language for real, was regarded greatly rewarding. A reward that is not expected, but connected to the desired behavior, such as interactive practice sessions, ought to fill the motivation gap for the less motivated older students. Such activities might vouch for the positive affect discussed above. For, if the students are rewarded by their own performance in their school related work, they would want to continue for a longer time.

Just as in the pilot study, the results of this study mirror the dual advantage of learning English conveyed in the Swedish syllabus. As mentioned earlier, it presents that knowledge of English will promote both current and future events in the students' lives. Similarly, the respondents clearly declare their motivation to learn English because it is important, but unlike the pilot study, these students showed an interest in effort. More than 80% of the students would still choose English even though they could have chosen another language as their L2 (Table 32) because "Most people in the world speak English", "Because English is really necessary in our life" and "Because with English you can communicate with the world" (students, year 8, question 13c, Part C in appendix). In addition to learning English, the oldest students also liked to travel to other places (Table 5), hence were more global in their mindset. The older students seemed to view themselves as part of the greater world, as they viewed the English language as a necessity beyond the traditional English speaking cultures, to be used for a more international arena. This can be argued to be contradictory, as the students do not study English because they are motivated to learn it, but because they see “the

language as an obvious and self-evident component of education in the 21st century” (Dörnyei, Csizer and Nemeth, 2006, p. 89). However, in line with the L2 motivational self system, motivation is a desire, and “[i]f a person learns to control her or his natural desire, not because she or he must but because she or he wants to, the person can enjoy, without it becoming a tedious habit” (my own translation Csikszentmihalyi, 1990, p. 143). Such sincere passion is also recognized in Henry’s latest study (2015). Moreover, and in line with Dörnyei’s (2013) hypothesis that if students could choose freely what to do, “academic learning [...] would most likely feature low on their agenda” (p. 113), these students would choose to travel to English speaking countries to “learn about the country and the history” and “learn from the people that lives there, and talk to them” (students year 7, question 8a, Part C in appendix). In fact, several of the older students would have chosen to move to “an english speaking country” (student year 9, question 8a, part C in appendix) “and live there for a while” (students year 8, question 8a, part C in appendix). Since language is closely connected with identity, both the current self and the future global ought-to L2 self, language learning involves some sort of identification with the TL groups and cultures (Byram, 1997). In Henry’s terms (2012, p. 25), this thesis portrays the younger students’ ‘me-as-one-among’, or ‘one-of-them’ identification desire, later changed into the older students’ “me-as-a-foreign-language-speaker”. In other words, by involving themselves with, and "live" the culture, they could sense the enthusiasm recognized in DMC.

Another type of global intercultural predispositions was commented upon in the following terms: “I got to know how a life of a child could be and also how people live and what they're thoughts are on other people, like Nazism and racism”, “to see the difference between our lives and there's life” and “they make me think about things and ideas I normally would never think of” (students year 8, question 5b, part C in appendix) as well as “to understand other perspectives” (students year 9, question 7b, part C in appendix). These are hopeful signs for intercultural competence, that the unfamiliar and distant become agreeable. Comments like “it's a very strange book and I just got negativity from that book” (ibid.) implies that support work around unfamiliar themes, by means of intercultural activities and reflective discussions is a necessity. If school themes are related to the students’ world, in hands of themselves, yet supportive, external forces could turn into internal faith. Above all, comments like “I'm learning most from that theme but I'm also afraid to speak in front of people, but I want to speak and have discussions with other people” (student year 7, question 7b, Part C in appendix), and “I would like clearer instructions because I get really anxious when I have to

decide what to talk about" (student year 9, question 5b, Part C in appendix) reveal that discussions and free projects, of course, need to be scaffolded.

5.2 Pedagogical implications

As accounted for in the literature review, many of the L2 theories have much in common, and do not offer any concrete teaching recommendations. However, they are fundamental for every language teacher since they help to elucidate and comprehend the reason for different students' motivation to learn ESL. Without having to limit oneself to a single theoretical approach, this multidimensional theoretical perspective contributed to a broad understanding of what can motivate different L2 students at different stages. Together with the empirical findings in this thesis, they enable for customized learning experiences for each year group.

Since the respondents, regardless of age, were highly motivated to learn English, but differed in their perception of the learning situation, especially in the classroom, the pedagogy ought to be different for the different year groups. The youngest, more dutifully and externally motivated students, enjoying the fun and being more in the moment, coincide with the flow-theory and ought to benefit from focused receptive and reactive activities, while the oldest, more functionally and internally motivated students' correspond with the DMC-theory, could benefit from applicable and responsive activities. As the internal motivation to learn English increased over the years, the results suggest one should start with more input based, "here-and-now" methods, such as reading by means of supportive films and TV-programs, at the earliest stages, and then move over to more pragmatic "future-oriented" ways, such as creative projects coupled with cultural studies, if possible interactive exchange programs, as the learners get older.

Learners' ability to see the link between learning and practice is a learning factor worth to mention, and especially cherish. The respondents' examples of what engages them to learn English, is in line with the DMC. Being directed by their intended expectation, i.e. to become efficient, communicative global citizens, ought to result in a more agreeable learning situation for learners throughout lower secondary school. No matter how fragmented or/and disjointed the lessons seem to be for the oldest students, they could still appreciate them for a long-term goal, i.e. their future vision of themselves. It may be sufficient to feel motivated by "fun" lessons in year 7, but to keep the enthusiasm alive, one must allow for more autonomous projects during more authentic English lessons that enable practical utilization. Above all, one

should widen the perception of English in the younger years to include a more integrated global world.

Given the students' aspirations to become global citizens, there are indications that they actually do not study English because they are motivated to learn it, but because they need to. However, the ideal L2 self movements of DMC can be used to obtain effective motivational interventions, and to restore life into classroom situations that have stagnated or even gone astern.

5.3 Summary

In sum, this thesis has investigated ways to maintain students' seemingly declining motivation to learn ESL during their final years in compulsory school. The primary material; an empirical study of 372 Swedish lower secondary students' attitude towards the English language and their associated cultures as well as their learning experiences, have been analyzed. The results have been discussed in the light of the secondary material; a pilot study on the same topic, and existing theories on motivation in general and motivation in L2 learning in particular. Motivation, as a learning phenomenon, has broadly been explored in the field of education, and the literature review framed the development of L2 learning motivation, from Gardner and Lambert's socio-cultural educational model during the late 90's to the current goal-oriented surges of motivational energy by Dörnyei, and provided the basis for the analysis. The study examined motivational components, such as integration, instrumentality, attitudes towards the L2 users, the associated cultures, communities and linguistic self-confidence as well as the various relationships between these language dispositions and their change over time.

As a step to close the gap between the current and the future self, the ideal L2 self was examined in the various parts. In part A, the students' ideal L2 self, as a desired future image of the kind of English speaker they wanted to become, clearly put the current actual self in motion to become the ideal English speaking person, by integrative intercultural and internalized instrumental motivation. The ought-to L2 self was explored in part B and displayed the same type of motivation in general, but externalized instrumental motivation in the younger age groups, for they were much influenced by teachers, parents and other people. For the oldest students, a good grade was not the major expected outcome for learning English, but to be able to use it for future prosperity. Lastly, part C investigated the L2

learning experience where the open-ended questions played a major role in explicating the students' experiences of their immediate learning environment. The younger students proved more satisfied with the lessons, while the older students demonstrated that they learn more English in their spare time. The general belief among the students is that they need certain characteristics, such as a proper pronunciation, which correlate with the ought-to L2 self. It also coincides with the aspiration to identify with the inner circles' natives and reveals less internalized instrumental motives. There was a consistency across all year groups, that listening to English music and watching films and TV-programs from English speaking cultures provided the preferred learning opportunities. For all three parts, the results show that the inner desire to learn English increases with age and that communicative methods were favored in the oldest group.

For the initial underlying research question, on lasting motivation, Dörnyei's DMC theory, focusing on the driving aspects and most importantly how these can be maintained, has been decisive. The survey's three parts were based on Dörnyei's three phases of selves for motivation and as the DMC-theory advocates, it is the gap, i.e. the possible self, between the current actual self and the future desired self that sets the motivation in movement where the effort, desire and positive affect are required for the dynamics. These students, who wanted to learn English, to become fluent intercultural communicators in a global world, were motivated by the ideal L2. However, they were also driven by the ought-to L2 self, although they did not associate the learning with getting good grades to avoid a negative outcome, rather to feel successful as global citizens.

For this study, the hypothesis was that motivation for learning English changes over time for Swedish lower secondary students. Hence the main interest was to identify how their initial enthusiasm is manifested to facilitate for a sustained effort later in the classroom.

Investigating whether there is a motivation gap among lower secondary school students in Sweden and what causes it to enable a better learning situation for them to become competent communicators and global citizens, this study determined that motivation to learn ESL in this lower secondary school in Sweden was high in general, driven by personal interests in particular. Most students found their learning experience motivating, but with a decreasing tendency over the years. This motivation divergence was represented by intrinsic and extrinsic motivation. While the inner motivation to learn ESL increased over the years, the

motivation to attend English lessons decreased over the years. English lessons were described as boring by the oldest students due to lack of interactive practices and lack of usage of the English language by means of e.g. personal projects, while the youngest students reported them to be fun and educating. Enjoyable yet dutiful ESL-studies in school stimulated the youngest students, while practical lessons outside of school challenged and stimulated the oldest students. The fact that most students listed that they learn by means of music and films in their free time and found collaborative activities, like discussions and drama or doing their own research, motivating, imply that a natural learning environment needs to be considered when planning for lessons, regardless of age. Such authentic projects, personal yet collective, encourage the self-propelled ability. They are in line with the L2 motivational self system and the long-term DMC theory. Based on real enthusiasm and commitment, DMC involves a focused sustained activity towards a goal and high hopes shared by the participants.

The students seem to need flow, i.e. to be totally absorbed in what they do, but in fact, they look further. As opposed to the pilot project, the results presented in this thesis show that flow is not enough. By using English more during lessons, small steps of euphoric rewards could have a positive affect and give a longer lasting impact on their effort than the short-lived. To obtain motivation for a longer period of time in the classrooms, the DMC-theory allows for the students to achieve their desire of becoming interculturally communicatively competent in today's global world.

5.4 Criticism

In line with McKay's guideline (2006, p. 36), the plan was to collect a "random sample" that would mirror society by representing the typical inhabitants of this city's larger population. Therefore, the study consisted of participants of both genders and representatives of different geographical socio-economical areas. However, grade 7 had some problems when submitting their answers for part A, hence that part was conducted by "sample of convenience", namely the participants who managed to transmit their answers (ibid., 37). As the participation was not consistent it might have affected the results for the youngest year group's total data on general attitude to the English language.

With hindsight, although the questions have been piloted, some questions might have caused confusion and could have been formulated differently. For example, question 1, "Do you like

English", could have been better specified. It was not entirely clear that it was the language that was intended. A reformulation of Questions 6 and 10 in part C could have affected the results. In question 6; "Would you like to know more about other English-speaking countries? (Mark one), one could wonder what "other" implies (England? Sweden? Or countries explored in the texts they have read?). Also, Table 25, which displays which themes the students have enjoyed the most during their school year, might have been affected by their progression. Naturally, the students' answers might have been affected by their development, i.e. their ability to cope better during the later themes.

The pros and cons of different answering alternatives need to be addressed as well. The respondents were given the opportunity to enter options for some of the questions, i.e. the alternative to choose "all that apply" was given. This complicated the analysis as the answers were multidimensional. One could read too much into the answers, for example in table 9.

By using a mixed method in this cross examination of age groups, the foundation for analysis was broadened. Like control questions, the qualitative open ended questions validated the somewhat limited results in the multiple-choice tables. Accordingly, the mixed method ascertained that the conclusion was more exact, as the respondents own words explicated their choices. The qualitative method did not only give details to clarify correlations and/or discrepancies, but also discovered underlying aspects of the quantitative method.

6. Conclusion

My study points to some interesting facts. One is that global movements shape the learners' mindsets, as well as their motivation for learning ESL. Another is that this cosmopolitanism increased with age in general, while, the motivation to attend English lessons decreased with age. Hence, the result supports my hypothesis that there were differences in student motivation to learn English between grades 7-9. For the questions on inner and outer influences as well as the learning experience, the answer was found over time. For the younger students, the learning situation was satisfied by captivating and engaging lessons, in relation to the traditional English speaking cultures, while for the older students, a more global identification was the motor. The results showed that it was not necessarily the school tasks that made the students lose motivation, but how useful they experienced them to be. The differences consist of the younger students' desire to be "one-among", or "one-of-them" and

the older students' ambition to be "me-as-a-global-language-user" indicate that wider world based themes in grade 9 could keep the students motivated/effort through grades 7-9 by meeting their desire to become interculturally competent for an integrated world.

Given that the students learn English, consciously or unconsciously, outside of school, learning English is about life itself, one conclusion is that lessons should offer a learning environment which connects to the student's current and future intended life situations. Based on the students' high cognizance that they learn in real life, another conclusion is that the learning occurs as the learners direct their consciousness towards something, i.e. an intended experience. The fact that the type of reward is significant, this thesis finally concludes that grades or being caught up in a flow is not enough for the integratively and intrinsically motivated older students. Certainly, they need immediacy to be absorbed in what they do, and in addition these students look even further. To close the motivation gap during the last year of lower secondary school, a longer lasting impact than a short-lived "here-and-now" motivation, by means of the long-term motivational drive of DMC, is necessary.

6.1 Further research

Further research is, of course, needed. One issue to explore would be to find out whether students' integrative motives as global citizens are enough to achieve the objectives of "all-round communicative skills". Another aspect to explore would be the unexplored topic of motivation in relation to accomplishment.

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Appendices

Appendix A:

Excerpt from the Swedish Curriculum for the compulsory school system, the pre-school class and the recreation centre (Lgr11)

“Fundamental values

The national school system is based on democratic foundations. The Education Act (2010:800) stipulates that education in the school system aims at pupils acquiring and developing knowledge and values. It should promote the development and learning of all pupils, and a lifelong desire to learn. Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and every one working in the school should also encourage respect for the intrinsic value of each person and the environment we all share” (Skolverket, 2011, p. 9).

“Understanding and compassion for others

The school should promote understanding of other people and the ability to empathize. Concern for the well-being and development of the individual should permeate all school activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. Such tendencies should be actively combated. Xenophobia and intolerance must be confronted with knowledge, open discussion and active measures.

The internationalization of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and appreciate the values inherent in cultural diversity. Awareness of one’s own cultural origins and sharing in a common cultural heritage provides a secure identity which it is important to develop, together with the ability to understand and empathize with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there” (ibid).

“3.2 ENGLISH

Language is the primary tool human beings use for thinking, communicating and learning. Having a knowledge of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living. The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English thus increases the individual’s opportunities to participate in different social and cultural contexts, as well as in international studies and working life” (ibid., p. 32)

“**Aim**

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils’ confidence in their ability to use the language in different situations and for different purposes” (ibid).

“Through teaching, pupils should be given the opportunity to develop all-round communicative skills. These skills involve understanding spoken and written English, being able to formulate one’s thinking and interact with others in the spoken and written language, and the ability to adapt use of language to different situations, purposes and recipients.

Communication skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient (ibid).

“In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where English is used” (ibid).

“Teaching should help pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop an interest in languages and culture, and convey the benefits of language skills and knowledge” (ibid).

Appendix B:

Summary of students' responses to the open-ended questions Part A. The results are being presented as authentic material.

8b. How? Please explain. Following question 8a. I learn English in my free time.

Year 7

Music

Movies, tv shows

Talk english with My friend

I play games on my spare time

Youtube,games

Sometimes talking to my parents

Through movies and computer games and books.

I learn by watching English speaking movies/tv series. I am sometimes talking english at home

I play videogames which helps my english alot

I play computer games with english talking people in it

Looking at movies, tv etc by reading & watching movies

Movies, reading books, speaking when I'm outside Sweden.

My dad is from England.

I reed English books at home and watch TVs with English subtitles

I do not reallyblearn english in my free time i maybe play gamla with english texts on but i don't really learn from it beacaus it is sometimes easy english

I have a set with two books and two CDs that my mother bought.

On youtube most

By reading books I increase my vocabulary.

I'm playing games online and communicate with other people

Förstår och lär mig genom, film, serier och musik

Seeing English movies

Sometimes whn I am travel

When I watch movies and I don't have subtitles .

Watch moves, read books

Watching movies, tv-shows, etc

Computer, movies and website

When I travel and when i Watch movies

I watch movies, read books on English and listen to music on English

I skype a lot with my relatives in New Zealand, I travel a lot and sometimes me and dad speaks English with each others

Playing video games

I learn thru Computer Games, almoast every game is in english so you learn allo

Games,movies and social media

Just by studying

I have a friend in Wales that I talk to a lot.

I play games and watch films that are in english.

I speak With pepol i english

Playing video games and watch English speaking movies

TV

I listen to english movies

Watching English tv shows and communicating with my old friends from English speaking countries

My trainer is English speaking

I have English speaking relatives

Movies and series and some music

Watch English movies and talk a little bit with my parents

Watching stuff in English

I talk with my mom and dad and both sisters.

Watch movies and listen to music

Series and music

On the internet it's often English words and people.

computer games

I Read english books, i play games on english and i watch tv programs on english

I talk some English with my parents and I have cousins from USA

I play video games in english and the most of the tv shows are in English as well.

I watch english YouTube videos and chat with english-speaking people

Playing computer games online, reading, watching tv shows/movies in english,

Read books and see films.

Travel to other countries

Music

Movies, tv shows

Talk elglish with My friend

I play games on my spare time

Youtube,games

Sometimes talking to my parents

Through movies and computer games and books.

I learn by watching English speaking movies/tv series.
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 I do not reallyblearn english in my free time i maybe play gamla with english texts on but i don't really learn from it beacaus it is sometimes easy english
 I have a set with two books and two CDs that my mother bought.
 On youtube most
 By reading books I increase my vocabulary.
 I'm playing games online and communicate with other people
 Förstår och lär mig genom, film, serier och musik
 Seeing English movies
 Sometimes whn I am travel
 When I watch movies and I don't have subtitles .
 Watch moves, read books
 Watching movies, tv-shows, etc
 Computer, movies and website
 When I travel and when i Watch movies
 I watch movies, read books on English and listen to music on English
 I skype a lot with my relatives in New Zealand, I travel a lot and sometimes me and dad speaks English with each others
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 I have a friend in Wales that I talk to a lot.
 I play games and watch films that are in english.
 I speak With pepol i english
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 TV
 I listen to english movies
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 My trainer is English speaking
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 Watch English movies and talk a little bit with my parents
 Watching stuff in English
 I talk with my mom and dad and both sisters.
 Watch movies and listen to music
 Series and music
 On the internet it's often English words and people.
 computer games
 I Read english books, i play games on english and i watch tv programs on english
 I talk some English with my parents and I have cousins from USA
 I play video games in english and the most of the tv shows are in English as well.
 I watch english YouTube videos and chat with english-speaking people
 Playing computer games online, reading, watching tv shows/movies in english,
 Read books and see films.
 Travel to other countries

Year 8

By reading.
 Watch movies, by speaking etc.
 Watching youtube, talking with friends in english.
 Listen
 I read a lot of books at home that are in English.
 My friends cousins are from USA, when we spend time together we speak english.
 Playing games in english
 We have some friends that only can speak english so when their at our home i talk to them alot
 I am from an English speaking country so I speak English at home
 I try to learn lyrics to English songs
 I speak English when I talk to friends outside Sweden and with some classmates in sweden too.
 8a
 For example, I went to the Unites States this winter break
 I learn english by playing video games and read magazines
 By watching tv-shows, films, social media etc.
 I watch a lot of youtube
 Youtube and Podcast
 By listen/look at music/movies.
 Watching movies.

Reading and listening (Movies, music) in music
 In movies and things like that.
 Movies, videos, and more
 I learn English through games, films and social media.
 Through the Internet by using YouTube and learning from games
 I spend lots of time communicating and making new friends all over the world on the Internet.
 Movies, computer games
 By listening to music, watching movies or playing games
 I have friends that I speak English with and I watch movies in English
 By reading books.
 Movies series, football meeting English speaking persons
 Talk with family members on English.
 I often speak with my English speaking friends
 I learn English on my free time by watching TV programs, listening to music and playing computer games in English.
 Gaming
 By watching English speaking movies and listening to music on English. Also when I talk to my family members (all aren't from Sweden).
 I watch English speaking videos on YouTube, and I read English books and novels on my free time
 Sometimes I read English books
 Online gaming. Communicating with other people online.
 Watching movies, games and reading books in English.
 I have friends from England that I talk to everyday via Skype
 I spend time on the internet where the main language is English. I also watch movies in English.
 I play computer games online and I travel a lot
 Through social medias and while I watch movies etc.
 When I play English speaking games
 Watch tv, play games
 I learn English through books and social media like YouTube.
 Speaking with English friends, playing computer games and movies.
 By listening to music and watching movies.
 Reading, computer games, tv series and speaking English with some friends
 Reading books
 Books and gaming
 I interact with my English friends via social media
 Talking English with my friends and family, and also hear the English language in all the movies, videos I watch
 Tv program, on social sites like Instagram, speak English with my friends on Skype.
 I watch English movies and listen to English music
 Watching movies and talk to people that don't and
 Through reading and watching all types of English media and playing computer games..
 By reading books and playing some computer games, listen to English music and try to understand the text.
 Films on English without Swedish text. It's very easy to catch up the words that make the sentence complete.
 Learning words in movies, watching many films from different English accents.
 Movies, family members
 I use YouTube to learn English (look at videos)
 Read, hear English
 When I listen to music and on their lyrics, and reading lyrics. And when I'm watching movies I have English subtitles on.
 I watch videos, shows and TV either with English audio or subtitles. This improves my vocabulary and ability to express myself in English a lot.
 Movies and social media
 Movies and tv-shows
 I have friends over in the United States. I can only speak English with them and this has helped me to improve my grammar very much! I learned things I never learned before!
 By watching English movies and books.
 Via film, tv-series osv
 Often talking with English speaking people in games.
 Social media
 By watching English speaking TV-programs, films and by listening to songs in English.
 On tv, movies, radio and from books.
 Watching movies, reading and talking
 Movies
 Pappa är engelsk
 Youtube videos and in school
 Jag går inte på någon extra skola
 I play video games
 I usually speak English every day
 Series, tv, music
 When listening to music, watching movies and talking to my family members.
 Jag har en svensk utbytesstudent här och jag måste prata engelska med henne.
 Watching movies and listening to music

I talk English with my mom at home

I learn English at home because I speak it at home because it is my first language and therefore I guess I'm learning more English at home.

Year 9

Tv programs

Yeah boy

Cs

By reading and speaking everyday at home and school. It is my first language. I watch a lot of tv in English and also play games where I have to communicate effectively in English with other non-English players.

Sesame street

I watch a lot of American tv shows and movies where I almost all the time learn new words and expressions.

Reading English at home, watching English tv shows, chatting with my team in some computer games. Studying English and science at home which is taught to us in English. Watching YouTube videos that are in English.

I'm watching a lot of English speaking series and videos, I also listen to music.

Reading and watching a lot of things that include English

When I'm playing games with my friends I often talk English

I don't

I read books and I talk to my best friend who lives in the UK.

Youtube, games, films etc.

By Reading

Movies, music, books.

I learn English in school, but also from tv-series etc.

Reading English books, watching movies.

Counter strike is in English so I learn it I talk a lot with people from other countries

Reading books in English, playing games with English text and watching films on English.

I read a lot of books in English and I watch to series in English. I also have an uncle in Canada and I speak a lot with him and his girlfriend.

And I generally like English youtubers more.

School

Jag kollar mycket på youtube, kollar även mycket på serier som då är på engelska utan undertext men även pratar då och då engelska med vänner och familj.

By watching movies, reading English books, looking at English TV shows and I also talk to myself a lot (but not in the weird way...)

I watch a lot of movies, read short stories and watch videos online, talk to my foreign friends, talk to myself and my friends and I spend a lot of time on the Internet.

By reading and listening you always learn something new, even if you don't notice it

By listening to music, watching movies and reading books

By speaking and by watching English TV shows or movies

There's a lot of English on the internet so that's one way but also watching English talking movies, it's a fun way to learn some new words.

I speak at least 5 hours of English each day because I only play games with people from England

Read and watch English films. Youtube videos, series, when I talk to my Australian internet friends English books, TV

Games and talking.

By watching YouTube, movies, tv shows, reading books and speaking.

I watch a lot of movies and read many books

Anime

Watching English movies, reading etc

I talk to English speaking people online

Games

Games, youtube, movies etc.

Books, games, tv-series, movie, friends

I learn through films and tv shows.

through games and television

Tv series, music etc

By watching movies, reading, talking to English speaking people, etc.

Social medias, tvshows, movies etc

I watch movies and series a lot. Social media. Reading articles.

Tv, youtube, videogames

I used to live in the United States so I often communicate with old friends. I also learn English by playing video games and watching movies.

I talk a lot with people from other countries

Playing videogames and watching shows and movies.

Series

Internet

Reading

In everyday life, such as movies etc

TVs shows

Tv. Films, series and books

Tv

Gaming

Speaking it at home with my family

Computer games

Reading, speaking and using social medias

The main way I learn to speak English at home is by communicating with people from English speaking countries, for example online in a game, and then developing my speech

Movies, music and speaking

My dad is english
Jag spelar spel med vänner som pratar engelska
Movies
I often play computer games that involves English.
Looking at movies...
Youtube
I travel a lot
Watching movies and reading books
I learn English from speaking with other people and reading English.
Playing games and talking to people

Appendix C: Summary of students' responses to the open ended questions Part C. The results are being presented as authentic material.

2b. Why? Why not? Following question 2a. Do you feel motivated to go to your English classes? Do you look forward to go to your lessons?

Year 7

We have a good teacher

Because I like learning English.

Because it's fun.

You learn english good in a funny way

Because i see forward to learn new words and grammar.

It's fun

The lessons are very funny and you learn a lot.

Sometimes we do have grammar and I don't really like that. I think it is really boring but sometimes we do have reading lessons and that is fun.

I think is funny.

learn english very good but in a funny way with games and talking.

Jag tycker att det är kul lära sig engelska som språk, men ibland så kan vi ha ganska tråkiga uppgifter.

We do fun stuff sometimes.

It funny.

Fun lessons

Because it's my favorite subject

Idk

Because ms. Wiggly is a good teacher

Because I like English.

Because there pretty fun.

För man måste läsa högt

Depending what we ars going to do

I don't know

Because we always do stuff that I like to do.

Can be a bit boring

It depends on what we are doing.

lessons are often boring

we often read.

It's a fun lesson

Because my teacher is good

I don't like to just read in a whole hour. We read a lot.

Because we are always doing boring stuff.

Because is good learning

They are fun

Because it's fun to read English, but I don't like to learn English grama

För att det är oftast roliga lektioner med aktiviteter som man lär sig mycket på.

Fun lessons but sometimes your just tiered

It depends on what we have but usually cause it is fun with english

Because I think our teacher is good and that makes me feel motivated

I like English not only as a language but learning it is also fun.

I like to talk english

I feel motivated to go to my english classes because i like to learn new languages.

I don't like reading

Beuase it's funnier then other classes.

you have got to meet the people in the class

Because it's not that boring than some of the others lessons.

Because we have a good teacher and good things to do.

I just don't like learning languages in school.

Because I know that I am going to learn something new, every class.

I look forward to reading and vocab but otherwise it's just as fun/boring as other lessons

It's fun to learn English

It's fun learning new things in english.

Because it's funny lessons and she is a good teacher.

They are fun and easy

I don't know but I do like the English lessons

Because it's fun and i really learn a lot.

Because we have a really good teacher.

The lessons are not very complicated and It is easy to concentrate. We usually read books and I enjoy it a lot.

Det är kul att lära sig engelska som språk, men ibland kan vi ha tråkiga uppgifter
 I think it's fun to learn English because it's an important language.
 Det bror på vad som vi ska göra under lektion.
 its interesting
 For i like it
 Because often it's not so much work to do.
 It's a normal lesson, nothing special.
 I like English and it's an easy subject for me and I understand everything we do. That's why I'm motivated I think.
 Because I think English as a subject is very funny.
 Feel like I might learn new vocabulary, and also to be able to speak english to the teacher, because I like speaking english. (For some reason).
 Because English is fun and we have a fun teacher
 I learn Much from My english classes and We Also do funny things.
 Because I like English and we have a fun teacher
 För att det är inte alltid så roligt, jag tycker att läraren är bra men det är inte alltid så kul.
 Because we always do fun stuff
 Because I like English class.
 Because it's funny
 Because English classes are really fun with Mr. Parcel and interesting to learn
 Because it's fun to read
 English isn't my favorite subject and i don't like when we use the lollysticks cause i don't feel so comfortable to speak in front of the whole class.
 Because we have a wonderful teacher
 Because we have a good teacher and a good learning environment
 Mr Parcel is very energetic.
 Because sometimes it gets boring because we ALWAYS do the same thing. We read a bok almost every class.
 Assesments
 It's like a normal class
 Because i think it's fun
 We have a good teacher.
 It is hard to red and I get nerves
 I like the English lessons and It's fun.
 Because we always have fun in our lessons and our teacher always teach us new stuff
 It is fun and interesting.

Year 8

Because Mr. Parcel is the best.
 Sometimes it's fun but somethimes it's really boring.
 It is fun
 Because I like My teacher and I want to learn me new things.
 It's pretty chill and the teacher is really good.
 Because thBecause Mr. Parcel is the best.
 Sometimes it's fun but somethimes it's really boring.
 It is fun
 Because I like My teacher and I want to learn me new things.
 It's pretty chill and the teacher is really good.
 Because they are usually interesting, we do a lot of different things.
 We have a very funny teacher who always makes funny things with us.
 The chairs are uncomfortable and my neck hurts because of the low tables cuz you always look down.
 Because we have a good teacher that have fun lessons.
 it depends What to do in the classes
 I like it but I don't feel motivated to go because I'm often tired.
 I'm scared when the teacher are going to ask me about the book (I can't remember when I read because of the hard word in the book.)
 Because I like the teacher..
 We are taught in a very exciting manner, for example by doing different projects and exercises connected to the books as well as watching movies now and then.
 It's easy and you often get to read and write stories.
 Because i always learn something New, and the teacher are always happy and always explains things in A way that i can understand it!
 No English lesson is Boring!
 Because my english teacher makes it more fun so I can look forward to it, but sometimes everybody have those days were you just don't feel like learning anything (in any class). But it is good to learn the language that mostly everyone should know to be able to have a conversation with one another.
 Some tasks in the English subject are quite fun to do. Some of them are just tidious and not very fun at all to do. And since I don't learnt whole lot from the lessons it's all about the tasks
 Vet inte. känns bara så
 I find the English lesson fun because the teacher have a good learning plan.
 Cause It's fun

I don't look forward to our English lessons because we always do the same thing, read, have an assessment on the book we just read, and then we read another book. I feel that that is not a very good way to learn by just doing the same things over and over again.

I like English

There's nothing new to learn.

I always feel motivated and prepared when I know there will be an English lesson, as the lessons are set up in a way that make them quite fun and interesting.

I can learn something new. But sometimes you're just tired.

Don't know

I have to go to my classes or else I won't learn anything.

I do look forward to them because I like English and also because they are different from the other classes we have. Unlike other classes like math class it is much more fun and interesting. There is no right or wrong in speaking your mind and we do a lot of discussions which is why I like English more than other subjects.

Because English is fun, but not the tasks we do

Since I don't learn a whole lot on the lessons it's all about having fun and some tasks aren't fun.

It's fun.

Good mood and vibe in the classroom

I don't like to talk English so much in classes.

No comment

Because sometimes it is boring and sometimes it isn't boring

It depends on what we do in class

They're always interesting and understandable.

Because we used to do fun things in English class

Because I know it's important to learn English but sometimes it's not so fun to just sit in class.

Yes I like to go to English lessons it's funny to learn new languages.

Both, not always because it's not always fun.

Yes I often feel motivated to go to classes and learn new things. But sometimes I just don't feel like going to school at all, but it depends.

I want to go there to learn more English but sometimes the lessons are a bit boring.

I find English class to be a relatively easy subject for me. This means that I can somewhat relax during these lessons.

Because the lessons are boring

Because the only thing we do in our English class is reading a bad book and then writing an assessment based on the book. We have done this for 3 years now and it's getting boring.

The reason why is because it's fun doing small projects that I enjoy such as a short story or reading.

Because I know that I am good in English and that I can speak good English.

Because most of the lessons are boring

I don't feel super motivated to go to my English lesson because we do the same thing every time. It's kind of boring to have English. I don't hate this subject, I just don't think it's interesting.

Because English is a good funny lesson that I understand very well.

Because I always want to learn new things every time I go through the classroom.

I like to read books and I like to learn a new language.

Because it is fun

We have a great teacher who always makes me laugh, as well as giving out fun tasks in class.

Because we have the BEST teacher. Mr. Parcel makes the lessons fun to be in and instructive. He makes us laugh which makes us focused because the attention is on him. Very good way to get our attention you think. The English classes are one of my favorite classes because I really like the way Mr. Parcel teaches!

Because I like my teacher (Mr. Parcel) because he always has funny stuff but still learns good.

I like English and I like my teacher

Because I have a good teacher who motivates me to learn more.

Because they are fun

It depends on what we're working with. Sometimes I get to learn new stuff but sometimes it is pretty boring when I know the stuff that we're learning.

We don't do very fun things. I want to talk more.

Because English is fun and Mr. Parcel is a joyful fella that makes learning English fun!

Because we do the same things all the time; read a book and then having an assessment on that book.

It's fun and the teacher is good.

I look forward to the English lessons as I think they are the most interesting to me personally and because I can understand everything that is going on

Because I like to learn English and I want to become an actor in Hollywood and then you need to speak English.

Not because we always read books, kind of boring books. It would be funnier if we read more famous books, more well known.

I think English is fun and really important.

I like English classes because it's fun.

I feel motivated when we do things that I like, but I don't feel motivated when we do things that I don't like.

The English lessons are set up in a way that make them quite interesting and fun. This makes me feel motivated and gives me incentive to prepare for an upcoming lesson.

Because I think it's fun to learn and we often have very funny English lessons

Because it's always the same thing: Read a book, then assessment about the book. I just think it's extremely boring.

It's nice

We just read and then have assessments. We have done the whole term.

Because sometimes it's just too easy, or boring :)

They are usually interesting, we do a lot of different things.

We have a very funny teacher who always makes funny things with us.
 The chairs are uncomfortable and my neck hurts because of the low tables cuz you always look down.
 Because we have a good teacher that have fun lessons.
 it depends What to do in the classes
 I like it but I don't feel motivated to go because I'm often tired.
 I'm scared when the teacher are going to ask me about the book (I can't remember when I read because of the hard word in the book.)
 Because I like the teacher..
 We are taught in a very exciting manner, for example by doing different projects and exercises connected to the books as well as watching movies now and then.
 It's easy and you often get to read and write stories.
 Because i always learn something New, and the teacher are always happy and always explains things in A way that i can understand it!
 No English lesson is Boring!
 Because my english teacher makes it more fun so I can look forward to it, but sometimes everybody have those days were you just don't feel like learning anything (in any class). But it is good to learn the language that mostly everyone should know to be able to have a conversation with one another.
 Some tasks in the English subject are quite fun to do. Some of them are just tidious and not very fun at all to do. And since I don't learnt whole lot from the lessons it's all about the tasks
 Vet inte. känns bara så
 I find the English lesson fun because the teacher have a good learning plan.
 Cause It's fun
 I don't look forward to our english lessons because we always do the same thing, read, have an assessment on the book we just read, and then we read another book. I feel that that is not a very good way to learn by just doing the same things over and over again.
 I like english
 Theres nothing new to learn.
 I always feel motivated and prepared when I know there will be an English lesson, as the lessons are set up in a way that make them quite fun and interesting.
 I can learn something new. But sometimes your just tired.
 Don't know
 I have to go to my classes or else I won't learn anything.
 I do look forward to them because I like En and also because they are different from the other classes we have. Unlike other classes like math class it is much more fun and interesting. There is no right or wrong in speaking your mind and we do a lot of discussions witch is why I like English more than other subject .
 Cuz english is fun, but not the tasks we do
 Since I don't learn a whole lot on the lessons it's all about having fun and some tasks aren't fun.
 Its fun.
 Good mood and vibe in the classroom
 I don't like to talk english so much in classes.
 No coment
 Because sometimes IT is boring and sometime it ain't boring
 It depends on what we do in class
 They're always interesting and understandable.
 Because we use to do fun things in english class
 Because I know it's important to learn english but sometimes it's not so fun to just sit in class.
 Yes I like to go to English lesson it's funny to learn new languages.
 Both, not always because it's not always fun.
 Yes i often feel motivated to go to classes and learn new things. But sometimes i just dont feel like going to school at all, but it depends.
 I want to go there to learn more english but Sometimes the lessons are a bit boring.
 I find english class to be a relatively easy subject for me. This means that I can somewhat relax during thse lessons.
 Because the lesson are boring
 Because the only thing we do in our English class it reading a bad book and then writing an assessment based on the book. We have done this for 3 years now and it's getting boring.
 The reason why is because it's fun doing small projects that I enjoy such as a short story or reading.
 Because I know that I am good in english and that I can speak good english .
 Because most of the lessons are boring
 I don't feel super motivated to go to my English lesson because we do the same thing every time. It's kind of boring to have english. I don't hate this subject, I just don't think it's interesting.
 Because English is a good funny lesson that I understand very well.
 Cause I always wanna learn new things every time I go through the classroom.
 I like to read books and I like to learn a new language.
 Because it is fun
 We have a great teacher who always makes me laugh, as well as giving out fun tasks in class.
 Because we have the BEST teacher . Mr parcel makes the lessons fun to be in and instructive. He makes us laugh which makes us focused because the attention is on him. Very good way to get our attention u think. The English classes is one of my favorite classes because I really like the way mr parcel teaches!
 Because I like my teacher (Mr parcel) because he always to funny stuff but still learn good.
 I like English and I like my teacher
 Because I have a good teacher who motivates me to learn more.
 Because they are fun
 It depends on what we're working with. Sometimes I get to learn new stuff but sometimes it is pretty boring when I know the stuff that we're learning.

We don't do very fun things. I want to talk more .
 Because English is fun and Mr.Parcel is a joyful fella that makes learning English fun!
 Because we do the same things all the time; read a book and then having an assesment on that book.
 It's fun and the teacher is good.
 I look forward to the English lessons as I think they are the most interesting to me personally and because I can understand everything that is going on
 Because i like to learn english and i Want to become an actor in Hollywood and then you ned to speak english.
 Not because we always read books, kind do boring books. It would be funnier if we read more famous books, more well known.
 I think english is fun and really important.
 I like english classes because its fun.
 I feel motivated when we do things that I like, but I don't feel motivated when we do things that I don't like.
 The English lessons are set up in a way that make them quite interesting and fun. This makes me feel motivated and gives me incentive to prepare for an upcoming lesson.
 Because I think it's fun to learn and we often have very funny English lessons
 Because it"s always the same thing: Read a bool, then assesment about the book. I just think it's extremely boring.
 It's nice
 We just Reading and then have assessments. We have Done the the whole trem.
 Because sometimes it's just too easy, or boring :)

Year 9

It's fun
 I want to learn more.
 Brötchen
 not sure ,maybe because school is boring in general.
 It is fun.
 It can be boring writing essays
 Were doing the same things every day presentations or books.
 Det tråkigt
 Because they are almost always boring
 Becuase I like to learn new things and I like to be able to speak English.
 They are usually pretty boring.
 We always have a planning on school soft so we know what we'll do before hand.
 Fun with languages
 It's a lesson (negative) not the worst lesson (positive)
 Beciause it's fun to learn more english.
 We are doing the same kind of things over and over
 We do the same thing almost every lesson, but English is still fun.
 Because they are fun and intriguing
 Because Mr Sparrow is our teacher and he is the best teacher ever.
 Cuz mi lik english
 Because I love my English teacher
 Because it is one of the few lessons that I actually enjoy.
 Because I've always been fascinated with the English language
 Because english is easy so the lessons get funnier.
 We have quite boring lessons, doesn't work with Interesting Things I think
 They are often very boring and most of the time we do the same thing over and over again
 Interesting topics in our projects in English and a motivated teacher.
 A problem with the teacher.
 Sometimes they are boring
 Amazing teacher.
 Lessons are always planned well and everything is thought in a easy and fun way. The teacher works well with the students.
 Every student gets motivated when the teacher is motivated to teach us in the right way by begin funny and nice.
 Because we repeat the same things every year.
 Since the things we do during class isn't very fun, but English in general is fun to have.
 I feel lke it's always the same thing, presentation, book or assesment.
 It's often fun lessons but we does mostly same things all the time.
 I don't really look forward to the lessons but I know that it's a very important subject. Therefore I need to be motivated even though I don't think it's the funniest subject.
 English is my favourite subject, I'm good at it and Mr Sparrow is the bomb.
 English is a very relaxed but challenging lesson, and all the work we do is interesting. The whole class is always involved in the same work.
 Yes
 I feel like I learn a lot during them and that English is a very useful language to learn.
 Because the teacher is very good and the lessons are interesting and fun.
 Cuz it's annoying.
 Becus I enjoi lernin enlich.
 Classes are boring
 We do things that i like.

Because every lesson with Mr. Sparrow is a good lesson B)
 Because I find it interesting to learn a international language that is becoming more and more international which I will be able to use in the future.
 Because I like it.
 I'm afraid of mr sparrow
 It is a school subject and what we do in there isn't particularly exciting. I don't look forward to it but I suppose I'm motivated enough.
 Sometimes it's boring
 Sometimes the lessons are boring and we are doing the same things.
 Because we have a great English teacher.
 The activities for learning are boring.
 The lessons are quite relaxed while also being involving and interesting.
 Because we have a good teacher that motivates us to learn the English language. Thank you Mr. Sparrow!
 Because they are very quiet
 Because it's fun to learn and I have a good teacher
 Because it's fun to learn new languages
 Because we have a good teacher and english is Something you will Use in the future
 Because our teacher is amazing.
 Because it's one of the subjects I have easy for and I enjoy my English classes.
 Because we do funny things
 IT is fun
 Its not so intresting
 It boring man is yes but is also little yes.
 It's so much fun
 Because it's a fun lesson.
 Because I'm scared of the teacher
 The teacher is very good but in my opinion too strict, the feeling in the room is sort of awkward since it is almost too quiet.
 Some classes can be very boring.
 It's mostly very boring
 I don't know i just don't want to go
 I love English and my English teacher is one of the best ones I've had so far.
 Its not that hard.
 I want to learn and improve new things and in the same time discover the english language
 It all depends on what we're doing in class.
 Boring
 Because I want to learn English and the best way is to go to all my lessons.
 Because I enjoy learning about languages and because I think it's easy, it's a bit more fun for me
 Because I really like it.
 Because English is an intresting language and fun to learn.
 Because it's pretty fun with English but you can be tired sometimes.
 My teacher is one of the best teachers that I have ever had and he always makes the lessons good and he is always so happy.
 Because I like talking English in and outside of school. Which really motivates me to learn more

3b. Why? Why not? Following question 3a. Is it important to have a native English speaking teacher

Year 7

You learn more
 Because if you don't know a word, you can't say in Swedish so they translate, so instead you have to use other words to let them understand which is good.
 Because you have to speak English with them so you learn a lot by it. But you could learn a lot with a good Swedish talking English teacher.
 Better english
 Because them
 Cajsa
 Man får lyssna på en bra dialekt, och det finns
 It is better english
 Helps you
 Because then they know english.
 Because if we don't have a native English speaking teacher, most of the lessons are gonna be in Swedish.
 Yes because they know more english and can learn it just because.
 You learn much more
 För det är lättare att få veta hur man uttalar
 They have better pronunceation
 They now everything about the language
 yes, because you COULD learn more
 You can get more help
 As long as they speak English it's fine by me
 it helps because she probably knows more english

You learn more because you talk more english
 It's easier to learn then
 I don't know
 Because then the English comes naturally
 You need to speak English with them
 Because.
 More English in class
 Because if you have a teacher that talks English a lot it's gonna be easier to learn
 För att då finns det ingen chans att man börjar prata engelska med hen.
 It is easier to learn from someone with native
 The teacher could still be good.
 The most important is that the teacher knows good English,
 It doesn't make a difference really.
 They can relate to their natural way of speaking and help you to understand in a better way.
 Because the teacher Know there material better
 Because you can communicate with other people a lot easier.
 it may not matter if the teacher is good or bad
 It can be good because they understand the language more maybe
 Because then the teacher has spoken the language his/her whole life.
 The learning in speaking correctly
 Because you can trust them more, they've spoken English their whole life.
 So we can hear how they speak.
 I think they teach better since they went on a only speaking school when they were young.
 Because the might always know more things than a person that's not a native enlighten speaker.
 Because they got the most knowledge about the subject
 If we have a English teacher we learn more but if we have a Swedish English teacher it's not the same and if we have a English teacher
 he/she does probably now more and knows how educate in English
 Because then they can speak English correct.
 Because then we learn how exactly it sounds like when we learn English.
 Yes, then you will be forced to speak in English to communicate with the teacher. You also learn more accents from the English
 language.
 Because they can teach english better and only talks english
 Man hör hur man använder språket på ett korrekt sätt, och man lyssnar på en "bra dialekt"
 Because you learn more if the teacher is from England.
 Because they now which words they often use in sentence and how express words in English .
 it doesnt matter
 For then he or she can explain a lot better then a swedish person
 Because then it feels like you can trust them more on what they say.
 Maybe it's better to have it but the school I used to go to before this school didn't have it and I still learned very much.
 It's maybe better to have a native English teacher because then the teacher can't "cheat" and maybe talk Swedish.
 It is because then the student feel that they must speak english, and then they will try harder to make the teacher understand the
 question/answear. If they dont understand, then they only have to ask the one next to them.
 Because there can be people from another country that's
 I think it's Google to have a teacher from an English speaking country, that knows how to do and how it words spell. But it can work
 with a teacher that's not from a English speaking country, he/she just need to know a lot of English so you can learn good English.
 So when people from another country what's
 För då pratar man mer engelska för att man inte har något annat val
 They know more about it
 Because then you have to speak English
 So we need to speak English to the teacher.
 Then you speak English on the classes
 I think they teach better if they're from that country
 Because then we can understand their English accent and they are always better
 They know more about English than other teachers
 Because I just learn faster
 As long as you have a teacher that know what they are doing
 You just need a teacher that is good at English which is most common with native English speakers.
 Them you're sure that your teacher knows what they're talking about
 Because you Learn more
 They are maybe better at pronunciation
 Because they are more comfortable with english.
 So he/she knows a lot about how it is used
 Bekus I not resist
 Because then he/she might have better english
 Depends on how good the teacher are.

Year 8

It easier to learn.

So we are sure they teach us right
 Because IF he/she talk english all the time I can learn me new words
 IF the teacher is speaking english then you can't speak Swedish with him/her and then you learn more.
 You know things that other people don't.
 Because they lived in a country where they speak English
 Because then the teacher knows the words that might be old and can learn the students that word.
 So we are sure they teach us the right things
 If you can't speak Swedish you can't explain easily but it's okay.
 They can learn more
 Because then you learn more.
 Because then you have to speak English or they won't understand you.
 We learn more about English when a English teacher talks English every class
 Don't know
 It does not matter too much wether the teacher is native because the knowledge is most accounted for. If the knowledge and experience of teacher is equal both are just as fine.
 It has both advantages and disadvantages, such as a native english teacher will have perfect english, but not being able to apply the swedish language to learning english. Both native english teachers and regular teachers are good, but the most important thing is not their nationality, but their ability to teach english.
 I think its important because then you Will learn Much easier
 Then you have to speak english.
 Well I think that a native English speaker has a lot more experience and
 Har egentligen inga problem med varken eller
 As long as the person is educated and speak good English I'm good.
 They are better on english
 Because if the teacher was swedish it would be too easy for us to just ask what something is in swedish and they would just tell us. If we have a native English speaking teacher we have to find out by ourselves and I feel that we learn more that way,
 He/she needs to be good at english
 Makes no difference as long as the teacher knows the language.
 A native English speaking teacher ensures that the students not only learn the English language, but also the culture that is i
 don't know
 Because it's much easier to understand a native english speaker.
 Well not really but the important thing is that the teacher must know English and needs to speak it as a native speaker because otherwise we will learn it wrong like
 Its better to have one but ofc u cannot get it all the time
 I think a native English speaker has a lot more experience when it comes to the subject
 They know the language better.
 Not really but i would prefer a native English speaker because they grew up using the language
 It doesn't matter becausenthe teacher can speak english anyway.
 You get Evenås more english then and you don't have the choise to talk Swedish
 I don't know
 Because usually native English speakers know the meaning of certain complicated words that normal teachers wouldn't know.
 Because then they know more about the english language
 Because then you're forcing yourself to speak english and not Swedish.
 Yes because then they can't explain things in Swedish and then he almost "force" us to learn
 Both, it's good because more of the teaching is in English, but sometimes you don't understand
 To get the best english language as u can get and understand english well because it's really important.
 Then you can be sure that you get taught 'right'.
 It's important because someone who speaks english natively will have far more real world experience than other teachers.
 It's important because then we have to speak English in class and by that we practice our English. Also a native English teacher won't pronounce/spell anything wrong
 From experience the teachers who are not native speaking often teach things at a too easy level or make too many mistakes.
 It doesn't really matter
 Because they probably know more than most
 Yes, because then we have to speak English with them. We learn more and the teacher can see how good our english are.
 Not Boeing able to talk swedish to the teacher, english has to be learned to interact to the teacher.
 Yes but some is it hard because you don't understand what he says some times
 If you would have a Swedish teacher teaching English then you could ask the teacher in Swedish, but if you got the native teacher you have to explain around the words you can't explain which make so you learn more.
 Because he/she will know a lot about their culture traditions,rituals etc. And they will speak English fluent so that everybody understands.
 Why would it be important,English is english.
 They know english better? Obviously?
 I don't think it matter but it's good to have a full English teacher because it is an English lesson and if it's a Swedish/English teacher it's easier to start talking Swedish. But with an English teacher only English is talked in classes.
 Because then I can't speak Swedish to him.
 Because then you have to speak English when they don't understand Swedish
 A native English speaking teacher has always spoken English and knows it much better (and has got the pronunciation).
 Idk
 Then you need to speak english

Because you learn how an actual native English speaker talks.
They will use the language more when speaking to us students
Then the person is very sure.
They should know more English
Because he/she have a background in an English speaking country which is important.
It's better practice
He/She can correct you if you're wrong since they have English as a first language
Then you can learn listen to him and learn how he speaks.
Because they know more.
Because you learn other culturs and words from diffrent english words. They also know the english language very well.
I feel like you learn better because of things like "uttal" etc.
I think I would learn more from a native English speaking teacher, than from someone who isn't a native English speaking teacher, but I think I would learn enough anyway.
A native English speaking teacher not only ensures that the students learn the English language, but also gives them the opportunity to familiarise themselves with the culture associated with the language.
Because you learn more from someone who are a English speaker
Yes, because it's better for the education
You can't get away with speaking Swedish

Year 9

He/She know the language the best.
I dont know its easier to learn then
It gets much easier.
Because you get to learn from someone who really know the language.
They have better understanding of the language
Doesn't really matter.
Lär oss bättre
Because if he's native he knows English better then the Swedish ones
It's not important because you can still learn English but it's a good way to learn English better.
Because he know very much.
It's easier to speak Swedish in case the teacher is Swedish
A native speaking teacher could have better ubderstanding of the use of the language than someone from sweden but a non native speaking one can be as good
Culture and language
Because you get a whole different pronuonciation.
You learn more
So they can
To get a "real" feeling of what English sounds like.
I feel like they are better English-speakers.
To learn inglish
Because it seems more legit
There is a noticeable difference between a native English speaking teacher than a not native speaker.
I think it definetly helps to have one because you get to hear the accent and the native English teachers seems to be calmer when they have a lesson
it's easier when the teacher knows the language it's teaching out.
You learn by hearing Good english all the time
Just think that they have a more general understanding of the languster that way
The have better knowledge about the English language and can teach English words that you use as a native speaker daily.
A better understading in class.
If they can speak English it doesnt matter
To learn proper English.
A native English speaking teacher has grown up in an environment that is surrounded by English.
It doesn't matter as long as the person speaks good English
Since he can't talk Swedish very well it makes us only talk English to him.
They often know basic rules which others might miss.
If they still have the knowledge it's good anyways
Because they seldom speak Swedish, and try to explain with other English words instead of Swedish, which I find more educating.
I feel that they are generally better and not being able to talk Swedish to them helps me develop.
A lot of the times native English speeds have more knowledge of the language, but that is not a
More helpful to develop vocabulary and grammar with an English speaking teacher.
Me too
They're usually much better at the language
I think that the most important thing is that the teacher is good at English.
Yeah
Because u learn better
Is fun
They are more stricter
Because otherwise they don't feel qualified to teach english.

They have mch better understanding of the language
 They are better
 I believe (s)he has a much better understanding of the language and can teach the language in an easier and more comfortable way that make you have a higher understanding of the language and grammar. Also (s)he will not make any mistake as it's her/his 'first' language
 Because he's good on English
 Because people who have it as a second language tend to lack a large vocabulary and have little understanding of various other things.
 Because it makes it easier to learn
 Because the teacher speaks clear English.
 Yes very! Because it will make it more natural, you'll have to speak English to make them understand.
 Then you know that the information is more reliable.
 In some cases, native English speakers have a wider range of knowledge on the English language, but that is not always that case.
 It is important because you can hear that special dialect for that country.
 Because they you are forced to speak English and you learn more
 Because it's a bigger chance that they teach us wrong
 They always know the langua
 Then it feels Obvius to talk english
 It helps with the learning.
 They can the language, so they teach out the right things
 They speak the best english
 Cause u has is many met bits of group friends is a yes.
 They spaek bätter english
 He can actually speak proper English.
 Idk
 Because the teacher has grown up with the language and has spoken it his entire life, he will have more experience than an English teacher from Sweden.
 Because you get a more fair view of the language and it's easier to learn.
 Otherwise it will most likely to start speaking Swedish which won't help you learn English.
 It knows more or I think so
 So we can learn everything proper.
 So he knows
 Because you learn the correct spelling
 because the English language comes more naturally for them.
 They are better at English
 Cause you learn faster and easier.
 I don't think it's necessary important but it is better because the teacher has more experience and knowledge
 Because they have more experience with the language
 Because then they feel more reliable and it makes it better.
 Because you learn more.
 I think it is important as they have spoken English for a longer time and more than what a Swedish English teacher may have done.
 They're more reliable

4b. Why? Why not? Following question 4a. Do you think time passes faster during English classes than in other classes.

Year 7

I don't I I don't know
 Because it's funny and good lessons.
 I don't know
 Because we read a lot and the book is very good so time goes fast.
 Idk
 Maybe sometimes because it's funny
 Fun lessons
 Because it's funny
 Sometimes when we read all lesson it feels like an eternity
 Because we always do something that is kind of fun.
 It's almost the same.
 I don't know.
 För att man sitter där och är nervös över att snart ska man läsa så då känns det som att tiden går snabbare
 I have no idea
 It's fun and when it is fun the time goes faster
 About the same
 not as boring as the other lessons
 Other subject is also fun
 English classes are fun
 Because it's like he other classes only you learn English.
 No because we don't do things that's funnier in English lessons than any other lesson
 Like I said it's boring.
 If you do something fun then the time well go fast.

When you have fun time passes by
 The Lesson is fun and I learn a lot
 För att det är som alla andra lektioner.
 It is the same as all the other classes
 Cause they feels like athon lessons
 I think the time passes just as fast as other lessons
 It's fun and it's easy
 We read often wich is fun and therefore you are busy so the time passes quicker than you would think.
 No because in swedish lessons, it is easier to understand
 Sometimes we have a bit more boring things to work with.
 in each class, so goes the time annual show will soon go and show slow
 It's the same in almost every class except when you do something fun.
 Because it's a bit easier than other classes and it's a good subject.
 Because there are other subjects that I find less interesting/fun.
 Sometimes It's only one thing to do in English class and makes the time go slower.
 Sometimes, for example when we read by ourselves but otherwise no.
 It's like the other classes.
 We do a lot of fun projects.
 Sometimes time can go fast and that's becuase I'm having fun in the class but sometimes it can be a little bit boring.
 It's very funny
 Don't know
 only do the same things all the time.
 Maybe because times fly bye when it's funny.
 The lessons are fun and therefore time flies by much faster.
 We usually have fun classes so it feels quicker
 För att vi gör oftast saker som jag tycker är relativt kul om man jämför med andra ämnen
 Sometimes, and sometimes not. That depends on what we do.
 Because if we do something that fun the time running but if we instead do something that is boring the time goes slow.
 its like all other subjects
 For its enjoying and fun and i am pretty good at it so it's more fun then like spansih that i am not so good at and there it takes longer in
 my mind.
 It feels like any other class but it's just less work but we still have to read and do some work so it doesn't feel that much faster.
 Because nothing special happens
 It's 1 hour and it's exactly like the other classes so I don't think so. Maybe if we do something fun. As we say in Sweden "det går snabbt
 när man har roligt"
 Sometimes it does, it depends on what we are doing.
 I like english and that its fun, but most often there isnt much going on. At least anything I need to focus much on. So for the most part it
 dosnt go any faster.
 Almost all the time, but sometimes we have do things that isn't as fun and so on...
 Jag vet inte det är väl ungefär samma tror jag, det bror på vad vi gör. Det är skonad om vi läser eller om vi ritar
 It's fun
 Why should it pass faster.
 Because it's funny
 It just doesn't
 Because it is really fun and when you enjoy something time passes really fast
 Yes because we do fun things
 I just don't feel that I like English
 Yes because we have more fun in English classes.
 Because i think that the English lessons are funny
 Mr Parcel is very energetic.
 Like, Its always 60 mins but sometimes it goes faster.
 Because We have a fun teacher
 It the same like a normal class
 Because when soemthing is fun the time passes much faster.
 It's fun.
 It is still a classe and still not fun
 It just don't
 Because it's fun.
 Because we have fun and we read books mostly
 It feels like a regular lesson.

Year 8

I don't know
 It is fun
 We do interesting things.
 Because mist of the lessons is just one hour as the others
 Because sometimes it's a not very good lession. Because we are talking about something. And some times we are talking about things
 that isent involve in the discussion.

Because it's fun.
 Sometimes time passes faster because we have fun while working
 Because we're having so much fun and the social conversations in the start of the class takes some minutes but it gets us to concentrate more when we're working.
 No difference most of the time
 All lessons are long
 Yes, because we have fun lessons.
 It depends what we are doing in the lessons.
 Because I enjoy to learn English.
 It goes fast because the teacher talks about things like if we read then the teacher talks about what happens in the small pages we had read.
 Because the class is so much fun.
 We have a slower pace during English classes, but it is better that way because it reduces stress and gives us time to process the information. It depends on what the lesson is about. Time usually passes the same
 Because I am very interested in English and we always do something I think is fun, and then time passes by very fast, which is very sad :(Kind of, because as sad it's funnier, but it is still a normal lesson of course so maybe not that much.
 Tiden går aldrig snabbt förbi
 Personally I work and am focused, but I guess when you have fun the time goes faster
 I think that since we always do the same thing time passes by very slowly because I am bored.
 It's just a class. Class is never fun.
 Because they are often boring
 Time does not pass faster or slower during the English classes, it is like any other class.
 Well when we have reading classes time can be very long, but an entertaining teacher always helps with this
 No it's the same.
 Because it's a good work environment
 Sometimes I'm nervous to speak English in front of my class so sometimes I just wait and think of that I don't want to speak in front of the class.
 It is not my favourite class
 Because it isn't any difference between the classes
 If we're doing something fun, the time passes away faster
 Because they're interesting.
 It's pretty much the same.
 It depends what we are doing in the lesson
 I don't know, they just don't.
 No I think it's the same. But if we do things that I think is fun then the time will pass faster.
 Because it's just a class as the other ones so it depends on my mood that day.
 I do somewhat enjoy the subject, this means that I don't keep a close watch over what time it is because I don't really want the class to end as fast.
 I don't know.
 Just like any other lesson time passes about the same amount since time doesn't only pass quickly when you're having fun but also when you're working hard.
 Because every lesson is almost the same, time is short sometimes and other times very long.
 Because we do more fun things on the English lessons than on the other lessons.
 It's like the other classes.
 It's about the same time,
 Because it is as long as the other lessons
 Sometimes there are really interesting discussions or things we do that simply speed up the time.
 Well, it's not the only subject I like.
 Because I hate life.
 Don't know
 "Time goes fast when you have fun."
 Because it's a very fun lesson, so I'm very focused because I want to learn and usually when something is fun you work harder and faster so the time will run out.
 Because every lesson is the same time?
 It's like any other lesson
 Sometimes it does, when we are writing stories or essays and reading quietly, but sometimes it feels like a year (when we are doing grammar exercises or reading out loud).
 I don't know
 Time always has the same speed, but sometimes it feels like it passes faster because it's fun.
 We do things that take time and are quite hard. If you're not creative.
 It's fun and I enjoy English. Time flies by faster when you have fun.
 Because it is as long as any other class.
 Sometimes. Because we're doing things that the whole class is a part of. Then everyone is active.
 Yes as I think it is a more interesting and better fun than other classes as I enjoy writing stories, listening / understanding poetry, reading books etc.
 Because you are focused and having fun.
 Because he is motivated and always in a good mood, which affects us in the class in a positive way.
 Because the lessons are really interesting and fun.
 Sometimes it does because I basically like the subject English.
 It depends which other class you compare it to, and also which English class, but I wouldn't say that time usually passes faster in English classes than other classes (although it does sometimes).
 It depends on what type of task we're doing a given lesson. If we're doing independent writing then time appears to pass quite quickly, but if we have a lesson where we're doing something relatively boring (such as listening to the teacher speak for an hour) time may

appear to pass slower instead. This isn't a problem with the subject though, as it happens pretty much in every subject and in every given job or task. Because our English lessons are fun
It's very very boring

Year 9

It's boring

Not sure.

It's like the other classes.

We often do fun stuff in the lessons

För det tråkigt

I don't know

Not really because I like all lessons and they all go by pretty fast.

Because they are usually boring, a lot of reading.

Reading doesn't. Assments do.

It depends on what we are doing.

The lessons can be very boring

It's a lesson in a school, why would the time pass faster?

Don't know. I assume it's because they are fun.

Because I enjoy the lessons.

Lessons feel utterly slow from times to times

Because we have fun there and do good things that make the time go very fast.

Depends on what we do, something fun and time goes by fast, something boring and it feels like ten minutes is needed for one minute.

Because I usually think it is fun to learn English

one hour is one hour, no matter if it's fun or not it feels like it passes at the same pace

It depends, if we are reading the time passes slower but as it is now when we are working with the personal project, time passes

quickly, I think it is because it's more interesting

An interesting lesson which isn't getting boring most of the times.

We usually don't do things that are fun.

It depends on the lessons

It's fun thus the time goes by fast.

The teacher always finds fun things to do at the end or start of the lesson.

Sometimes we have fun and then the class passes faster sometimes when we read books it feels like time passes slower.

Because I see it as a normal class, doesn't go any faster or any slower.

Because it's the same amount of time?

Sometimes it's depending on what we're doing.

that depends on what we do during the lessons. If it's a fun lesson, it might go faster, but most of the time it does not go faster at all compared to other lessons.

Reading lessons feels twice as long as normal lessons.

Because an hour takes an hour long in every classroom.

I am unable to answer that

It usually just feels like any other class.

Because we are always working.

Do not know

Boring

Because it's fun

We work really good.

THEY ARE FUN DUH

Time never passes fast in any subject as they all require you to still and keep quiet to not disturb other persons and as time is curved and also relative the faster you move the faster time passes.

I don't know

Because I don't know what to write on my presentation

It's slow.

Because there is always something to do

No, it's like any other lessons

No because we are often doing the same thing through the whole class which makes it boring after a short amount of time.

Due to that during the English lessons, I'm more focused.

It's about the same, although it depends on what the lesson contains.

The lessons are interesting and I enjoy reading and writing, which is a large part of this subject.

Because we have fun and we are focus on our work.

Because we are watching a lots of films

Because it's one of the most fun lessons

They're the same as any other lesson

It's still a 60 min long lesson

Our classes are always organized and planned ahead

Because I'm having a better time than in other classes.

Yes, because we do things the whole lesson

It's the same as the other classes

Cause I'm always left staring into the Wall, pondering about death and My crippling depression.

The time passes faster when you aren't bored.
 I have no idea why time doesn't pass faster during the English lessons
 No, because like said earlier the lessons are very strict. Everyone is tense and no one dares to talk to one another, this is good on tests and when the teacher is speaking but I feel like we should talk to each other more (in English) since that develops our oral skills in the language.
 The classes are often very boring and you don't get to do much things that actually are interesting or teaching.
 Because as I wrote earlier, it's boring.
 We do the same thing so often
 As I said my teacher is so good and he makes the lessons fun, so time just goes
 i dont know
 I dont now but it could be beacuse the lesson is boring Sometimes .
 Because we are mostly reading or writing.
 Again it's not that fun
 English classes are just like the other classes.
 It feels faster, depending on what task we are doing. The more fun we have the faster the time feels like.
 I have fun during English classes
 Not sure
 Because in some lessons you just speak so when you work it comes natural.
 Sometimes when we are doing fun things on the lessons.
 Because they are always filled with fun things and the teacher is also fun.
 We always have so many things to do

5b. Why did you choose that theme? Following question 5a. Which theme have you mostly enjoyed this year?

Year 7

Because I thought that was the best book we have read so far.
 The book was really interesting however I do like coralline really much but I thought the book was a little bit boring and the movie is better.
 Idk
 Great book
 Good book
 I like horrible books. Not scary, just horrible!
 För att jag kände så
 It is a intresting story
 I don't know
 it's a good book
 Because i thought it was the best book
 To be able to stay independent in your mindset is very important to me
 I like scary things
 Do not know
 Because it's so different from our everyday life.
 I enjoyed reading a spooky story and the book was good
 I really liked the book and the film.
 I understood that book the must and it was the best book of them all
 Because I liked that book most of the books we has read during the English lessons
 För jag tycker inte att det är någon större skillnad.
 Beacuse I thought it was most interesting
 I like that book and I thinks it interesting
 I chose this theme because i think it was the most interesting one out of all of them.
 It's a good book
 I choose it because it was the best book.
 Because I like more spooky story's than others
 Because it's about bravery and that book was a bit easier than the others and it was fun to read it.
 I find it more interesting than the others.
 It was interesting to read, learn and other things connected to the book.
 I liked Coraline because it was like a fairytale and it was a bit dark in a way.
 Because I have fun to learn English and other her subjects so I don't think it is a big difference .
 Because the book feels like it could have happened in real life, and it's a cool story with awesome adventures.
 It was an exciting book with adventure and it is not a fantasy world of some sort that's why I liked it.
 It just was the best.
 Because I like the sort of lighthearted theme that Holes have, but at the same time deals with serious issues of the modern society.
 I I think this is the best book we have read so far
 Because it have an important message. And in the book it happens things all the time and you understand the story quick. And there is always new words to learn. And the book is good.
 It is fascinating and really exciting.
 Because the book was more interesting and i like themes like when its about prison and adventure and some adventure

För jag gillade det "läskiga temat" och jag gillade att skriva en egen berättelse
 I started her after the "winter break" so I have just read the book "Holes".
 Because the time dident always running sometimes it's like stuck.
 Nice
 I really enjoy the andventure in the book and i really enjoy reading it and I thinks it the best book i have read in my life.
 I had seen the movie before and like the "imaginary world" them with it.
 It was Interesting
 Because the other books wasn't that good and I think that this was the best one because it's more real compared to Coraline.
 Because I enjoyed that book the most because of the imagination.
 Because its more exciting than any of the other ones. And because I believe its more of my type, however, I never read books or storsy (or rather, I rarely read), so I cant realy rell which is my favourite of them three.
 I thought that was the funniest and the best book, it was interesting. And we also did som funny thing about the book and we looked at the movie after the book.
 Jag tycker om alla böcker. Coraline har jag sätt innan så den visste jag om. Jag valde holes för att man bara fick välja en men det är den som jag gillar mest. Men alla är bra.
 Because the other ones were boring
 För att den är spännande.
 We got to write our own Scary story.
 I'd like that best because the movie was good
 Because it's fun to read
 I like that theme most because it has three stories in the book and it's funny to read for my own, and it's not boring to read all threes stories
 Because it's spooky and we had a lot fun watching the movie.
 Because i do believe it is funny
 Because there is kind of like a puzzle with three bigger themes.
 Because i thing that western theme is pretty cool, it had a great story and good personalitys in it. I thought it was a great book.
 It's was the most interesting one
 Because it takes place in a dessert-like environment.
 I think the book is much better then the other two
 It's true
 Actually I don't like to read this kind of books but Coraline was much better than the other.
 Because it was the most exiting and it was cool that it had 3 different stories in 1
 It is the most realistic story so far and I think the author wrote the book in a very good way.

Year 8

I learned so much during that theme.
 Because I like the story a LOT.
 Because it was a very interesting book. And many did know what it was. It was just very interesting.
 Because the book was good.
 Because it gives us the oppportunity to be creative and write our own story's.
 Because it's funny to create something own.
 I like writing
 I like movies
 Because I like that book and the assessment we have in the end.
 Because it's lonely work and you can choose all free not answering boring questions.
 Because I like the book the giver and it was fun to see the difference between our lives and there's life.
 Because you haven't read so much and you remember what you reading because of short stories.
 Because it is not so hard work
 In grade 8 we were introduced to poetry which in itself is a very dodgy topic. I've come to like it because of just that property also I've learned to enjoy all the incredible poetry all over the Internet.
 Because i want to
 I personally like creative writing.
 Becuse I love to write stories and specially in English. And that you can make your own world and characters, it's amazing.
 It's kind of like writing songs, which I love.
 Det var en bra bok
 Because we are doing it now, and I really enjoy writing my own stories.
 Because I liked the movie and the book
 It is fun
 I didn't enjoy anything.
 because it's a good book
 Because I like reading english books and I like politics.
 Cuz it was the most interesting
 Because I thought that it was entertaining to go into depth with different syndromes.
 This is the one I enjoyed the must.
 Because I had a flow when I wrote
 I liked "The Giver" very much and the movie was really good.
 Cause I enjoyed it very much
 Because we are writing our own story about anything

Because it was interesting and exciting
 Because I like fantasy stories.
 Because it was fun
 Because I enjoy writing and it helped me to begin write my own song lyrics.
 Because I liked the way that it was written and it was just good
 Because you can use your own creativity
 Because i like to read and in this theme im allowed to read many different stories.
 Because I think it is an important topic, a really good book and it was fun to work with.
 Because it is an interesting book and the diferent concepts and ideologies are interesting to learn about.
 Because it was different from reading a book and writing a poem was creative and fun.
 I like writing stories, reading and drawing so I have a rather creative mind but despite that i'm not very good at making stories.
 I like to imagine how a utopia would be and the giver is a perfekt bok for that .
 Because you can decide more by yourself and use your own ideas.
 Because this book was different from the other books. It was very fun to read a book that was outstanding, compare too other books.
 I thought that this was to the most interactive theme year to the students, I enjoyed it the most since I learned the most from it.
 Because it was a really funny story and because it is funny when his dad screams at the boy
 Cause as we watched "This is England" I got to know how a life of a child could be and also how people live and what they're thoughts are on other people, like nazism and racism, which was the most interesting thing this year.
 Because I feel like it's the best thing you can do to evolve your English.
 Because I like it. Why do you care?
 Don't know
 It was the most enjoyable part this year. Also I got really good feedback on my work.
 Beacuse it's a very good book (and movie) and the book was very new and based on the age of us, usually it can be a book from 1999 just beacuse the other year 8 has read them before. But this one was new, "fresh" and good!
 Because I liked to wrote the "I was raised by" things.
 Because I liked it. I liked the book and the activities we did was fun
 Because I like writing stories and expressing myself in words (I really liked the poem writing as well!).
 Idk
 It was the most fun and interesting theme
 I really enjoyed that book. It was special and different.
 I really liked the book and writing my own ending to it was fun since I could choose how it would end
 I think the book was good and it was a fun test.
 We've just started short stories but I have such a good idea!
 I choose the giver just because I loved the book.
 Because it was fun to write a poem.
 I chose this theme as this is one of my favorite things to do on the English lesson
 Because then you can make your own short stores from your mind.
 Because we got to be creative and think outside the box and also because we did "practical" (praktiska) things. And also because the book was interesting and not as boring as the others.
 Because I think that the topics are the most intressting.
 It was interesting to read about another society. And writing the end of the book too, using your own fantasy.
 It was quite easy and very free.
 It was a deeply philosophical and interesting theme that has a lot to do with some of humanity's most important questions. I quite enjoy such themes, as they make me think about things and ideas I normally would never think of.
 It was fun to do and interesting
 Because i understood it
 I think We learnd and Done much Stuff related to the book.The assessment were out standing.
 Because I like the creative subjects

Year 9

It was fun
 It was a good book.
 Because it was interesting.
 The book was interesting.
 Becuase I liike grammar and Always wants to get better
 Roligast
 Because it's fun to look back at the past
 Because it interesting to know what other people think about these years and to reflect on them.
 Because i like to do oral assesments.
 It's funny to have a little bit of own responsibility and have the ability to do what you want.
 Interesting book.
 Because I enjoyed the discussions we had in my group.
 Because i feel like we really practied things that are useful later on
 I like Orwell.
 Because I liked the book.
 I liked animal farm because it was a political book and I found it very interesting.
 Could sleep through em
 Because it's free and we have the ability and freedom to decide how and what we want to talk about.

It is my chance to properly thank my class for forcing me to learn how to fight for my own opinions during these four years.

Because I really liked the book

Now we have just started with this, but i think it's the best because you can make it personal.

It's fun and interesting to reflect and look back through these four years

Because i think that it was the best bok we read all year

Because I found it interesting to discuss and reflect about.

I didn't enjoy the books or the practice. I chose the theme because I didn't know what to select.

It was not boring and it was not too hard.

Animal farm was easy to understand and had a lot of ways to read.

Because this book has the be the most interesting book I've read on the english classes.

Because it was the only good book we've read during these four years.

Because I think that this project is exactly what you need before leaving the class.

I,ve enjoyed it the most because I believe that it is the forst book I find a reason to read, because it gives you an understanding of the society.

It has been a free subject and it was good that we worked in small groups instead of discussing and reading in front of the whole class.

Because it's an open theme where we can choose how we want to plan our work and set up our presentation. We haven't had an opportunity to work like this during the year, which is why I find it the most enjoyable.

It was a very good book that got me thinking about society and about how big brother probably exists in real life. I also liked the individual presentations But I also find it a bit unnerving because I would like clearer instructions because I get really anxious when I have to decide what to talk about because I feel I have to be great and I don't quite know what subjects to talk about.

It was really helpful by practicing the national test before the actual test, because it was easier and I had more knowledge of how to plan my work.

Because it is the only one we have not done

Because it's a reflection of how you as an individual and a student have developed and evolved into the person that you are today.

Because it was very interesting.

Don't know

Cuz I can

Is good to torture, fun watching

The books we have read were boring

Beacause we read the book, wrote things, and watched the movie.

Because it was a good book.

It was an intresting aspect of the Russian revulution.

Because I like to read.

Because it feels like I actually learned something doing that.

Because 1984 is interesting and with discussion one can develop a well balanced opinion on human Utopias and totalitarianism.

Because it's intresting and fun to discuss

It was interesting to learn about Orwell and analysing the text because of the many questions we got

It was quiet interesting and it was a good preparation for the real national tests.

I was very interested in the book ands its message.

That was the theme that was the interesting to analyze and read.

I really enjoy reading and it was an engaging book.

Because it is a personal project presentation. I like to work on presentations and also because it is the last thing we do.

Because it is fun to prepare for that presentation

All of them. Because I think they all were fun in their own way.

Because i'm not fond of the books

Because the book was good and a challenge

Because the book was great and had a very important meaning

Be uses unlinked the book and the assignment that case with it. It made me think more about how the world could've looked like.

Because it's fun that you can choose most of the things you are going to talk about

I learned the most from it

I choose the marketing project because I think it was an intresting thing to learn about.

Cause is me gone is all lesson.

I like animal farm very much

Because I enjoyed it the most this year ;)

Because all of the other alternatives were really boring

Because the books we've read were not my style, I did like 1984 but it was too long and written in a more artistic way than other books we have read.

Because it felt like that was something I knew and it was pretty easy.

Because all the other choices were much worse.

It a good why do learn how a national test works so you don't get so nervous

They were simple and every lesson took one of the tests, so it was like all was planed for the lesson and it was nice to do one think at a time.

Because as the question said, what i most enjoyed so probably because i enjoyed it mostly.

Because it's not boring

Because it was the only interesting thing so far.

Because I liked it the most and it was interesting to practice for the national test

Because I was motivated to do it good since I knew I needed it.

I learned a lot more about how our surroundings in society can effect us. We sometimes have to question things instead of just taking it as it is because someone says it's right

It was helpful and gave me confidence.
Because I feel that is the one I like the most.
Because I can't choose a specific theme. I enjoyed most of them just as much as the other. Ps. not 1984 though because it's a very strange book and I just got negativity from that book.
Because it felt so easy and and on the national test you felt prepared.
I took "Other" because I have liked all of the things we have done in English so far in the 9th grade.
I like that the tests were almost the same as the actual national test, so I became prepared.

7b. Why did you choose that method? Following question 7a. What method do you think is the most motivating to use when learning English?

Year 7

Because it's very funny and they explain good, you can also go back if you need more explanation. Speaking is also good
Because it's fun
The most common "problem" in English (so as I) is good understanding of the language but talking and writing is much more difficult.
How words should be spelled or placed in a sentence etc.
Because it is the funniest option
Because I learn best when I reading
Helps your listening and speaking.
Its fun
Because you learn more by writing and by getting corrected when you've written something wrong.
Because I think it's fun, yet challenging
Because I feel like I learn the most from that.
Because I learn best that way and it's fun.
Because of then you can see the words.
För jag lär mig mäst så
You hear pronouncations
Because it is fun and you learn.
it's funnier.
Because I like it and you can learn a lot and it's fun
I like to play games, especially computer and console games
Because I learn best that way.
you often have to be fast and remember words
I think that I learn better with that method.
I like to read
Because I learn more then
Because I learn best when I have to write down things.
Then you can train your speaking and learn other words that you didn't know about before.
You hear new words.
I think that is the best method
Because it's the way I learn English easiest
Because you learn to spell and read at the same time, you also learn to put together sentences
För jag tycker det är den effektivaste lärnings metoden.
Beacause you learn to spell and how sentences are build
Because i learn best when i her and see things.
I learn more with this method
It's all around me.
Beacuse you can hear and try to speak in english and when you don't understand you ask
I chose that method because you really get to interact with the language and you also learn by doing!
It's funny.
Because you can both listen and speak.
one can learn better at listening and writing
Because it's harder to speak than write
Because I learn best when I speak a language
I think games are interesting/fun so I have more fun learning.
To know new words, spelling and speaking.
I prefer to just read by myself in silence but I wouldn't mind watching some movies as well.
Then we play games that has withe the subject to do I learn I'm a fun way and understand it better.
I love playing games and I think we have played a game before in english class and I learned a lot of english from it.
Beacuse you can other people and not only sit and write a long and boring text about the book you read for example.
You want to win and then you concentrate and understand the thing ur learning.
Because learning how to speak English and pronounce different words is going to be really useful for us in the future. Discussions and so on can be very entertaining and can have many different variations.
Because then you do it with other people and it's something fun. You learn from each other.
It think it is because I learn best when I speak.
You can clearly see the spelling and understand words in different circumstances.
Because when i hear other speaking english it makes it easier to know if it sounds right and i remember it better if someone explains to me in example lectures.
Då hör man hur man använder språket på ett bra sätt, och det kan motivera en till att vilja lära det

Because I think it's quite fun to speak, but not in front of the class, maybe in a small group or something.
 Because I like to read on the lesson and I learned new words from the book.
 because its fun
 For then you can speak and hear other people speak and that will improve your talking and listening part of English. But it can be hard for some people to talk for a group of people.
 Because of its a movie you see examples of what's happening and hear the word for it and teachers explains what word mean.
 I like to talk and it's quite fun
 Because when I both watch and listen I learn better. I don't know why.
 Because in that way you learn how to pronounce words which is very important if you are going to use English in other countries and it's also fun as well.
 Because then you do most stuff at the same time. You read, you talk, you write, you create a slideshow... Mostly for talking because I believe that the best way to learn english is through talking.
 I choose that method because I think that's the best method. I think you learn more if you speak and discuss, then you can practice on your pronunciation.
 Att läraren förklarar, jag skriver ner samtidigt och sen har vi en liten diskussion i klassen. Det är så jag lär mig bäst.
 Because I think it's the best method
 För att man lär sig mer.
 Because you learn to speak better English and to listen to your friends presentations.
 It's the best for me and I learn best
 I think that it gets boring to just read book after book all the time.
 Because more than reading I think that you need to be able to talk to people so that is important
 It's fun to read and you learn easier if you think it's fun
 I'm learning most from that theme but I'm also afraid to speak in front of people, but I want to speak and have discussions with other people.
 Because it's fun and you will learn new words
 Because you see how you build sentences and hove you spell
 It's easy when you hear someone good at English read, but i don't like when the students read for each other.
 It's hard for me to concentrate and it's easier to do that when you listen/watch something
 Because if you play games you don't just see what's its name is, you often see how it looks, that way you can know the Swedish word.
 Because you are more active
 Because it funnier to watch moves
 Because we interact with each other the most that way.
 It good to learn to speak so many can go to other countries.
 I don't knowBecause when you speak you know better how to pronounce the words etc.
 Because i have done that for a long time and it have worked so far
 When the teacher is good and like to teach other people it is interesting and fun to listen to him/her.

Year 8

For me it's easier to learn that way.
 Watching films is entertaining and you learn a lot of new words. It's the same sigh playing games.
 Because I learn best when when we read and discuss about it in the class
 I think everything in a combination is the best way of learning English.
 I also like reading
 Because when you watch a movie that is interesting you litsen and everyone is active on the lesson but when the teacher speaks or when you just write it is easy to just think about other things.
 Because if you play online games when you need to teamwork you need to communicate, so you learn much English in games.
 Because when u watch a movie and have the subtitles on I learn better and faster and easier.
 Because you learn the most when you have some fun.
 Because when you listen at a English person, you can learn more about English.
 Not as hard work as reading and you learn easier
 I like reading books and lyrics. Especially ones with messages to inspire from..
 Speaking and being able to keep a conversation is the "last" and hardest step when learning english, and therefore needs a lot of practice. It can also be varied a lot depending on skill. But good classes are most often a combination of all these alternatives.
 Because for example when I watch movies, I always hav English speaking on and also English texting becuae then I always learn new words, new sentences and more! And listening makes everything a lot easier for "me" and I think for others as well because then you hear how something will sound or you just get it faster because your teacher is explaining it.
 Because then we here other talk english, plus it's fun, and the brain registers the knowledge when seeing and hearing the things you are supposed to learn.
 För att det är roligt och man lär sig mycket
 I think that a mix of all of the above is motivating for me
 Because we get to work on our own and we get to show how much we know.
 When you read you learn better
 Because no one is making me do it.
 It's fun
 Because I like reading english books.
 Often, its the mlst onteresting part of a task
 Because I like to discuss things and I'm a lot more motivated when Ido things I like.
 Because i learn the most from it.
 Because I'm most comfortable with that method

Because it is funny and you speak English at the same time.
 Then you hear the language and get an idea of how it should sound
 Because it is funnier
 Because often English books and movies are better than Swedish
 Because at the same time you're learning, you're also having fun.
 Because it's both fun and helps to learn when I watch films or listen to someone
 Because then you have to think of words and how you can use them..
 I think people learn best when they can choose a own topic example gaming. Then they do a presentation about something they like and then they feel more motivated to learn.
 Because It's easier to understand a film/filmclip
 I think that all of them are important to both practise speaking, reading and understanding.
 Then I hear the language and how it shall be pronounced. Then when it's time for me to speak I have that in memory.
 I have learnt a very large amount of English by watching movies and videos in English from a young age. If it wasn't for that I would likely perform far worse in the English subject.
 Because when you write you use grammar and that's good practice
 I like to write especially with a pen and paper but I also think that it helps those who have a tough time speaking in front of the class so instead they can just write it down which may be easier for them.
 Because you can learn some new words and maybe what they mean .
 Because this is the best method to learn English
 Because I personally think that I learn more English when I speak.
 I think writing, listening and reading are essential for learning any language. This is so the student has to learn the language to understand.
 I don't know because people get motivated in different ways
 Cause the verbal part is the one we are going to use in our life the most when we travel and or work for companies that work in English.
 To be honest I think all methods are good and the teacher should vary with the different methods. Every method helps.
 Scientifically proven.
 Det är väl lärorikt
 You learn new writing methods as well as words.
 I learn a lot from listening to the language, to hear how to pronounce.
 Because I like that so then I really try.
 I have a theory that you have to hear English to learn pronunciation and how to use the words in a proper way.
 Because you always learn new words, vocabulary and expressions.
 Cause listening is learning
 It is fun and you learn a lot of new words and phrases
 Personally it works best for me. I understand really good if it gets explained to me that way.
 This way we learn more words to develop our writing and talking skills
 Then we are forced to express ourselves and use all English that we know. We also learn how and when to use words.
 Because when you speak a language that's not your native you trust yourself to do speak right.
 It's usually fun and interesting.
 Because I'd like to watch movies.
 For me personally when I am studying I learn best when I write things down so I think it's the same in lessons
 Then you are very carefully listening to what he or she are saying In the movie or a clip.
 Because at the same time you're having fun, so you learn English without thinking of it.
 Because you learn how to speak to other people and you learn to listen and understand other people as well
 Because usually when we are writing we write stories, which I think is very fun.
 When you read you learn new words and you get a better understanding of content.
 When I read any type of English writing, I not only learn how to write properly, but also some important English vocabulary, which allows me to become a better English speaker. Also, I generally love reading, which motivates me to focus on the lesson.
 I learn much from that
 Because it's fun
 I think that all of the methods listed above are important.

Year 9

It's fun.
 Because you have fun and at the same time you learn. If you learn something while you have fun the chance is bigger for you to remember it.
 Because I don't like reading books since it's boring, but I think that movies and lectures are interesting.
 Because I learn best when we look at films.
 Roligt
 Because it's more fun to watch films than to read and write
 Because you learn to communicate with others that is more important to communicate.
 Because it is really fun and you learn English without thinking about it.
 Easier to correct spelling mistakes.
 Get to understand other perspectives.
 Because then you get to hear people speak English.
 You have a bit part in IT but also you learn from others
 That is how I learned English.
 I have learnt most words by watching a movie or listened to a podcast.

I like speaking because we are more likely to use our speaking skills in real life than what we are using our writing skills.

It's nice to be calm

Because by playing games we learn to be active and participate and automatically speak English.

It is a method that most student enjoy, that I enjoy. If it is a good lecture, then a student can learn tons of information.

Because I like discussing and just talking in general helps your way of pronouncing words

Because you learn the most when interacting with others

It's learning to listen to others presentations, you learn to take part in group discussions and you learn how to have responsibility of different presentations and to plan your time.

Since you learn how the words are pronounced

Because it's a way to learn new words from friends and such and it's a way for you to push yourself to speak better English.

I think you hear the how words shall be spoken and in which situation you should use it.

Because you can see what words mean by looking at the sentence

It's satisfying to speak English.

Playing games requires you to understand the language in order to win the game so the brain is motivated to learn.

This method works best for me because I learn stuff faster whenever I listen to it or watch it.

Because you're active and taking part when discussing.

Because then you hear and learn how things are pronounced all the time.

Because it is not as boring as the others, and when you enjoy something you learn it.

It is funny and I think you learn more when you're having fun.

Because it's the funniest from my perspective and if it's fun it's motivating.

I think that if you have a good teacher, listening to them and watching different movies is more fun than reading a long book, which means that it's easier to remember it,

It motivates me to talk more and I get happy when my English is better than somebody else's.

It's easier to explore the English language during a discussion instead of during watching a movie or playing a game.

Because it is none of the above

Because when speaking in for eg. A group discussion you get to hear and speak English.

Because you can see how English should be written and then you learn it. However you don't learn how to pronounce the words so you have to speak and listen as well.

Don't know

Cuz

Is funny

It's the funniest thing to do

The key to good English is speaking to each other

Because you need to know how to talk and discuss if you are outside Sweden

I like to speak English.

Because you are able to see different perspectives from the different authors.

Because I learn more when using other methods

It's the most fun

Because I enjoy reading.

Because you develop your language when you discuss with others and you can help each other to improve more.

I think all of them are important. It's good to learn how to write and understand what people talk about but to learn it even better you must also use it when talking

Because I say so

You will really get into speaking instead of writing, then you'll get the chance to think more.

It's a more fun way of learning.

It's how I've learnt since I was a child, and it seems to be a very good method.

Because we watch a lot of movies most of the times in English. When you watch movies you try to understand it and that is the best way you will learn the language.

Because it is more interesting to films than to read books which makes us more interested in learning

Because I think it is the best method to learn and I think I'm learning best that way

Because you see and hear the way people use words

Because most people think it's fun to discuss

Because I feel that most people know how to talk but have a hard time writing with proper grammar

If you can understand the language when it's spoken to you, you've more use of it. You will get further with understanding the language than being able to write it.

It's fun to play games.

It's fun

I think that both reading stuff and listen are important because when you do that you both hear how to pronounce the word and when you read you see how to spell it.

Everyone is included

CAUSE IS GOODEST VERSION MAN. MAN IS BEST. MAN YES IS GOODEST MAN. FUCK MY NAN MAN IN LITTLE ANUS.

It's boring

Reading has motivated me because every book was a bit more difficult than the previous, that made me realise that I actually got better at English.

Because you don't have to do anything

Because it's a language, you need to know how it's spoken in order to talk it, you can't just read books and think that you will pronounce words correctly without any help from an English speaker.

Because you get different views of things.

Because we do it a lot and we learn a lot.
 I just think I learn more when I speak
 Because when we are talking we are saying more that's on our mind. If we are writing there's a chance that we want to use a hard word but don't know how it's spelled so we make it easier even though we know the hard words.
 Because you enjoy and just speak without thinking about it.
 Because you can then imagine With your own language and compare it With the language i often talk
 It's different to what we usually do.
 Because it is fun to play games and when you have fun you learn more.
 By reading you get a bigger picture how the English language can be used.
 You get to listen to others, learn about pronunciations, new words and at the same time practice your vocabulary.
 I learn best that way.
 It the best one
 Because it is booth fun and you are doing something so it is easy to remember.
 Because then you can get different perspectives of a question for example.
 I think that all of the methods are good when learning English.
 You can pass your message over to other people through a developed vocabulary.

8a. If you would choose any way of learning the English language, what would it be?

Year 7

Idk
 Reading
 Watching films and speaking.
 Playing games.
 Speaking
 Visit a English speaking country where you have to speak English with people to get them to understand you.
 Watch movies.
 Reading and writing
 Reading
 I am not a teacher. Therefore my answer will be I don't know
 By watching series and movies.
 Watching and listening
 Reading and speaking,
 Kolla engelsktalande filmer utan svensk text
 Talking and discussing
 I don't know
 watching movies
 Playing games and reading
 Reading, movie and playong games
 looking at movies in english without sedish subtitles
 Watching tv shows
 Play games
 Going to an English speaking country.
 Speed dating like we do at Spanish lessons
 I actually don't know.
 Watching movies talk to peoples.
 By speaking
 The same answer as 7a
 Watch a "modern" movie or series
 Moving to America and going to there school
 To leasen to people who talk english.
 I awnserd that above. Why is it asking me again!!
 It would be to listen and write
 Mostly discussions and presentations.
 see the files and do some exercises
 Speak
 I don't know. Maybe games.
 Do not know?
 Going on vacation to New Zealand.
 Watching movies.
 Play games.
 Make a trip somewhere and learn about the country and the history of the county so I get the knowledge of where the language came from and other things.
 Games
 Don't know
 Maybe talk to people from countries where they speak English.
 By reading and watching movies.
 Still the one i choose in 7a

Att skriva noveller och ibland se på film
Watching conversations on English.
playing games
Talking, talking, talking, talking and reading.
Learning it from someone who explains what the word means.
Studying abroad
Maybe watch/read something, then listen to the teacher and then do it myself
Going to other countries.
Digital media and games. That's the way I learned my best English before even (or at least, almost) before starting school. I played (and still do) a lot of games, and because all games are mostly based on English then I learned English, and I still do. Even to this day I learn new stuff from games and media, that I don't in school. And I believe I learn most of my English from media and games instead of school.
Travel to the English speaking countries in the world.
Titta på film, för det är roligt och man lär sig det är inte det effektivaste men det är bra. Annars det som står där uppe, eller att kolla på en video och skriva ner.
I don't know
I don't know.
To watch something and take notes
Go to England
Reading English books and speaking and the main thing would be listening to others
Go to USA
Watching and listening (films, film clips, teacher lecture etc)
Watching a movie
Reading books
Have the teacher read for you.
Go to some place that they speak English
Watching and Listening.
Don't know
Watch films
Writing
Go to an English speaking country.
Speaking and listening to other people
I don't know
Speak, write and read
Maybe reading
Speak English and read books, maybe also watch some movies on English.

Year 8

I don't know
Music and also more advanced speaking.
To speak IT all the time
Don't know
Watch films and play games.
Reading books
To go on a trip and live with a family in an English speaking country.
Go to English speaking country.
Go to an English speaking country to learn their culture and language
Play games or go to an English speaking country and live there for a while.
Going to the United States or UK for visiting an English speaking family
I think by playing games or have discussions.
Listening and writing on English
Watching movies
I would like to study outside once in a while.
Speaking, reading and writing, see above. In order to learn the most, you need to use many methods, and you can't choose only one.
Have a good English teacher at school (which I have), go to an English speaking country, and speak to someone you don't know that comes from an English speaking country that you like.
Write songs and go to an English speaking country.
Vet inte
Probably move to the U.S or England
I would choose that we would learn more words because we have read so many books and we already know how to write essays and stories.
Listening
Whatever.
Reading English books and listening to English.
Just learning English like we learn like Spanish but without all the long writing assessments. I don't think it's necessary
It would be to connect with other people around the world via internet
Moving to an English speaking country.
Meet native English speakers and have conversations

sing English songs.
 maybe have an English week where we need to talk English to each other
 it would be more talking and watching English movies and ,less writing and reading
 Grammar, watching movies and reading books
 Reading/Speaking.
 Watch a film and then answer questions
 Watching movies.
 Presentation/film
 to read.
 To speak to and listen to someone from an english speaking country and read books in english.
 I don't have any other suggestions.
 Having someone teach me yet not be stressed by a certain to do date.
 Reading books , watching movies and presentation and/or discussions .
 Go to England
 To speak and discuss in groups.
 I would choose writing. Is is because I learn the most from it compared to any other method.
 Move to USA and learn some english there
 Have a mix of everything to mix it up but focus a little bit more on verbal things such as talking together and having discussion about
 things that are important in society, so you could develop speaking but also understand of the world.
 I don't know... I think the teachers should keep what they are doing.
 Games.
 No
 Going on a trip to a English speaking country.
 Playing games and watch film clips and maybe characters, how to explain a word.
 Learn different song lyrics, play games.
 Like I said before
 Reading novels and writing stories.
 Listening
 Going to another country that everybody speaks English
 Not sure, most ways works for me. Same as in question 7
 The things we already do with mr parcel, reading books, writing stories and having lots of discussions of everything and nothing
 Going to a English speaking country (exchange).
 I like the way I learn now.
 Traveling in English speaking countries and exploring their culture.
 Watching movies and travel.
 Visiting a country which only speaks English so you are forced to speak the language
 To watch movies and learn how to say words right. I mean that we can learn how to say words it in a specific accent
 Playing games.
 Travel to english speaking contrys
 I don't know.
 I would like to read and watch movies.
 The above.
 talk much to English speakers and watch movies and videos
 Movies
 All of the methods above.

Year 9:

I don't know
 Speaking
 I don't know
 playing games
 Don't know
 Film
 Play games
 writing and watching movies
 Presentations and powerpoints.
 Discuss within a group about a subject.
 Learning by talking to different English people and learn from how they speak english
 Reading books, writing essays, discussing.
 Watching more movies.
 I like discussions within the class.
 Talking to other, native speaking, English people from different parts of the world
 Travel to an English speaking country.
 It would be fun to have some sort of game which involve learning English.
 I would choose speaking activities
 I would say talking/get to know people from a english talking country.
 Group discussions
 Practical tasks

To learn it through native speakers and through talking it in several occasions..
 Less whole class discussions and presentations. More in small groups.
 Read books
 speaking.
 Playing video games online to not only read the language but also communicate with English people.
 Watch different movies, listen to different accents etc.
 have no idea.
 Speaking activities.
 No idea.
 presentations
 Probably watching English movies without subtitles.
 I don't know, I have enjoyed the way we have learned so far.
 more group activities. Not presentations but doing some games as a group or discussion in a group.
 Travel around in English speaking countries.
 Don't know
 Movies
 Playing computer Games
 Travel the world
 Meet other English teachers
 Going to England to talk to other English speakers.
 Like we do today.
 Watching English movies or videos
 Watching a film.
 discuss more or learn more new words or sentences that you can use
 Listening to series and reading
 Don't know
 Discussing with other people.
 Talking!
 Writing stories and watching films more often.
 I would choose reading and watching films/documentaries.
 It would be have discussion, listening to presentation or watch movies. It is also good if you write something.
 Going to the English speaking countries
 I would choose to have ordinary lessons as we have now and to have some trip to America, England or any other country where they speak English. Almost like we are doing with language exchange.
 Go to an English speaking country and live with a family there
 Reading
 Acting out parts in groups and reading books.
 Read a book then watch the movie
 Live in an English speaking country
 To meet English speaking people
 Killing myself.
 Read book
 Reading books from English speaking writers.
 Being an exchange student in an English speaking country.
 talking, listening and ask questions.
 probably moving to an English speaking country. But if that's not a choice I would choose reading books or watch movies.
 Talk more
 Travel to English speaking countries.
 Speak to people outside of Sweden using Skype or writing to them, that way you have to use English.
 Go to an English speaking country on an exchange trip as we did with the Spanish class
 Watch movies
 It would probably be in the same way that I am learned today.
 I would choose the same as above.
 Same as above
 Going on a trip.
 Discussion and looking at movies.
 I would have liked to travel to an English speaking country.
 talking to English speaking people.

8b. Why?

Year 7

I don't know
 It's very funny.
 It's fun
 It's funny
 It is a really fun experience but also a good way to learn and speak English.
 Idk
 Helps your listening and speaking.

Because it's fun and you learn very easily
 First sentence in 8a.
 As I said, I learn the most from it.
 Then you can see and say the words.
 För jag lär mig bäst då
 To hear pronunciation and hear how others pronounce it.
 because it a good way of doing it and you learn a lot.
 Because it's the most fun
 I learn a lot of words by reading and also by speaking and listening I can train my pronunciation
 because its fun and it helps me learn
 Do not know
 Because then you get to talk to people
 Learn more by that
 The same answer as 7b
 Because then you hear the language and it's fun
 För att det är roligt och jag lär mig mycket då också.
 Because then you are surrounded of the language
 Cause i learn best that way.
 Seriously? "Why?" Again??
 Because you practice to spell and understand english.
 Because i think its the most important part of the english language.
 Because you can both listen and speak.
 I learn best then
 Because as I said I find it more interesting learning with games.
 Do not know?
 Because grandma, grandpa and most of my cousins live there.
 When we reed a book I think it's easier to understand the book if we see the movie first and then reed the book.
 I love playing games and I think we have played a game before in english class and I learned a lot of english from it.
 It's always fun to know the background stories to a country or how it was founded.
 The way of learning English we have now works really good for me and I can't think of any other way.
 You hear how they pronounce words different and teaches you something new about the language.
 You learn how to spell and pronounce words.
 Because its a good method
 Det är kul, samtidigt som man lär sig. Och då blir det "enkla" att göra det
 It good for here how words express and witch words they use most.
 because its fun and learning
 For when you talk you can learn a lot quicker then just reading a book but it can be good to read for then you can see how they spell and see
 the right grammatical spelling.
 Because then I have a clear explanation of what it means.
 New things to learn
 Because you practice to listen and do it yourself and your understanding.
 Because then you get forced to speak it and perhaps also write it as well and then I think you will develop your knowledge in English faster.
 I kinda explained it in the above...
 learn from the people that lives there, and talk to them.
 För att det är så som jag lär mig bäst
 I'm not a teacher.
 Because I learn best that way
 Then you can't speak Swedish at all because no one would understand you
 Because when you listen to other you learn a lot
 For example, if someone in a movie say a word that I don't understanding, I google it up and learning from that.
 It's not as boring like reading a book
 Because i believe that you learn the most and it is fun
 That way you can hear the word while seeing how to spell it which develops your English further and also the whole class will be at the same
 pace.
 Because you have to speak English there
 Because you hear and listen, that way you hear how you pronouce words.
 Because I like it
 Because it's fun to write stories
 We get to meet people our age that talk English in their spare time.
 I learn a lot of it
 I don't know
 because we have done that a lot in classes and it is working too
 I think I learn better when I do like that. I get to know more words by reading books, when I watch movies I can hear in witch occasion you
 use that word or sentence and when I speak I practice it by saying it.

Year 8

It is easier to improve the language from me.
 Because I explain myself beter when I speak.
 It's entertaining and you take in a lot of information
 Because I learn a lot of new words while reading and I learn how to correctly write a story by reading other stories.
 Because then we learn both about the culture and we need to use our English skills.
 It's good to have to use your English and you also have to understand.
 Because just like you learn you own language you have to hear people speak and see the culture.
 So you only can use English to be understandable.

because then you learn how to use different words and how to say them properly
 Because in games you learn new words and in discussions you learn hoe to use those words.
 It is good because if we have a test on words we know how the word spells and how you say it.
 Don't know
 Only a couple of student from our grade ever spends time outside.
 See above.
 Because if you wan to learn speaking English properly and good, you need to have a good English teacher, and learn maybe a little about English culture. I think having a good English teacher is the most imortant thing because then you know you have someone that knows about the English culture, English language and grammar and so on. (I know what having a bad English teacher is all about) 'Dreams, we all have them'... Plus I really think it would be a great opportunity to learn.
 Because then I would get to only speak English and there would be another "pressure" to speak the language.
 Because it is important to improve your vocabulary.
 So I don't have to read
 Theres not a lot i have to learn
 Because you need to be able speak, read, listen and writie.
 Because i have a lot of experience with online interaction and I think that a lot of people actually miss this oppportunity
 I feel like I would gain more knowledge then
 because I like to aing in groups. I'm not good at it but it is funny.
 then you hear the language and that is the best way for me to get to know the language
 because it is a better and motivated way of learning a language
 Because it's fun and I enjoy it
 Because that way I'll test my knowledge in both speaking and reading.
 Because it's fun to watch films and you learn because you have to answer questions
 You hear what it sounds like.
 it's funny to watch movie and after the movie we can talk about it. Presentation explained the question before
 Because i like to read and you get a good understanding of the language. You can also se how the language is "build up".
 Because then I hear the language, have to speak it and also see how it shall be written while Reading.
 It makes the project or lesson a lot less fun if you have a to do date. It ruins the whole 'I wanna learn this language' feeling.
 Because you get to listen and talk in English which is the point of all the things above .
 Cause we would get the English language to our everyday life.
 Because it's more fun when you can have someone to talk too, and if it's fun you want to learn more.
 I just learn the most from it.
 Because I am going to talk English all the time and with my friends and in the school
 Cause that would develop pupils speaking but also the understanding of society and last have mix of grammar and basic stuff to get more knowledge about the basic English thing like punctuation.
 Because it's good.
 It's Scientifically proven that games are one of the best ways of learning.
 No
 You'll need to talk to people in English all the time.
 To hear the language and how to explain different words to understand it's meaning better.
 Because then I really try.
 Because it works best for me.
 Listening is learning
 Then you need to speak English
 I can learn in any way. It doesn't really matter for me.
 I feel that's the way I learn the best
 Forced to speak to understand each other.
 Because it's good as it is!
 I have always loved to travel and I like to explore new cultures.
 Because I think it's a good method and by listening you do learn a lot. (Just look at all lessons there the students are listening).
 I think that the more you try to speak and the more confident you become the more you learn when learning a language
 Then you can speak like an American and people shouldn't notice that he or she is from Sweden.
 U have already motivated why.
 Because you learn how to talk, read, write and listen to english
 Because I think I learn a lot from both ways and they are fun.
 Reason given above the above.
 I learn the beat that way and I think it's fun
 Educating

Year 9

I don't know
 its fun
 Everyone Is concentrating on the film.
 Because it's a good way to practice o speak with English speaking people.
 Because you meet people from the whole world and your only way to communicate is to speak English.
 they speak correctly in the movies so we see the correct way of using a word
 Because then you would have to practice speaking fluently to other people.
 It's fun to hear from others and it may be useful later

You learn the language that way.
 Because it worked for me, however it might not work for others.
 I would like that because I find them interesting and it's a nice way of showing/Gaining English skills.
 To learn, duh
 Because it would be a good experience.
 Because it would make the lessons way more interesting and it can also help with the social situations in the class.
 Because I think it is the best way because it helps you pronounce the words, which you can not learn from just learning how to spell words
 Because you learn the most from interacting with others, as stated above.
 Because everyone can be active and learn to take part and I could be a way of making people feel more safe with their language.
 You get a better understanding of how to speak and pronounce properly
 Because I believe that by learning it you will get a better knowledge about English people use in everyday life in UK and US for example and learn useful words to know when living in an English speaking country.
 It is easier to speak.
 It can be fun and it helps learning the language.
 It's satisfying to speak English.
 You get surrounded by English and then it's easier to learn.
 This is the best way I learn the English language.
 Because it's not very fun learning English in any way.
 They are funny to do, good to perform because you both speak and the other are listening.
 I enjoy watching movies.
 It has been effective.
 because it's both funny and it also gets more interesting to learn during lessons.
 Vada why
 Because then you can talk with natives and listen to them speak and learn new words.
 Don't know
 Cuz
 Is fun
 It would be fun, to experience new country's
 They may teach their students in a better way.
 Because that way you learn the language naturally
 Because it's a good way to learn and I have developed in English because of this method.
 Keeps you entertained
 Because then you can hear and develop your listening ability, as well as learn speech patterns.
 because discussion improves your language and learning new words and sentences makes it easier to develop and come further into the discussion.
 Why why?
 Because it makes you talk and practice your English.
 As mentioned earlier, it really helps to speak and listen to a language to really get that flow
 Because it's easier to learn if the learning is fun.
 They both offer different types of knowledge to the English language.
 These ways will help you improve your writing and listening.
 Because then you can see their culture and learn from that
 Because I think it would be a good way of learning more
 Then you have to speak English with them
 Because I enjoy reading and you learn the structure, grammar, spelling and how a story is built up.
 Acting out, like making a drama allows the people learn how to speak the language in a fun way, but still test their abilities. Reading is good since you have to understand the language structure and by reading books you get that.
 Because I feel that it's a good way to learn a language
 I've lost all my will to live.
 It's boring
 See question 7b.
 I don't know
 Teaches you their culture and how to speak the language further.
 because I learn best that way.
 because if you read a good book, it will be fun and you learn a lot.
 It's the best why I think
 So I can express myself more.
 so you can speak with the people there.
 Because they don't know Swedish you have to use English in a proper and understandable way in order to communicate with them.
 It is fun to visit another country and it would help our pronunciation if we get to talk to people that speak English
 Since it's a good start.
 I have developed a lot by these lessons
 That's the way I learn best from
 Same reason.
 Because then you get to experience it more.
 Same as in question 7b. Looking at movies, you can learn how to pronounce English words.
 Because personally I think that this would help the most as you will need to speak English there and because of this you will learn the English language better.

Because the pressure makes you focus more, and they can help you.

12b. Why? Why not?

Year 7

Because we have learnt a lot of English.

We already do have many subjects in English and it is working well so why not continue.

Idk

I don't know I think I just would like it.

Important to have subjects in Swedish.

Funnier

Even though I understand English very well, it can still be nice having some Swedish speaking lessons from time to time

Because I feel like I don't have any problems with speaking or hearing English.

Maybe it's fun, maybe it's not my thing.

Vet inte

Because when I get older I want to study in USA

Because most stuff is in english

My sister study English and she went to English school.

Because I think English is an important language that is used all over the world

I live in Sweden and want at least some of my education taught in Swedish

because in some subjects I don't know all the words they would be saying

College would work

Because it's fun

It's important to know how to speak English and you can get a job easier in the future

Because then I wouldn't be able to speak Swedish.

The education is better

It depends on the school I chose

Because I want to keep learning English

För att jag tycker att det är roligt med engelska och vill känna mig mycket säkrare med min engelska.

Because in my life I want to move to a different country and then it's good to know English well

Cause i like english

It maybe would be fun since I have done it for a few years but I don't want to study or work outside Sweden when I get older so I don't think that's necessary

Everything is in English nowadays.

It's fun to speak and it would be easier to understand because we speak it on the school. It's would be hard to translate some things

Because if i learn to speak english at an higher level i can search jobs internationally and communicate with people from all around the world. Because i have no problem studying with an english teacher.

I don't see learning in English as a problem.

Because I want to learn in Swedish because I want to have a job in Sweden and I'm not that much interested in English

Because it's good for the future. I want to work in another country so I need the English language.

Because I can understand English very well and I already have almost every subject in English.

I'm not really sure right now about my knowledge.

Why not? I can speak good English so I wouldn't mind.

I get a good base here at engelska solan and I think with the base I will understand almost everything.

Since then I will be really good at english and teaching in another language is only more interesting I think.

It's way more fun because the Swedish language is boring and English gives it a more of a kick because then you also have to learn new words. I maybe will be a professional football player before I go there :)

Because it's easy.

Because I think it's fun to know a different language than only the one I grew up with speaking.

Because since we have learned all (f. ex.) the science formed in English then it would be good to continue to do it.

If I only study in English I can't increase my knowledge in other languages as for example Swedish.

Because i'm planning to have a job in sweden so i need to get better at swedish to know for example the some terms that involves with my future job in swedish

Jag personligen gillar språket och skulle gärna i framtiden flytta till ett engelska talande land

I have never imagined me that.

i dont know

For i think i can a lot of words in the English word book and in science I think i will have a hard time see what the word means for they will probably speak Swedish.

Because I feel like I would understand most of it.

Maybe not all the subjects because in this school we doesn't even do it and then it maybe would be a little bit to hard, I don't know

Because I think my English is strong enough for that.

Because as ive said, im good at english, and I wish to both put it to the test, and to learn more. And because an english high school would be just fun.

Because you learn much from the English classes and it's good if you can speak English when you get older.

Vet inte, det bror på hur det går för mig när jag går ut 9:an och hur bra min engelska är då

I really have no plan for the future.

Because I don't have struggle with English

Why not now when I already know stuff in English. Otherwise I would have to learn everything from science again but in Swedis

Because anyway I can't speak Swedish and I am a English speaker

Doesn't matter

As I said, English isn't my favorite subject and I think It's easier to speak Swedish

I have no problem

Because a lot of good schools are in america or the uk

It doesn't matter, but I would be able to do it.

It's easier for me to concentrate in English

Because now am I very use to it!

Because it good if you want to work in an another country
Because I'm comfortable talking English in class
I'm really good and comfortable in English.
I just can
I don't know
Because English is fun and it is good to have really good English so you can have both really good Swedish and really good english
Since I had a lot of English in many subjects it is almost natural to swap over to English every time you enter the classroom.

Year 8

It's easier to learn science and all the other subjects on English.
Because I like to speak different language
I can speak good English and I have nothing against learning in English.
I am not sure yet.
Because I'm so used to it and I want to study in another country in the future.
My English is good and I also think it's good to be able to travel with perfect English.
Now I have already learned so much things in English so I don't even know all words in Swedish.
But it is good to know Swedish words in Sweden.
Because I want to learn all subjects in Swedish.
Because I enjoy talking English.
Example in science , it's hard to know all the science words and hard to remember.
Hrurujdd
I strongly want to travel or study further outside of Sweden so it helps to have marks/grades that is accepted into most countries around the world.
I wouldn't face a lot of difficulty with the language so if the education is good there, english as a language of teaching would not stop me from going there.
Because in the school, a lot of subjects we got are in English, and I just think it would be fun to have all subjects in English. But for some it maybe will ever difficult if you are used with having special subject in Swedish for example.
Probably yes but I do want to be able to talk in Swedish to, in some classes.
Because I think it's more interesting in English.
Because I think that knowing english, a language spoke everywhere around the world, I could travel and maybe work in other countries.
Don't know
Won't matter to me because i can speak the language fluently
Because I can speak english and I am confident that I can understand things in english.
Cuz its easy to learn english
Because I've come to the point when I am born in Sweden and still is better in English than what I am I Swedish
For the futures possibilities like moving to another country and its always good in work matters
I almost do it now and it is very good in my future if I can speak English.
Then I wouldn't be needed to learn everything in Swedish that I know in English like science words
Because it would be easier and funnier
Because I'm better at English than I am at Swedish.
Because we learn a lot of things in english so some words I only know in english. But not all programs is teaching all subjects in english so there are more to choose between that teach subject in swedish
I'm used to it know so I think it would be easier.
It would be fun to study in like a bigger ies but don't know
Because it's not that fun with english
Because i like english and i think that english is really important for you to "understand" and be able to communicate in the world.
Because I have a lot of my subjekts in english already and that isn't a problem for me. Aldo I learn more english then which is good. I already know how to use the Swedish language.
Because I can understand all english I hear and I don't have an issue with speaking the language either.
I think so because it is my first language and it's spoken almost worldwide so it would be easier to communicate with others. Because most of the subject in this school are in English .
Because I find the English language easier than the swedish
Because I want to use my English in the future and then I need to have a better English.
For meany reasons but I think it's important to know different languages well so I can interact with people around the world. Because I don't if there is more school that speak English
Cause it's one of the most important languages and I wouldn't see myself stop learning the most important language in the world, which can help my future.
Because English is easy and I've been taught in English for four years and it would only make it easier being taught in English. why not?
No
I'm good at it.
Beacuse now when we have many classes in English and I maybe would start a gymnasium where they talk Swedish I wouldn't know the words as good.
Because I have learned all here in English.
I have not decided yet
Because I would like to speak more English.
Cause swedish sucks
Fun and to practice my English more
That teachers speak English is no obstacle for me. I'll understand anyways
Because during these years on ieso I have learned much English and I might not know all the since words or maths words in
I want to study outside of Sweden so it'll be easier to be taught in English .I'm already really good at it and that would learn me become even better!
I would so I could finish my studies in an other country.
Because sometime I want to study in usa.
I think it would be easier to understand
To learn English and if you are going to have a job that You need to speak english in the future .

Because I know the subject special words in English.
Because English is really important to me
I wouldn't like to have all subjects in English, because I haven't had it here.
Because I think that I would be able to understand, even if the subjects were taught in English.
I believe my English is on an advanced enough level that I would be able to learn just as well in a gymnasium where all of the subjects are taught in English as a gymnasium where the aforementioned is taught in Swedish.
To learn
It's good to learn English.

Year 9

Since i'm used to english.
Har lärt mig det redan
Because I know most of the subjects on English at the moment
Because I like English.
Because you would learn a lot of English and it is very helpful if you speak English very fluent.
Since we've been here and taught us everything in English it would be easier to continue learning everything in English. But at the same time there aren't many English speaking schools at all, only one in Stockholm and I wouldn't want to move there just to go school.
Because I like English
It can be fun but I think it can be a bit tough in the long run, since we are so used to speaking Swedish.
I have spoken English my whole life and want to continue and develop my skills for the future
English is needed in the future for purposes of business.
I am used to it by now.
I don't know actually.
To learn more English maybe?
Because I prefer to stick with very thing being in English.
I want to move to another country, preferably an English speaking one.
I would definitely like to study subjects in English however here in Sweden there are no such programs if I want to study for the job I want
Because i use english almost as much as swedish, sometimes more.
I feel safe when talking the language and I wouldn't mind to learn more about the language and develop further.
I feel that there are some words that you need to know in Swedish if you want to work in sweden and not just the English word.
Because I want to go to the International Baccalaureate (IB) programme.
It can be good to learn more but also it could be good getting every subject in swedish aswell.
Because English is a good language with a lot of words for different things which makes it more correct than most languages. Aka satisfying.
Seing it as all big subjects on IESÖ are in Wnenglish, it would be much easier.
Just because I've been having lessons in English science 6th grade and I think that this way works best for me.
Since i've been taught all the terms in English but still I need to know the terms for Swedish too since that can be useful to know later on.
Since we've already been in such environment, but it would also be hard to translate for ex. Social Studies to english.
It's a great way of developing your skills and it makes it easier for you to study abroad.
Because I'm used to it and I like the way it's like
Because I'm used to speaking English by now.
Because English is fun, I don't plan on staying in Sweden for the rest of my life and it is really useful.
Because even if it's really good to learn English to be able to communicate with the world, I believe that my modern language is more important for me as a character and I wouldn't want to just stop studying subjects without Swedish language since I understand Swedish more.
Because I have done it these past 4 years
Because I think English is a very good and important language to know.
I don't think that I am going to work or study in another country and therefor I think that it's very important that I study some subjects in Swedish so that I develop my Swedish as well.
Don't know
Cuz
Is buring
Its easy
I'm good at it and it's fun to practice.
It's intresting.
It's good
Since I have been taught writing in English on many subjects for almost 4 years now I think it would be easier to continue than to switch language.
Because I'm a native English speaker.
Because I understand English better and all the terms and words I've learned in this school makes it easier to just continue to study subjects on english.
Why why?
I enjoy it.
I like being surrounded with and learning,different languages.
My native language is English and it would be easier for me.
Because I love English very much and it is very good if you learn it.
Because I've been going to this school, so I only know some stuff in English which makes it easier for me if I go to a gymnasium where all subjects are taught in English

Because I like English and it would be hard to learn science and some maths on Swedish when I have learned it in English for four years
Because it's like a first language to me
Because now I'm used to talk English and taking classes in English
Because I enjoy English and feel I like I get more out of knowing English and going to a gymnasium where English is the priority because I will benefit more of it in the future.
It's not that fun
Because I feel that English is an easier language to explain things with and it's a good way to learn much more English.
I've already chosen an English based gymnasium line
I love it little language yes. Best English language :-)
Me is super good on taking English
I'm not sure.
Because I don't like English
Because learning the other subjects for example science will be easier to learn since I've been taught science in English for four years
Because I think English is easier than Swedish when it comes to learning and in school.
Because now for example we do have most of our classes in English so having them in English at gymnasieskolan would only make everything easier.
I want to learn more
Because most of the things I've learned this past year have been in English and English is one of my favorite languages so I would like to continue.
Maybe so I don't know.
I don't know why it's just different and would be good for developing my English skills.
I don't know
It's good to keep the language up.
I think that English is a lot easier and I would like to develop my English more
I want to learn other things too.
I like it and it is easy.
Because I feel educated enough to be able to handle it.
Because it's fun and good to learn English.
Because when I grow old I want to move to either Australia or the US to continue my studies and I would also like to move to another country when I'm older.
I choose it...
It's basically the thrill of the challenge. It's also exciting to try something similar.

Appendix C:
Letter of consent - Parents

Bästa föräldrar,

11 Januari 2016

Jag heter Magdalena Iljans och jobbar som Head of Swedish Department på IESÖ. Under detta läsår har jag påbörjat ett projekt om vad som motiverar och främjar språkinläringen för våra elever i en internationell miljö. Som en del av detta behöver jag samla in data genom en elevenkät. Enkäten kommer att fyllas i under skoltid v. 3, 4 och 5 och svaren kommer att hållas anonyma och sammanställas för projektet.

Ditt barns medverkan är av stort intresse för att vi på skolan ska ha en motiverande undervisning. Eftersom att eleverna är under 18 år behövs ditt godkännande.

Tack på förhand.

Med vänlig hälsning Magdalena Iljans

MEDGIVANDE

JÄ, mitt/vårt barn deltar genom att fylla i enkäten om motivation kring inläring av engelska språket i skolan.

NEJ, mitt/vårt barn kommer inte delta i undersökningen om motivation kring inläring av engelska språket i skolan.

Datum.....

.....

.....

(Barnets namn)

(Målmans underskrift)