

MASTER'S THESIS

Aspects of English motivation through primary and secondary school

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ABSTRACT

Learning English is important, but how motivated are the students? Motivation is an important factor in the learning process, also regarding language learning. The purpose of this thesis is to explore the motivation of Norwegian students in primary, and lower and upper secondary school towards learning English. The thesis enquires into what motivates the students, and what they perceive as important. The research questions investigated are: 1) to what extent the students are motivated for learning English, 2) what factors motivate them the most, 3) what are the reasons given as to why studying English is important, 4) what the students report to like the most about studying English, 5) whether it affects the motivation if the student has visited a country where English is spoken as a native language, and 6) which area of the language learning that is perceived as the most difficult one. The thesis is based on a survey, a quantitative questionnaire, among 7th to 12th graders in one of the larger cities in Norway. Some of the major findings were that Norwegian students perceive good knowledge of English as important and that as many as 75% are motivated to learn English, the most motivated being those who report finding English interesting. The most reported reasons for wanting to learn English were first to be able to communicate with people from other countries, second, the need to know English when they are on holiday, and third, because they would like to know another language. Few students report a lack of interest or a dislike for learning English. More than half of the students find the English lessons useful, and the majority agree on that the hardest part of learning English is the grammar, nevertheless do 90% see grammar as important. A majority of the students report that they would like the teacher to correct their errors, with more students reporting this for written assignments, than for oral presentations.

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1 Introduction

As a Norwegian teacher of English as a second language (ESL), I am curious about Norwegian students' views on the process of learning the language and the school subject English. Learning English is considered to be of large importance for Norwegian students by the Norwegian Government, and English is taught as a mandatory subject in Norway from 1st grade. In the English subject curriculum for Norwegian students, the importance of English is emphasized, and it is stated that: "English is a universal language. When we meet people from other countries, at home or abroad, we need English for communication" (Norwegian Directorate of Education and Training). There is, of course, no denying that the English language, as a global *lingua franca*, is extremely important. However, in parts of the world, English is neither considered universal, nor is it a *lingua franca*. This observation has no impact on my thesis but needs to be kept in mind.

During the last 20 to 30 years, English in Norway has developed, grown out of the textbooks, and the students are now in contact with English in many other arenas than school. The way languages, and especially the English language, is used by Norwegian youth has altered a lot since first the television, and then the Internet, have come to play such important roles.

The world changed when Norwegian young people were growingly exposed to English and American comics, books, films, and TV-series. Along with this, Norwegians started to travel more abroad and thereby increasing the need to be able to communicate across cultural borders. These aspects may have changed the Norwegian youths' views on English and their motivation for learning the language.

With the advent of the Internet, the lives of young people have changed considerably once again. Before the Internet, the students had encountered English in different media, but now the Internet plays a notable role in information seeking of all kinds and more widely in communication between people. Young people chat with others with the same interests as theirs from all over the world, and they play online games with other youths from many different countries. According to a 2010 survey about Norwegian children's use of their time (Barns dagligliv i endring ("Children's everyday lives are changing", my translation. Vaage, 2012: 20)), 40% of the 9-12-year-olds were playing computer games every day, while for 13-15-year-olds the percentage was 33%. These numbers had increased from the year 2000 when this survey was first carried out. The time spent on computers and the Internet had also increased, in particular among the 13-15-

year-olds, from 15 minutes in 2000 to 58 minutes in 2010. Numbers from Statistics Norway also show that in households with children, almost all have access to the Internet.

These surveys show a change in how young people spend their time, and in how they encounter English naturally and in a more genuine setting than the English they meet in their textbooks. Although the authors of textbooks have tried to change and adapt, the texts presented to the students are often texts that are made for the sole purpose of teaching English, or just small excerpts from literature (Lund, 2002).

The purpose of this thesis is to explore the motivation of Norwegian students and their attitudes towards English learning. It is important for teachers to understand what motivates their students and what reasons they have for studying English. According to Oxford and Shearin, “teachers are often unaware of their students’ specific motivations for L2 learning” (Oxford and Shearin, 1994: 16). They also state that “Optimal teaching demands that teachers understand why their students are studying a new language” and that “Teachers need to know what these motivations are and how to build on them” (ibid.). This thesis uses data obtained from a questionnaire to investigate which factors the students report are important to them, and what they find most rewarding when studying English. The thesis does not address attitudes towards the learning situation, such as the curriculum, methods, the course or the teacher. Neither does it evaluate the books, texts or teaching materials used by the teachers.

In the thesis the following questions will be evaluated:

1. To what extent are Norwegian students motivated for learning English?
2. What are the factors the students perceive motivate them the most?
3. What are the most frequently mentioned reasons for why studying English is important?
4. What do students report to like the best about studying English?
5. Does visiting countries where English is spoken as a native language affect student motivation?
6. Which areas of language learning are perceived as the most difficult ones?

In what follows, I will first present the theoretical framework, then I will go on to present the methods and material, before the findings are presented and discussed followed by a more in-depth discussion about the motivated students and role of gender, ending with a discussion about the survey’s possible educational implications for Norwegian ESL teaching.

2 Theoretical framework

This thesis is founded in the study of motivation in second-language (L2) acquisition, which accelerated as a research topic after Gardner and Lambert (1972) published their results from a large survey among English-speaking Canadian students learning French. My thesis examines the Norwegian students' reported motivation factors, seen in the light of previous studies on L2 motivation.

One of Gardner and Lambert's findings was "that success in language attainment was dependent upon the learner's affective predisposition toward the target linguistic-cultural group" (in Dörnyei, 1990: 46). Gardner and Lambert worked in an environment in Canada where there at the time was a close relationship between two major world languages, namely French and English, something that influenced their survey and their findings.

These findings lead to the concept of *integrative motivation*, which means a person's desire to learn a foreign language in order to communicate with the group of people who speak the target language (Dörnyei, 1990: 46). In fact, it means more than a wish for communication; it is also a yearning to become closer to the target language community. It implies that the student has a positive view of the target language's speakers and their culture. This concept has later been developed into several concepts such as *integrative orientation*, *integrativeness* and *the integrative motive* (Dörnyei, 2003: 5). A key word here is identification; the language learner would like to identify with the L2 group, and "the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself" (Dörnyei 2003: 6). This may be the case even if the learner has had little or no contact with target language speakers (Dörnyei 1990: 48, citing Graham 1984).

This is distinctively different from *instrumental motivation* (Dörnyei, 1990: 46), a term used when the learner's interest in the language is founded in future benefits for the learner him/herself and not a genuine interest in the language itself or the people and/or culture. Dörnyei also claims that *instrumental motivation* is "where the learner's interest in learning the foreign language is associated with the pragmatic, utilitarian benefits of language proficiency, such as a better job or higher salary" (ibid.). *Instrumental motivation* was considered to be in contrast to *integrative motivation*, but "both orientations correlated positively and, furthermore, related positively to a variety of other attitudinal measures" (Clement, Dörnyei, and Noels, 1994: 420).

Several investigations were later performed by other researchers (e.g. Deci and Ryan 1985, Ryan and Deci 2000, Dörnyei 1998, Noels et al. 2003), but not all of them supported the findings presented above. Ryan and Deci state that “People have not only different amounts but also different kinds of motivation” (Ryan and Deci, 2000: 54) and make a distinction between different types of motivation based on the underlying motives for a person’s actions. They claim that the most basic distinction is between *intrinsic* and *extrinsic motivation*. *Intrinsic motivation* “refers to doing something because it is inherently interesting and enjoyable” (Ryan and Deci, 2000: 55), and *extrinsic motivation* “refers to doing something because it leads to a separable outcome” (ibid.). They also claim that “Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons” (ibid.). The *intrinsic motivation* comes from within, and has no link to future rewards, while the *extrinsic motivation* is fueled by a desire to achieve something in the future. *Intrinsic motivation*, as claimed by Ryan and Deci (2000: 55), is to be considered to be the motivation that will result in the best learning and thus the most desirable one. They also argue that their “*Self-Determination Theory*” suggests that there are different types of *extrinsic motivation* and that some of these represent determined and resolute states. Ryan and Deci suggest that “Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning” (ibid.).

According to Ryan and Deci (2000: 61), it is possible to divide *extrinsic motivation* into four different concepts, and they also state that “the concept of internalization describes how one’s motivation for behavior can range from amotivation or unwillingness to passive compliance, to active personal commitment”. The first concept is *external regulation* where the motivational factors are external rewards and punishments, being the least autonomous, whereas the second concept is *introjection* where the motivational factor is approval, either from self or others. The third concept is *identification* where the person puts a value on the activity and is motivated by self-approval, and the fourth is *integration* where the goals are in accordance (congruence), and it is the most autonomous of the four. In this last concept, “identified regulations have been fully assimilated to the self” (Ryan and Deci, 2000: 62), but is still extrinsic because of its assumed instrumental value and “the goal is separate from the activity itself” (Deci and Ryan, 2012: 88). Deci and Ryan also claim that “knowing whether people’s motivation is more *autonomous* or

more *controlled* is far more important for making predictions about the quality of people's engagement, performance and well-being than is the overall amount or intensity of motivation" (Deci and Ryan, 2012: 86). This differentiation means that a student may be very motivated but his/her performance is still inferior to someone with less, but more autonomous motivation.

Lightbown and Spada (2001) define the different types of motivation as either a wish for being able to communicate with others or a wish to be closer to the L2 speakers and their community because of a positive attitude towards them. In the former view, the learners see value in communication, because they see a benefit in speaking the target language, and the latter view is closely connected to the concepts of *integrative* and *instrumental motivation*.

Clément and Kruidenier (1983) suggested that differences in definitions and the influence of the learning environment could explain some of the results obtained in previous studies. They suggested that there could also be other aspects that had not yet been analyzed, which could have an influence on the students' motivation. To investigate their theories, Clément and Kruidenier conducted an extensive survey in Canada and found that four orientations seemed to be common for all learning groups. The students in the survey claimed they learned a second language for 1) traveling, 2) for making new friendships, 3) for knowledge and 4) for instrumental purposes, e.g., to reach a goal.

Dörnyei also found a different variable, "the need to encounter new stimuli by seeking optimal challenges" (Dörnyei, 1990: 57), which is similar to Deci and Ryan's (1980, 1985) definition of a type of *intrinsic motivation*. This implies that the student is motivated because s/he is interested in learning the language for his/her own personal interest. In addition to that, Dörnyei (2003: 5) claimed that "Still, an 'integrative' component has consistently emerged in empirical studies even in the most diverse contexts, explaining a significant portion of the variance in language learners' motivational disposition and motivated learning behavior".

Later, Dörnyei proposed a new theory called the "*L2 Motivational Self System*" (Dörnyei, 2009). This is based on personality trait psychology and "the study of *possible selves* and *future self-guides*" (Dörnyei 2009: 10). The "*L2 Motivational Self System*" is made up of three components: 1) *The Ideal L2 Self* (the person we would very much like to become in connection to the language we are learning), 2) *The Ought-to L2 Self* (what we think we are obligated to become) and 3) *L2 Learning Experience* (connected to factors outside the person and what s/he has

experienced in his/her learning situation). This theory added new factors to the study of motivation in conjunction with language learning.

In this thesis, I am exploring the Norwegian students' motivational factors and comparing them with the concepts I have discussed above. I am looking into *integrative, instrumental, intrinsic* and *extrinsic motivation*, as well as the "*L2 Motivational Self System*" in connection to Norwegian students reported answers.

3 Method and materials

In order to obtain the needed information, a questionnaire was developed to map both motivational factors and factors related to what the students thought to be important about ESL learning. In the following chapter there is a description of the process of how this questionnaire to explore Norwegian English language learners' motivation for studying English was developed, validated and implemented. First, the development of the questionnaire is discussed, then the importance of validation in questionnaire-based research is explored, and finally, the respondents to the questionnaire are described.

3.1 Questionnaire development

A questionnaire was chosen as the method to gather data for the study (see Appendix 1 for the full questionnaire). The questionnaire was formulated in order to provide two types of information: factual information and attitudinal information (Dörnyei, 2003 cited in McKay, 2006: 35). When designing the questionnaire, I was cognizant about how to develop a questionnaire, and the advice given by Creswell (2014) and McKay (2006) about ESL research was used to try to make the questionnaire as measurable and valid as possible. Drawing on Dörnyei (1990), additional questions were added.

The questionnaire was designed as a mixed questionnaire. Some of the questions were yes/no questions; others were multiple-choice, and one was an Open Response Question (ORQ). It was possible to choose more than one alternative for some of the questions, and a few also included an option for the respondents to formulate their opinions in their own words.

The multiple-choice questions were measured on a four-point Likert-scale (Likert, 1932). The questionnaire used a four-point scale rather than a five-point or seven-point scale because research shows that people tend to choose the answer in the middle. According to Bishop, "A series of experiments shows (1) that people are significantly more likely to select the middle response alternative on an issue when it is explicitly offered to them as part of the question than when omitted" (Bishop, 1987: 220). It is also claimed that less than four alternatives give answers that are less reliable and valid than those with four or more options to choose from (Lozano et al., 2008).

The questionnaire was designed to try out some of the motivation theories developed by researchers discussed in the theoretical framework and various aspects concerning ESL learning. Several questions were included to identify whether the respondent's motivation was extrinsic, intrinsic, instrumental or if it was considered to be amotivation. These orientations in motivation are taken from Ryan and Deci (2000). The questionnaire also investigated whether other factors are important, such as work, friendship, and knowledge as found by Clément and Kruidenier (1983). It investigated parts of the students' attitudes towards ESL learning, and their goals for studying English.

The first questions asked which grade the students were attending, how motivated the students reported themselves to be and their reported reasons for wanting to learn the language. It then moved on to asking about the importance of learning English, and if it would have been as important to learn a second language if the students had been native speakers of English with an opportunity to explain their reasoning. This was an attitudinal question to seek more information about the opinions and beliefs of the learners. The next questions were more specific about the students' personal views on their language learning; what were their thoughts about English as a subject, and what was perceived to be difficult about learning English.

Then a question investigated whether the respondents considered all parts of language learning as equally significant, or if they regarded some elements of language learning to be more consequential than others by asking which one(s) of three basic skills in English – reading, writing, and speaking was identified as the most important. The fourth basic skill, listening, was asked about separately in the next question. The questionnaire further asked questions about the importance of the right pronunciation, and whether the respondents had visited an English speaking country. Most of these questions are linked to the main subject areas of Language Learning, Oral Communication, and Written Communication in the English Subject Curriculum (Norwegian Directorate of Education and Training).

The last part of the questionnaire was linked to another of the main subject areas in the English Subject Curriculum (Norwegian Directorate of Education and Training): Culture, Society and Literature, asking questions about the students' attitudes regarding learning about the culture of English speaking countries and why this could be important, as well as the use of literature in English language learning. These were included in order to link the survey to assumptions about

closeness or identification with the target culture. There was also a question about learning the language used in English speaking countries on a daily basis, as well as four questions about grammar. These questions were included in the questionnaire, among them a ranking list about what part of language learning the respondents found to be the easiest and the most difficult, respectively, addressing the discussion about focus on form and focus on formS. The discussion being about whether grammar should be taught as a particular part of the subject of English or just be mentioned and explained in situations where a linguistic form is encountered (Loewen, 2018). After the grammar part, there were two questions about whether written and oral assignments should be corrected or not. This was added to explore how much the students would like the teacher to correct them in written, and in oral language, respectively.

Before ending the questionnaire, there was a question asking about what the respondents liked best by learning English to find out more about the interests of the students, and by asking for factual information about gender. This last question was included to investigate possible gender differences.

The questionnaire was made using an online survey service, Free Online Surveys, making it simpler to process the amounts of data and store the participants' answers (by paying a monthly fee). It was also intended to make the survey easier and more enjoyable to answer for the students, as all they had to do was to tick the boxes in all but one question. The online service also made the gathering of the answers easier, as I did not have to collect the answers physically from the schools.

3.2 Questionnaire validation

Motivation has many aspects, and this thesis addresses some of them, but not all. If the survey had tried to address all aspects, the questionnaire would have been too large and extensive to be carried out for the format of this thesis. However, my survey followed Uguroglu and Walberg's (1986), cited in Dörnyei (1990: 51) procedure concerning the length and the accuracy of the questionnaire:

A trade-off between comprehensiveness and measurement reliability was exploited. It was better to measure all constructs moderately well and to analyze their relation to learning and to motivation in concert, then to measure only a few constructs with higher but only marginally better reliability.

In the questionnaire, the aim was to include several aspects of motivation that were closely connected to the research questions. The survey was designed to ask simple questions that would yield measurable answers and cover the parts of motivation that this thesis has chosen to focus on, but without going into unnecessary detail.

The format of the questionnaire was carefully considered. An ideal questionnaire should not take more than 30 minutes to answer (McKay, 2006), if a questionnaire is too extensive, it is difficult for respondents to maintain interest and concentration, and the quality of the responses might suffer. The fact that too few questions could make the questionnaire seem less important was contemplated, along with the fact that it would yield a smaller amount of information. The questionnaire was written in Norwegian to avoid confusion and misunderstandings among the students who are not fluent in English and may not understand the questions completely if they were written in English, especially since some of the students were as young as eleven years old.

The questionnaire was pre-tested on two upper secondary school teachers, two lower secondary school teachers, and two students – one in 8th and one in 11th grade. The teachers were asked to give feedback on the questions, both on the content and the language, in addition to the time used to answer the questionnaire. The evaluation provided by the test persons assured that the questionnaire was both understandable and customized to Norwegian students from 7th to 12th grade.

3.3 Questionnaire respondents

The study was conducted over a two-month period in May and June 2016 in a large city in Norway. The municipality has 68 primary schools, 20 lower secondary schools, and 26 upper secondary schools. Participation was requested from several schools in the municipality, and responses were received from one primary school (7th grade), one combined primary and lower secondary school (with the results from 7th to 10th grade), two lower secondary schools (one 8th grade and one 10th grade) and two upper secondary schools (11th and 12th grade). That gives a total of 377 respondents; 69 7th graders, 81 8th graders, 47 9th graders, 43 10th graders, 114 11th graders, and 23 12th graders. The actual number of respondents vary among the questions as some of the participants didn't answer all the questions. The samples constitute a sample of convenience, as not all schools in the city were asked to participate, but schools from different

parts of the city answered. This gave a sample that is a collection of self-reported data from students in various grades with a relatively equal gender representation.

The questionnaire was administered by the English language teachers at the schools. There was no control over the administration of the questionnaires in the various classes, on how the survey was demonstrated, or if a teacher was actively supervising the students or not. The teachers were asked to explain as little as possible, as the questionnaire was designed to be self-explanatory, but there may still have been variations in how the survey was presented. Each school was provided with a unique password as the survey was password protected to avoid any unauthorized access.

4 Findings

4.1 How motivated are the students?

The students participating in the survey give the impression that they are relatively motivated for learning English, 27,6% claim to be *very motivated*, and 47,5% report that they are *motivated*. This means that 75,1% claim that they are motivated to learn English, the number being highest among the primary school students (the 7th graders) and lowest among the lower secondary school students. The number of students who claim to be *not motivated* is relatively small, only 3,4% in total. None of the 7th graders reported this, and it is only 13 students out of 377 in total who claim that they are *not motivated*. The results are shown in Table 1.

Table 1. Students self-assessed motivation level.

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very motivated	20	29,0%	48	28,1%	36	26,3%	104	27,6%
Motivated	39	56,5%	77	45,0%	63	46,0%	179	47,5%
Motivated in total	59	85,5%	125	73,1%	99	72,3%	283	75,1%
A little motivated	10	14,5%	38	22,2%	33	24,1%	81	21,5%
Not motivated	0	0%	8	4,7%	5	3,6%	13	3,4%
Total	69	100%	171	100%	137	100%	377	100%

4.2 What are the students' attitudes towards English as a school subject?

The question about the importance of proficiency in English show that none of the respondents answer that good knowledge of English is *not important*. A total of more than 60% consider good knowledge of English to be *very important*, and only 3,5% (13 out of 377 students) think that it is only *a little important*. For the lower secondary students, this percentage is slightly higher than the average, up to 4,2%. Put together, the average number for the students who are *very*

motivated or motivated is 96,5%, the result being slightly lower among the lower secondary students, 95,8%. The results are shown in Table 2.

Table 2 The importance of good knowledge of English.

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	46	66,7%	95	56,5%	83	61,0%	224	60,1%
Important	21	30,4%	66	39,3%	49	36,0%	136	36,5%
Important in total	67	97,1%	161	95,8%	132	97,1%	360	96,5%
A little important	2	2,9%	7	4,2%	4	2,9%	13	3,5%
Not important	0	0,0%	0	0,0%	0	0,0%	0	0,0%
Total	69	100%	167	100%	136	100%	373	100%

4.3 What are the students' reasons for wanting to learn English?

For the question; “*Why do you want to learn English?*” where the students could choose all the answers that were relevant for them, several options had an answering rate of more than 60%, more specifically these are *because I need it to be able to communicate with people from other countries, because I need to know English when I'm on holiday, and because I would like to know another language*. Out of these three, the need for communication/being able to communicate with other people is the most frequently chosen alternative. The need for communication is stated to be important by 73,7% of the respondents in total and as many as 86,1% of the upper secondary students.

The second most chosen option is *because I need to know English when I'm on holiday* where 67,1% of the respondents chose this alternative. Again, the respondents in upper secondary are the ones who chose this option most frequently, 72,3%, and among the youngest respondents, the 7th graders, only 53,6% report this as a reason for wanting to learn English. The third option to obtain a high score among the students is *because I would like to know another language*. A total

of 61% of the students report this to be a reason to learn English, and this number is also higher among upper secondary students, 71,5%.

Very few of the students report a lack of interest or a dislike for learning English, only 3,7% of the respondents report that they do not want to learn English, stating that they *only do it because they have to*, and only 3,7% answered that they *do not know*. Although one-third (32,6%) chose the alternative *because it is a mandatory subject*, only 5 of these (1,3%), have ticked off this option as their only reason for wanting to learn English and these students differed in their motivation and their views of the importance of learning English. Results are shown in Figure 1.

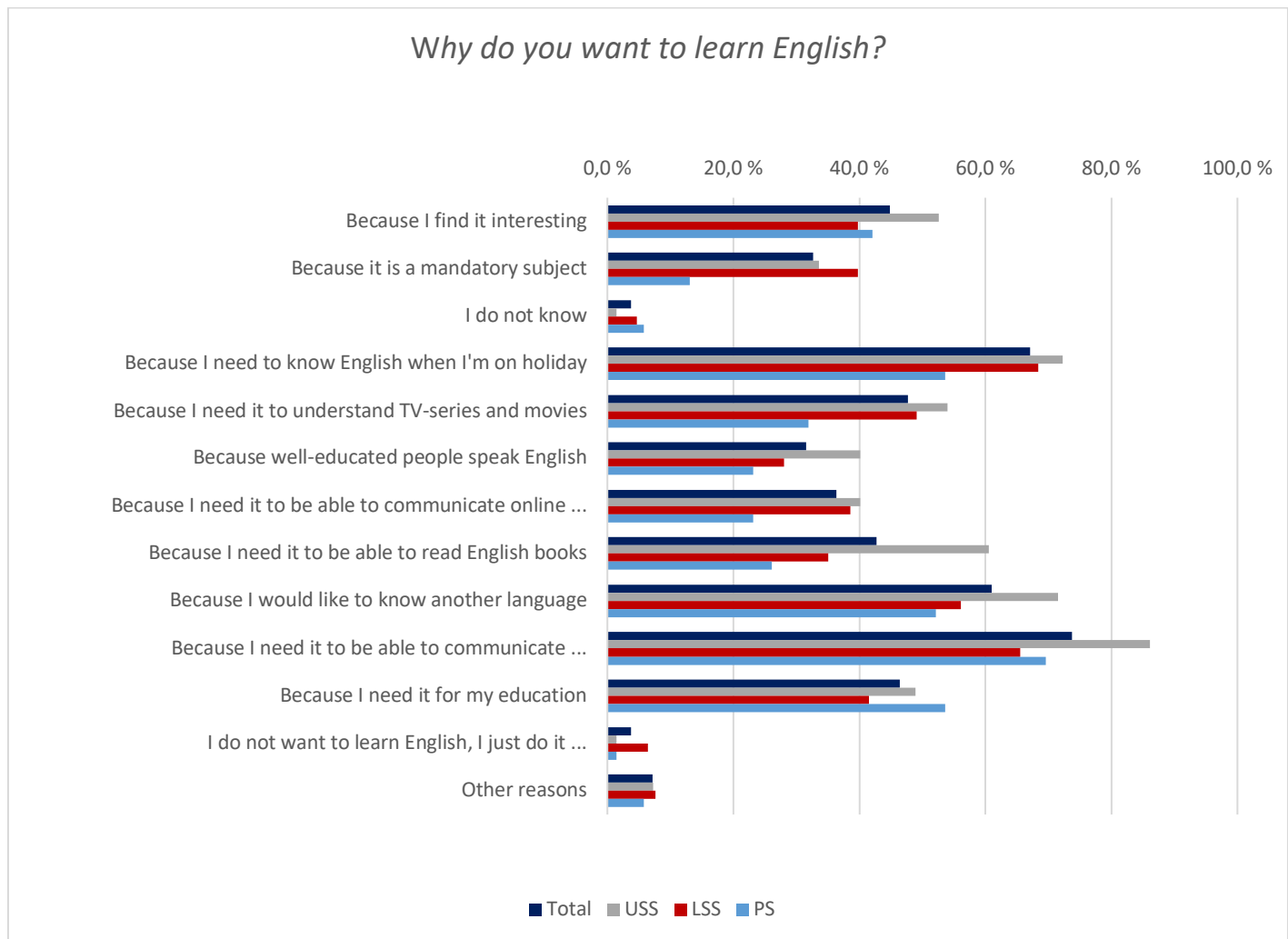


Figure 1. Answers to the question “Why do you want to learn English?”

This question about reasons for wanting to learn English is one of the parts of the survey where the answers vary the most between the older and younger students. The upper secondary students have a higher answering rate than average on all options, except for two. The first being *because I need it for my education* where the score is highest among the 7th graders, 53,6%, (although the upper secondary students have a 7% higher score than the lower secondary students, 41,5% vs. 48,9%) and, the second being the option *I do not know*. The most significant difference was in relation to reading English books, where 60,6% of the upper secondary students report this to be a reason for learning English, compared to 26,1% of the students in primary school (7th graders).

4.4 Thoughts about English learning

One of the questions asks for the students' feelings about learning English, "*What do you think about learning English?*" and as in the previously mentioned question, very few respondents report that they *do not like to learn English at all*. Only 9 students in total (2,4%) answer this, 2 (1,1%) in lower secondary and 7 (5%) in upper secondary school. When we move on to the students that report that they *like it a little*, the numbers are higher. For this option, 35,5% of the students in total answer this, steadily increasing from 29,1% of the 7th graders, to 35,2% of the lower secondary students, and to 40,4% of the upper secondary students. This changes when the students are asked if they *would rather spend time on other subjects*, where 8,2% of the total respondents report this, only 1.6% (1 student) in 7th grade, 8,2% in lower secondary school and 12,1% in upper secondary school.

In this question, the students are asked to identify all the answers that were applicable, and the most frequently chosen option for the question about students' feelings for English (as a subject) is *I find the English lessons useful*. This perception is shared among all the students; there are only small differences between the younger and the older students. 57% of the students in total chose this option, 56,6% of the 7th graders, 57,1% of the lower secondary students and 58,6% of the upper secondary students. This is shown in Figure 2.

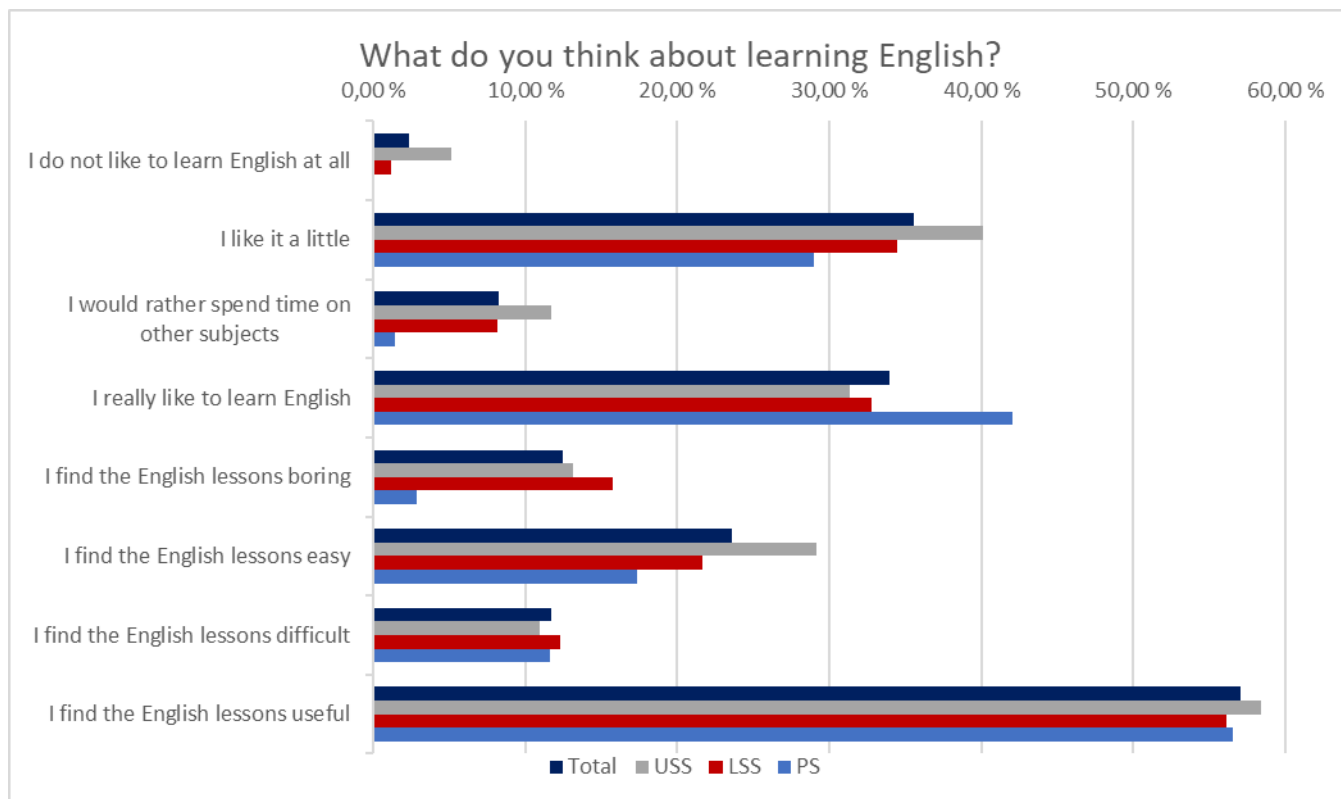


Figure 2. Answers to the question “What do you think about learning English?”

4.5 What if English was your mother tongue?

When asked if they think that it would have been equally important to learn another language if their mother tongue had been English. The students are to answer either *Yes* or *No* (some chose both because this was possible) and a lot of the students, 79,1% in total, give an explanation for their choice. A small majority of the students do not think it would have been equally important (56,7%), while 44,8% answer *yes* to the question. Interestingly, this is perceived differently among the primary school students, here the number is 65,2% for *yes* and 36% for *no*. The lower secondary students are the most negative, 64,9% answer *no* and 38,1% answer *yes*.

4.6 Which parts of the language are perceived as the most difficult ones?

The questionnaire also investigates which parts of English the students claim are the most difficult ones to learn, choosing among *grammar*, *writing*, *pronunciation*, *speaking*, *reading* or *understanding oral English*. This task was different from the others; the students were tasked to rank the alternatives in increasing order of difficulty, and put the hardest part on top. All three

student levels rank *grammar* at the top as the hardest part of learning English. *Pronunciation* and *writing* are considered to be the second or third most difficult parts, whereas all student levels chose *speaking* as number 4. The parts perceived by the students to be the easiest parts are either *reading* or *understanding oral English*.

4.7 Which parts of the language are perceived as the most important ones?

The next question asks the students to give their opinion on which part(s) of the language learning that are the most important; *writing*, *speaking*, *reading* or *all 3 are equally important*. Most of the students consider that either *speaking* (49,1%) or *all 3 are equally important* (44%) as most important, leaving the other two options with few respondents.

4.8 What is the importance of listening to English spoken by native speakers?

To the question “In order to learn English - how important do you think it is to listen to English being spoken by native speakers?”, a clear majority see it as very important or important, 78,5%. This is viewed as more important by the older students, who are slightly above average on both very important and important. In their answers to this question, the student groups vary quite a bit in their views. In one of the groups, 40% think it is very important, while in another group this is only the case with 12%. As for the alternative important, the answers vary from 71% to 38% between the groups. In one of the groups, all the students (100%) consider listening to English being spoken by native speakers to be very important or important, while this is down to 68% in another group.

Table 3. The importance of listening to native speakers of English

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	23	33,3%	52	31%	47	34,8%	122	32,8%
Important	32	46,4%	75	44,6%	63	46,7%	170	45,7%
Important in total	55	79,7%	127	75,6%	110	81,5%	292	78,5%
A little important	14	20,3%	36	21,4%	22	16,3%	72	19,4%
Not important	0	0,0%	5	2,9%	3	2,2%	8	2,2%
Total	69	100%	168	100%	135	100%	372	100%

There are also some differences between the groups in the answers to “*How important do you think it is to have the right pronunciation?*”. It was mostly thought to be either *very important* or *important* by the groups, ranging from a total of 86% down to 64%. The difference between the lower secondary students and the upper secondary students in total is 10%, the numbers decrease from 84,5% to 74,1%.

4.9 How important is cultural knowledge, and why?

The questionnaire investigates the students’ interest in cultural knowledge about English-speaking countries by first asking about “*How important is it to learn about the culture in English-speaking countries?*”, and then asking about “*Why it is important to learn about the culture in English-speaking countries?*”. There is also a question that inquires about whether the students have been to an English-speaking country, this is shown in Table 4.

Table 4. The number of students who have visited an English-speaking country

Claim to have visited an English-speaking country	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Yes, several times	38	55,1%	111	66,1%	108	80,0%	257	69,1%
Yes, once	12	17,4%	27	16,1%	17	12,6%	56	15,1%
No	19	27,5%	30	17,9%	10	7,4%	59	15,9%
Total	69	100 %	168	100%	135	100%	372	100%

Just over 40% of the students perceive knowledge about the culture in English-speaking countries as *very important* or *important*, although 90,3% in total acknowledge that it bears some importance. There are some differences between the students; of the lower secondary students, only 32,7% claim that this knowledge is *very important* or *important* and 14,3% report that it is of *no importance*. These results are shown in Table 5.

Table 5. The importance of learning about the culture in English-speaking countries

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	5	7,2%	6	3,6%	9	6,7%	20	5,4%
Important	25	36,2%	49	29,2%	55	40,7%	129	34,7%
Important in total	30	43,5%	55	32,7%	64	47,4%	149	40,1%
A little important	36	52,2%	89	53%	62	45,9%	187	50,3%
Some importance	66	95,7%	144	85,7%	126	93,3%	336	90,3%
Not important	3	4,3%	24	14,3 %	9	6,7%	36	9,7%
Total	69	100 %	168	100 %	135	100 %	372	100%

What is perceived as important in relation to cultural knowledge was mainly *the importance of understanding more about the world*. This is understood as valuable by more than half of the respondents (54,9%), and the number increased with the age of the students from 36,5% of the 7th graders to 72% of the upper secondary students. The question asked was “*Why is it important to learn about the culture in English-speaking countries?*”, the students had the opportunity to choose more than one option and the total numbers are shown in Figure 3.

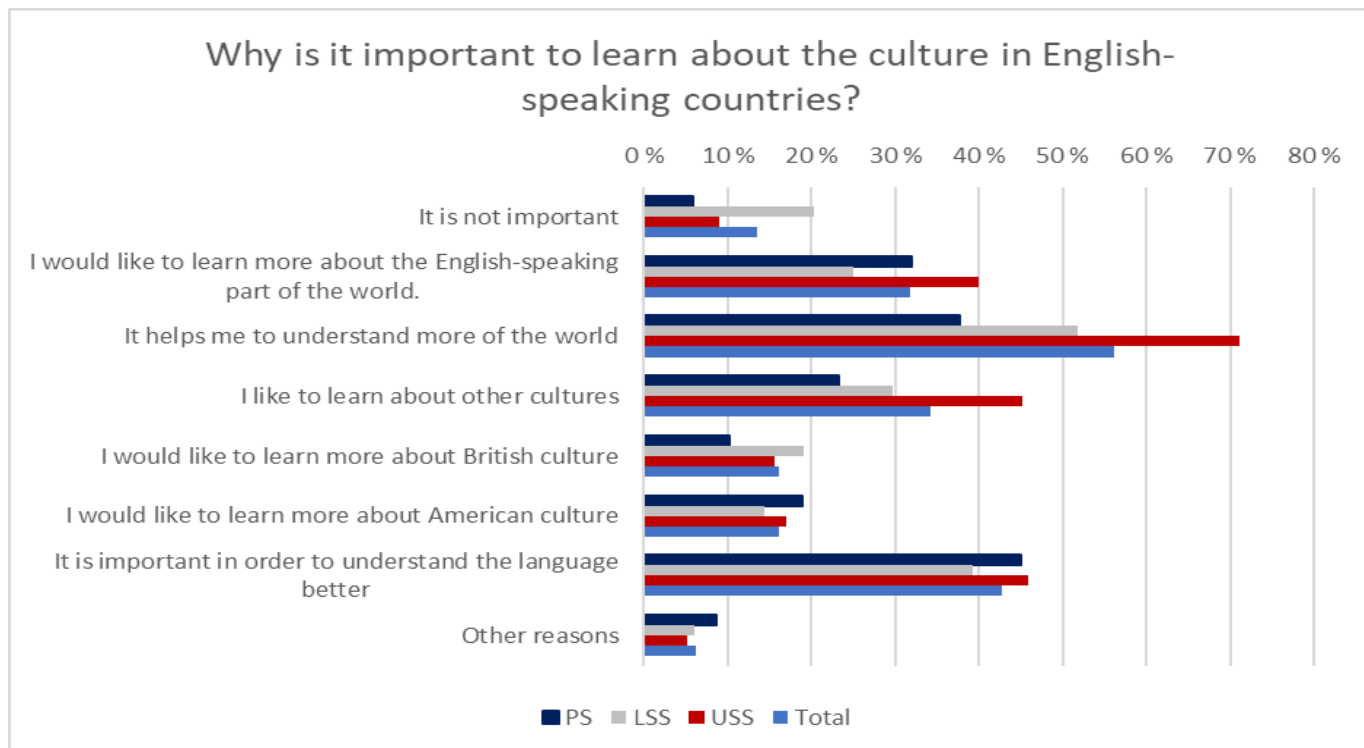


Figure 3. Why it is important to learn about English-speaking cultures

A frequently chosen option (close to half of the respondents, 42,7%), is that cultural knowledge is perceived as important in connection to *the understanding of the language*. The group that has the highest number of respondents who see learning about the culture in English-speaking countries as *not important*, is the lower secondary students. 20,2% consider such learning to be *not important*, while the average percentage is 13,4% and as low as 5,8% among the 7th graders. The lower secondary students also report a considerably lower number than average regarding the option *learning more about the English-speaking part of the world*, 25% compared to 31,7%.

In general, the lower secondary students score lower than average on all options, except for *it is not important* (as mentioned above) and *would like to learn more about British culture*, where 19% choose this compared to 16,1% as an average. The 7th graders have considerably lower numbers than average when it comes to the options *helps me to understand more of the world*, 37,7% vs. 56,2%, and *like to learn about other cultures*, 23,2% vs. 34,1%, while the upper secondary students' answers are above average on both, 71,1 % and 45,2% respectively. The upper secondary students are also well above average on the option *would like to learn more about the English-speaking part of the world* with 40% vs. 31,7%, and the 7th graders have an above average score on the option *would like to learn more about American culture* with 18,8% vs. 16,1%. The total percentage of students who express an interest in learning more about British culture or American culture, respectively, were around 16% each. The interest in British culture was a bit higher among the lower secondary students (19%) and the interest in American culture, as mentioned above, somewhat higher among the youngest students (18,8%).

Figure 3 shows that the option where the largest variation occurs, is the option *helps me to understand more of the world* where the average is 56,2%. The numbers are increasing with the students' age, the 7th graders have an answering rate of 37,7%, the lower secondary students' rate is 51,8% and the upper secondary students' rate is 71,1%. This option is also where there is the largest variation among the participating groups, in one group (the oldest students) this option is chosen by 77%, while in one of the younger groups (8th graders), this is down to 23%. The options with the least variation are the option *other reasons*, followed by *important in order to understand the language better*.

4.10 How important is literature?

Slightly more than half of the students see it as important, *very important* or *important*, to read English literature, 57,8% in total, the numbers being higher among the primary and lower secondary students and lower among the upper secondary students. The number of students who choose the option *It is very important to read English literature* vary considerably among the students and is much lower for the youngest students, 8,7% compared to 14,5% in total. These numbers vary from 20% in one group down to 7% in another group, a difference of 13%.

This variation is even more noticeable among the respondents who choose the option *It is important to read English literature*, 43,3% in total, 50,7% and 44,6% among the primary and

lower secondary students, respectively, and 37,8% of the upper secondary students. Here the numbers vary from 57% in one group to 29% in one of the other groups. For the students who report reading English literature as either *very important* or *important*, there is a 32% difference between the groups; in one group 73% report that it is *very important or important*, while in another this is down to 41% in total. The results are shown in table 6.

Table 6. The importance of reading English literature

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	6	8,7%	26	15,5 %	22	16,3%	54	14,5%
Important	35	50,7%	75	44,6 %	51	37,8%	161	43,3%
Important in total	41	59,4%	101	60,1%	73	54,1%	215	57,8%
A little important	27	39,1%	49	29,2%	43	31,9%	119	32%
Not important	1	1,5%	18	10,7%	19	14%	38	10,2%
Total	69	100%	168	100%	135	100%	372	100%

4.11 How important is the language used in daily life?

The language used in daily life, the question being “*How important do you think it is to learn about the language used in the daily life?*”, is considered to be *very important* by more than 40% of the respondents, i.e. 42,2% in total, the numbers being slightly lower for the lower and upper secondary students. An even higher number think it is *important*, 46%, especially among the younger students this is perceived as important, 44,9% of the primary school students and 50% of the lower secondary school students. This gives a total percentage of students considering learning about the language used in daily life to be *very important* or *important* of 88,2%, and more than 91% for the primary and lower secondary students. Very few students consider it to be *not important*, only 0,8 percent in total. See Table 7.

Table 7. The importance of learning about the language used in the daily life.

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	32	46,4%	69	41,1%	56	41,5%	157	42,2%
Important	31	44,9%	84	50%	56	41,5%	171	46%
Important in total	63	91,3%	153	91,1%	112	83,0%	328	88,2%
A little important	6	8,7%	14	8,3%	21	15,5%	41	11%
Not important	0	0%	1	0,6%	2	1,5%	3	0,8%
Total	69	100%	168	100%	135	100%	372	100%

4.12 How important is learning about grammar?

Many students report having a positive attitude towards grammar; 42,5% of the students think it is *very important* to learn about grammar, as many as 47,8% among the 7th graders and 47% among lower secondary students, but the number is down to 34% among the upper secondary students.

However, among the upper secondary students, 57% report learning about grammar to be *important* and the numbers for *very important* and *important* put together are very similar for all three groups; 89,8% in total and 91% for the upper secondary students. These numbers are shown in Table 8.

Table 8. The students view on the importance of grammar

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	33	47,8%	79	47%	46	34%	158	42,5%
Important	29	42%	70	41,7%	77	57%	176	47,3%
Important in total	62	89,8%	149	88,7 %	123	91%	334	89,8%
A little important	6	8,7%	17	10,1%	12	9%	35	9,4%
Not important	1	1,5%	2	1,2%	0	0 %	3	0,8%
Total	69	100%	168	100%	135	100%	372	100%

When describing their attitude towards grammar learning, the number of students being positive towards learning grammar is low. Only 11,8% of the respondents affirm that they *like to learn grammar*. However, there is a change towards a more negative attitude, decreasing with the students' age, as only 18,8% of the primary students, 12,5% of the lower secondary students and 7,4% of the upper secondary students are positive towards grammar learning. The numbers are higher when it comes to *like to learn grammar a little*, more than 50% (52,2%) of the participants confirm to this. Only about one-third (36%) of the students reply *no* to the question of whether they like to learn grammar, the number being highest among the lower secondary students, 41,1%, and entirely different among the 7th graders; 18,8%.

The majority of the students report that they are *thinking about grammar when they write English*, 76,1% in total answer this. The number is slightly lower when it comes to the question “Do you think about grammar when you speak English?”, here it is down to 56,2%.

4.13 How do the students view feedback?

Two of the questions ask for the students' views on feedback. The first question asks for the students' opinions on the correcting of written errors, and the other question is about correcting oral errors. The answers to both questions report that students are mostly positive about receiving feedback. The numbers are shown in tables 9 and 10.

Table 9. Do you think the teacher should correct the errors in your written assignments?

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Yes, always	30	43,5%	102	61,1%	97	72,4%	229	61,9%
Yes, most of the time	24	34,8%	46	27,5%	32	23,9%	102	27,6%
Yes (total)	54	78,3%	148	88,6%	129	96,3%	331	89,4%
Sometimes	11	15,9%	17	10,2%	3	2,2%	31	8,4%
No	4	5,8%	2	1,2%	2	1,5%	8	2,2%
Total	69	100%	167	100%	134	100%	370	100%

As for the first question, there are substantial differences between the younger and the older students regarding their views on whether the teacher should correct their written errors or not. There is an increase in the percentage of students who want the teacher to correct their written errors from 43,5% of the youngest students (7th graders), increasing to 61,1% of the lower secondary students, and further up to 72,4% of the upper secondary school students. In total there is a difference of 28,9% between the youngest and the oldest age levels.

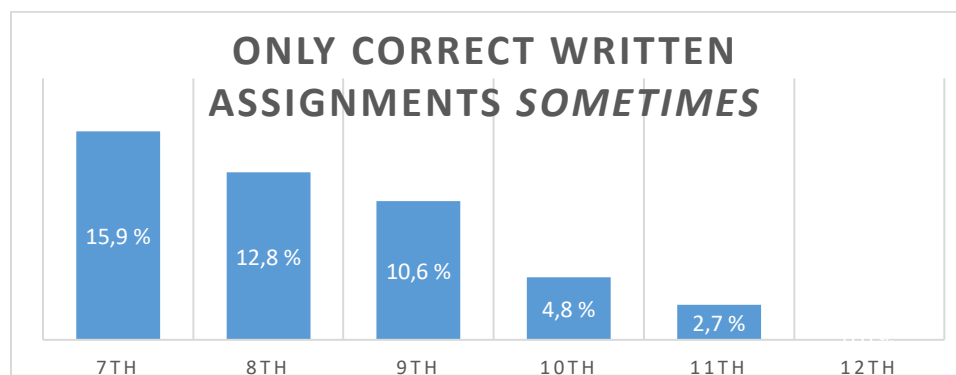


Figure 4. Students who chose the alternative “sometimes” when asked if they want their teachers to correct their written assignments.

The younger students tend to choose a less stringent alternative (*Yes, most of the time*), from 34,8% among the 7th graders, down to 27,5 among the lower secondary school graders, and down to 23,9% among the upper secondary school graders. Still, a higher number of the upper secondary students choose the *Yes, always* or *Yes, most of the time* than the younger students,

96,3 vs. 78,3, a difference of 18%. That the views on the amount of feedback that should be given by the teacher on written assignments change as the students become older, is clearly visible if we look at the answer option *Sometimes*. This drops from 15,9% of the 7th graders to 12,8% of the 8th graders, 10,6% of the 9th graders, 4,8% of the 10th graders, 2,7% of the 11th graders down to 0% of the 12th graders (they all chose one of the two “Yes-alternatives”). See Figure 4.

The results on the question about feedback on oral tasks (table 10 below) do not show the same clear tendency as the question about feedback on the written tasks. More than 75% of the students want the teacher to correct them always or most of the time (the answers *Yes, always* or *Yes, most of the time*), although all the numbers are lower than they are on the question about feedback on the written tasks.

Table 10. Do you think the teacher should correct your oral errors?

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Yes, always	27	39,1%	59	35,3%	44	32,8%	130	35,1%
Yes, most of the time	24	34,8%	65	38,9%	59	44,0%	148	40,0%
Yes (total)	51	73,9%	124	74,3%	103	76,9%	278	75,1%
Sometimes	17	24,7%	38	22,7%	29	21,6%	84	22,7%
No	1	1,4%	5	3,0%	2	1,5%	8	2,2%
Total	69	100%	167	100%	134	100%	370	100%

4.14 What do the students like best about learning English?

Regarding the answers to the last, open question “*What do you like best about learning English?*”, the most overwhelming response the students report is the ability to communicate with people from other countries. Many students also point out that knowing English is useful. Some specify the use in social media and chatting, others mention watching videos and TV-series without being dependent on subtitles, and a few mentions the use of English on holidays. It should be noted that not many students mention reading English books, but a small number report that it makes them feel international. See Appendix 3 for the students’ answers.

5 Discussion

This survey gives us an insight into the students' motivation for ESL learning in this district, and what factors they report are of importance. The results will be presented to the participating schools. They may give the schools information about whether their language teaching functions as intended, point to weaknesses and provide suggestions for improvement.

In this thesis, I have in several analyses combined the students who state that they are *very motivated* and *motivated* into one group called "*motivated in total*" to analyze all students that have motivation. Students that were only a *little motivated* were not included in this group, as their choice was interpreted as they were not particularly motivated. However, each original category is still retained and analyzed separately. In my discussion, I shall comment on these different groups as they allow us to get a picture of the degree of motivation.

5.1 Motivation, the students' attitudes towards English as a school subject and their reasons for wanting to learn English

Overall, the students in the study appear to be motivated for learning English. 75,1% claim that they are *very motivated* or *motivated*. Only 3,4% (13 students out of 377) report to be *not motivated*, and it is undeniably positive for English teaching that so few lack motivation for learning the language. Good knowledge of the English language is overall considered to be of importance to the Norwegian students as the answering rate for *very important* and *important* is 96,6% in total (see Findings, Table 2). This favorable rate shows that Norwegian students perceive English as a school subject to be of high importance, and the result correlates with the very high motivation level. It is encouraging that none of the students reported that English was *not important*, although the question specifically asked about knowing the language well, not just knowing the language. These rates most likely reflect the importance the English language carries in Norway, where young people are used to encountering the language in (social) media and society in general.

Although it is positive that all the students think that English at least is somewhat important, this is not mirrored in their reported motivation, as 24,9% are just *a little* or *not motivated*. Perhaps it is because this survey investigates English as a school subject, that the motivation is so low. We know that students learn English in other settings, for instance by playing English games while

communicating online with other players from around the world or by watching English soccer games with English speaking commentators. If the survey had looked into English learning outside school connected to the students' interests, the answers might have been different.

Nevertheless, the discrepancy between perceived importance and motivation is something that teachers should be aware of and address. Teachers may investigate why the less motivated students lack motivation, although they acknowledge the subject's importance. Unveiling the reasons behind this contradiction would be fascinating, is it merely because it is a mandatory school subject?

There are also notable variations between the different age groups when it comes to their motivation. Motivation decrease from 85,5% among the 7th graders down to 73,1% of the lower secondary students, and further down to 72,3% among the upper secondary students. This can be investigated further by looking at the different grades separately; shown in Figure 5 below.

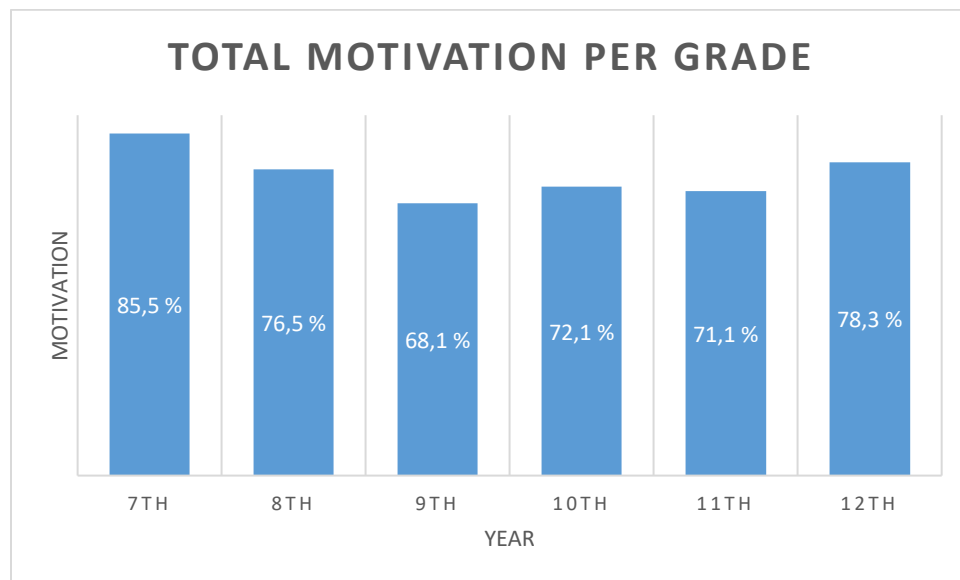


Figure 5. Very motivated and motivated students per grade.

It seems that the motivation is decreasing from 7th through 9th grade, after which it rises again. One reason for this could be that the motivation level in general in conjunction with school work may be at its lowest in 9th grade. The 9th graders have been in lower secondary for a year, and yet have another year before they end their mandatory schooling, while in 10th grade the students

know that their marks will be decisive when they apply for upper secondary schools. The increasing motivation from 9th to 12th grade may also be a matter of growing maturity or a growing sense of the importance of English, although 12th grade motivation is still lower than the 7th grade by more than 7%. The higher motivation at 7th grade may be connected to the lack of grades in the subject and the emphasis on oral communication in primary school. The number of students that consider English to be *very important* or *important* also show the same pattern with a drop in 9th grade (shown in Figure 6). Although it is worth noticing that the numbers go down from 11th to 12th grade, it is not possible to generalize from this because there are only 22 12th graders who answer this question, and the sample size is too small.

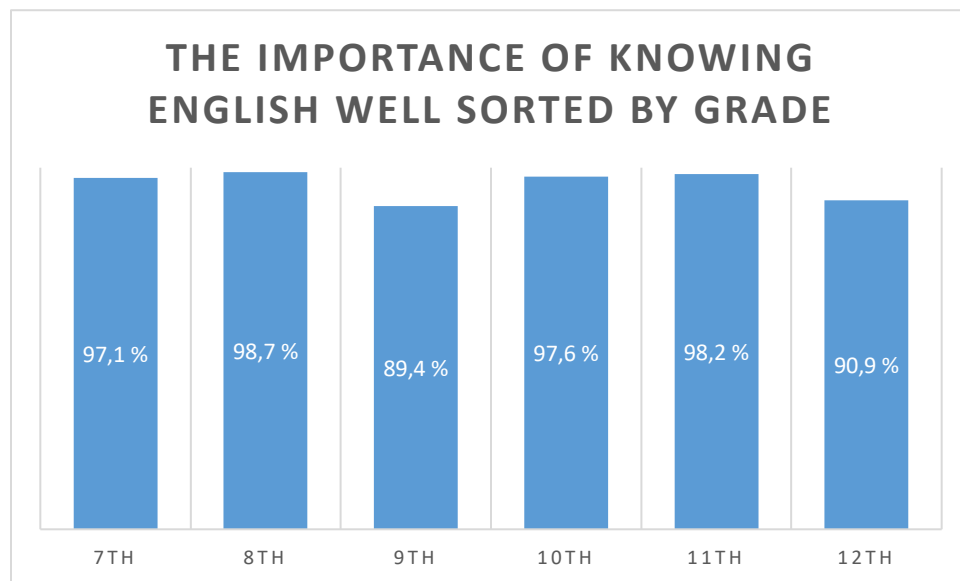


Figure 6. The students who reported that knowing English well is very important or important sorted by grade.

The students report several reasons for wanting to learn English; their answers are shown in Figure 1. The most reported reasons were: 1) *because I need it to be able to communicate with people from other countries*, 2) *because I need to know English when I am on holiday*, and 3) *because I would like to know another language*. These answers show that the need for communication and an interest in languages are the main factors for the students' desire to learn English. This is also partly mirrored in the answers to the open question "*What do you like best about learning English?*".

These findings correlate with the findings of Clément and Kruidenier (1983) that were presented in the literature review section. They found that the following four orientations for learning a second language seemed to be common for all different learning groups: 1) traveling, 2) for making new friendships, 3) for knowledge and 4) for instrumental purposes, e.g., to reach an aimed goal. Except for a difference in the order of reasons, the Norwegian students report the same as the Canadian students in Clément and Kruidenier' study, as the fourth most reported reason is *because I need it to understand TV-series and movies* (again, also mentioned in the open question).

Another finding is that English is perceived as *interesting* by 44,8% of the students. If we look only at the students in the upper secondary level, the percentage is significantly higher, 52,6%. For the lower secondary students, only 39,8% perceive English as interesting, but this varies among the different groups from 30% to 44%.

There are only 3 cases where the response from the lower secondary students are above average with more than 2%, and they are 1) *because it is a mandatory subject* (39,8% vs. an average of 32,6%), 2) *because I need it to be able to communicate online (e.g. online gaming)* (38,6 vs. an average of 36,3%) and 3) *I do not want to learn English, I just do it because I have to* (6,4% vs. an average of 3,7).

The upper secondary level students report several more reasons for wanting to learn English than the primary and lower secondary students. There could be several reasons for this result; the older students may be more conscious of their needs and may have discovered more reasons for why good knowledge of English is useful for them. It could also be that they, being older and probably faster readers, are able to think the questions more through. It is also a fact that must be taken into consideration that the upper secondary students have chosen to continue their education (upper secondary school is not obligatory) and that they have chosen an academic education by taking the Education Programme for Specialization in General Studies, the all-theoretical option for upper secondary students, instead of a vocational education.

For four of the options, 1) *reading English books*, 2) *being able to communicate with others*, 3) *would like to know another language*, and 4) *well-educated people speak English*, the numbers differ by more than 8,5% between the overall average and the answers from the upper secondary students (the numbers are shown in Findings, Figure 1).

The option where there is the largest difference between primary school and lower secondary school students vs. upper secondary school students is the alternative about *reading English books*. This is reported as a reason for wanting to learn English by 60,6% of the upper secondary students whereas the average in total for all students is only 42,7% (an increase by nearly 18%). These last numbers may be explained by the fact that the students need to obtain a certain proficiency level in order to read English books fluently. It can also be linked to the students' further education where their future textbooks may be in English (see later in the thesis under *Cultural knowledge* for further discussion about textbooks used in Norwegian university colleges and universities).

The options *being able to communicate with others* and *would like to know another language* may become more interesting and relevant as the students age and mature expanding their interests and views. Young people's need for communication expands beyond the people in their school and neighborhood as they grow older, chat rooms on the Internet where one may find people from all over the world who have the same interests as oneself being one example. The option *well-educated people speak English* may be linked to the students' growing awareness of their further education and careers.

Regarding the question "*What do you think about learning English?*" it is encouraging, although not satisfactory for Norwegian L2 teachers, that 57% *find the English lessons useful*, and 34% *really like to learn English* (see Findings, Figure 2). Nevertheless, these numbers are yet again far lower than the numbers for those who claim they are motivated for learning English, and even lower than the number who claim that they see good knowledge of English as important. As many as 35,5% state that they only *like it a little* and this suggests that English teaching in Norway has room for improvement. It is worth noticing that 8,2% *would rather spend their time on other subjects* (among the upper secondary students this is up to 11,7%) and that 2,4% claim they *do not like to learn English at all*. These 2,4% are 9 students in total, and out of these 9 students, 7 are in upper secondary school. When examining these 7 students more closely, 6 of them report to be *little* or *not motivated* to learn English. Although these numbers are limited, it is not surprising that the students' negative opinion about English affects their motivation. The students who report that they *would rather spend time on other subjects* [than English] may find that the English lessons do not cater to their needs, or perhaps they do not feel that they have a relevant learning outcome. It is difficult to say anything precise about the 9 students who claim

not to like to learn English at all. Further in-depth interviews would be necessary to elucidate this. It could be the dissatisfaction with the teaching, but it could also be other reasons such as a bad relationship with the teacher, or feelings of shortcoming.

Although the sample size may not allow generalization, it is still interesting to note that the number of students who *find English boring* is 15,8% among the lower secondary students, compared to 2,9% among the 7th graders and 13,1% among the upper secondary students. It would be worth considering whether the teaching may be changed in a way that makes even more students find it useful, and fewer students see it as dull. Perhaps the lessons can be linked more closely to the students' interests, or the aspects of English that they perceive as beneficial and valuable.

The students are also asked if they think it would have been equally important to learn an L2 if their mother tongue was English, and the students differ significantly in their answers. Although a large portion of the students consider it to be important to know English, many students see the learning of an L2 as valuable in its own right or acknowledge that other languages also are of importance. Some students answered both *yes* and *no*, because the survey allowed for this possibility, and this complicated the analysis. Thus, the percentages in Table 11 add up to more than 100%. There are differences between the 7th graders, lower secondary students, and upper secondary students; this is all shown in Table 11.

Table 11. If it would it be equally important to learn a second language if your mother tongue was English (the percentages add up to more than 100% because of the possibility of choosing both yes and no in the questionnaire)

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Yes	45	65,2%	49	37,1%	58	42,7%	152	45,1%
No	25	36,2%	88	66,7%	78	57,4%	191	56,7%

A full overview of the answers is shown in Appendix 2. The answers can be roughly divided into two categories. Either the answers are a description of English being in a special position as a world language, or, alternatively, different explanations of the value of knowing a second

language. The latter being a collection of reasons varying from a recognition that not all people speak English, to opinions that language skills broaden one's mind and that there is a cultural aspect to the learning of languages

5.2 Aspects of the language

Regarding the question about the right pronunciation, it is interesting to notice that the students in lower secondary school who regard this to be *very important* or *important* is 85,4% compared to 79,8% in total, the number being down to 74,1% among the upper secondary students. The numbers are in fact decreasing every year from 8th to 12th grade. This development is shown in Figure 7.

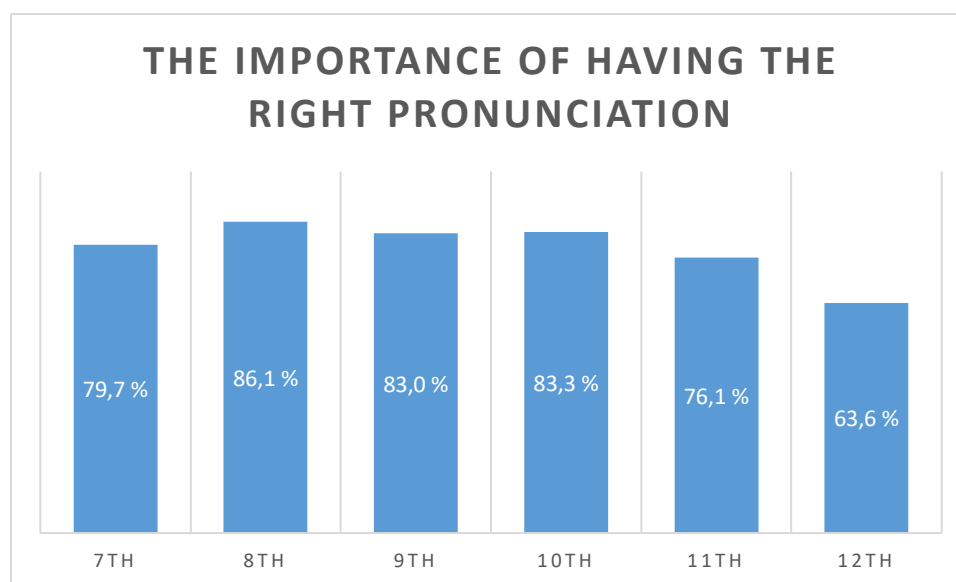


Figure 7. The percentage of students who consider it to be very important or important to have the right pronunciation.

Perhaps the younger students see having a pronunciation as an important aspect of language learning, considering that English is largely taught and practiced as an oral activity in primary school. Hence, the younger students may be more conscious about their pronunciation. The older students may have risen to a level where they realize that it is more important to be able to communicate adequately than to have the right pronunciation, or because they, over the years, have understood that it is very difficult to obtain a native-like pronunciation. The curriculum for lower and upper secondary school also contains more about different varieties of English, such as Indian English and Nigerian English, something that has heightened the students' awareness of

there not being just one (or rather two; British and American) varieties of English. It may also be that older students have heard more oral English than the younger students, and therefore subconsciously have more awareness of pronunciation. These numbers are quite consistent with the number of participants who regard it to be *very important* or *important* to *listen to English being spoken by native speakers*, 78,5% in total. If the student sees pronunciation as important, this will inevitably be linked to listening to, and mimicry of, native speakers.

5.3 Cultural knowledge

Cultural knowledge does not seem to be recognized as particularly important by the students, although a significant part of the students claim to have visited an English-speaking country once or several times (see Findings, Table 4). Perhaps the students think they already know a lot about the culture in English speaking countries, especially Great Britain and the United States, because they meet these cultures extensively through movies, literature, the internet (i.e., YouTube) and TV-series. This results in something of a paradox, seen in connection with the number who report wanting to know English because of holidays abroad, which is 67,1% in total.

Only 40,1% of the students perceive learning about the culture to be *very important* or *important*, and 50,3% report it to be *of little importance*. The opinion is somewhat different among the oldest students. In this group, the number who find it to be *of little importance* is down to 45,9%, and more of the students see this as *very important* or *important*; 47,4% compared to the average of 40,1%. These numbers may be seen in the light of a growing percentage having visited an English-speaking country, but may also be connected to increasing awareness of cultural differences and their significance. These numbers are shown in Table 12.

Table 12. The importance of learning about the culture in English-speaking countries.

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Very important	5	7,2%	6	3,6%	9	6,7%	20	5,4%
Important	25	36,2%	49	29,2%	55	40,7%	129	34,7%
Important in total	30	43,5%	55	32,7%	64	47,4%	149	40,1%
A little important	36	52,2%	89	53,0%	62	45,9%	187	50,2%
Not important	3	4,3%	24	14,3%	9	6,7%	36	9,7%
Total	69	100%	168	100%	135	100%	372	100%

Additionally, the students are even more negative when asked “*Why is it important to know about the culture in English-speaking countries?*”. Here the percentage of students who claim that it is *not important* to learn about the culture is 13,4% in total and 20,2% among the lower secondary students. This may be because they, in this question, more thoroughly consider why this would be an important aspect, but otherwise, the two questions are very similar, using nearly the same words; “*How important do you think it is to learn about the culture in English-speaking countries?*” vs. “*Why is it important to learn about the culture in English-speaking countries?*”.

Judging from the reports on “*Why is learning about English-speaking cultures important?*”, the respondents show more interest in cultures in general, than identifying themselves with British or American culture specifically. The students’ interest in the world in general, using the English language as a means to obtain more knowledge and understanding of the world, and to learn more about other cultures, is an interesting result from this survey. Judging from these results, teachers may well take into consideration that as many as 72% of the upper secondary students view knowledge of the English language as a tool to understand the world better.

Not many of the students express that they need English for their education, not even in upper secondary school, only 45,8% of the students in total. This number have increased to 52% in upper secondary school, but it is still just over 50% for the students who have chosen (at least so

far in their education) a more academic option for further studies. That so few students consider English as important for their education stands in contrast to the amount of English textbooks used in Norwegian universities and university colleges. A lot of study programmes in higher education in Norway have English books and papers on their reading lists: The number of study programmes that use English texts is only about 10% in vocational courses, but slightly above 50% in the undergraduate courses (Hatlevik and Norgård, 2001). This extended use of English literature may be partly due to the fact that not all literature is available in Norwegian, as well as an increasing emphasis on internationalization.

However, the students in upper secondary level who choose the answer that they wanted to learn English *because I need it for my education* as a reason are quite motivated. None of them report to have no motivation, but nevertheless, 22% of them stated that they had little motivation. These findings could possibly be linked to the studies of Dörnyei (Dörnyei 2005, 2009) about the “*L2 Motivational Self System*” where he describes *possible selves* and *future self-guides*.

5.4 Literature and the language used in the daily life

Since knowledge of literature is one of the goals in the English subject curriculum, it is rather surprising that the view of its importance is very low. 44% of the students in total thought literature to be of *little* or *no importance* (see Table 6), although in one of the groups the number was as high as 59%, and in two other groups it was 52%. It is interesting that the numbers vary among the groups as much as they do (further explained in Findings), considering that it is specifically stated in the English subject curriculum that

The aims of the training are to enable the apprentice to read children’s and youth literature in English and converse about persons and content, to express own reactions to English literary texts ... and to express oneself creatively inspired by different types of English literature from various sources. (Norwegian Directorate of Education and Training – after year 7)

The aims of the training are to enable the apprentice ... to discuss and elaborate on different types of English literature from English-speaking countries, and to create, communicate and converse about own texts inspired by English literature (Norwegian Directorate of Education and Training – after year 10)

The aims of the training are to enable the apprentice ... to discuss and elaborate on different types of English language literary texts from different parts of the world and to discuss and elaborate on texts by and about indigenous peoples in English-speaking countries” (Norwegian Directorate of Education and Training - after Vg1 – programmes for general studies and Vg2 – vocational education programmes).

There could be several reasons for why literature may be seen as unimportant by the students, one of them being that the literature chosen may not be perceived as linked to the goals in the English subject curriculum or simply may not be interesting enough for the students. The numbers in the specific groups are too small to draw any conclusions from, but the numbers are still noticeable, especially that 14% of the upper secondary students see literature as *not important*. This could indicate that students are unfamiliar with the goals of the curriculum, and the emphasis it puts on literature. A follow-up question would then be whether the importance of literature is stressed enough by the teachers.

The low interest in English literature in general could also be related to the low interest in American and British culture. Especially for the younger students, the texts are mostly from the US or the UK and are perhaps perceived as neither relevant nor interesting, because of the lack of interest in the cultures as such. Since the students express an interest in cultures in general, perhaps one could include texts in English from other cultures, and thereby catch the interest of the students?

If we study the perception of the importance of the language used in daily life, the numbers are more favorable than the numbers regarding literature (see Findings, Table7). It seems like the students see literature as less important for their English-learning than spoken or written everyday-English, something that is interesting since it may be almost the same thing. Perhaps the literature used in the classrooms seems irrelevant to the students’ everyday lives, and/or to the language used in English-speaking countries today?

The perceived importance of literature among the students was linked to the students who claim that they *want to learn English to be able to read English books*. Among these the number of students who see the importance of reading English literature as either *very important* or *important* increase to 65,4%, compared to 57,8% of the students in total. This is shown in Table 13.

Table 13. Importance of literature reported by students who claim they want to learn English to be able to read English books (the total percentage who reported this level of importance of literature in brackets).

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Total want to learn English to be able to read English books	18	26,1%	60	35,1%	83	60,6%	161	42,7%
Perceiving the reading of literature as either <i>very important</i> or <i>important</i>	11	61,1 % (59,4%)	45	75% (60,1%)	48	59,2% (54%)	104	65,4% (57,8%)
Perceiving the reading of literature as <i>a little important</i>	7	38,9% (39,1%)	15	25% (29,2%)	23	28,4% (31,9%)	45	28,3% (32%)
Perceiving the reading of literature as <i>not important</i>	0	0,0% (1,5%)	0	0,0% (10,7%)	10	12,4% (14%)	10	6,3% (10,2%)
Total	18	100%	60	100%	81	100%	159	100%

(2 of the participants in upper secondary school who claim they want to learn English to be able to read English books never answered this question. Hence the answers are slightly misleading.)

The difference regarding the perceived importance of literature, is largest among the lower secondary students who claim they want to learn English to be able to read English books. Here the numbers increased from 60,1% to 75%. None of the students with this opinion in 7th grade or lower secondary claim that it is *not important*. It is interesting that some of the students in upper secondary school (12,4%) still think it is *not important* to read literature, although they admit that they need English to be able to read English books. Maybe they do not consider the books they read as traditional literature (e.g., Shakespeare, Jane Austen), or perhaps they acknowledge that they need the language to be able to read English textbooks, but still not see English literature as important in itself.

5.5 Grammar

Norwegian youths appear to have a positive view of learning grammar. However, this positive attitude towards grammar seems to decrease with age, and so does the motivation for it. The numbers concerning whether they like to learn grammar or not, are not so favorable. Although 18,8% of the primary school students (7th graders) answers *yes* to the question of whether they like to learn grammar, this number is steadily shrinking, although it increases slightly from 9th to 10th grade. It drops below 9% in both of the two 11th grade groups, and in fact, none of the students in 12th grade answers *yes*. Since these answers are as few as 23, this may not bear any significance, but it is a fact that, in my study, the positive attitude towards grammar learning decreases by 10% during the years in lower secondary school. This is shown in Figure 7.

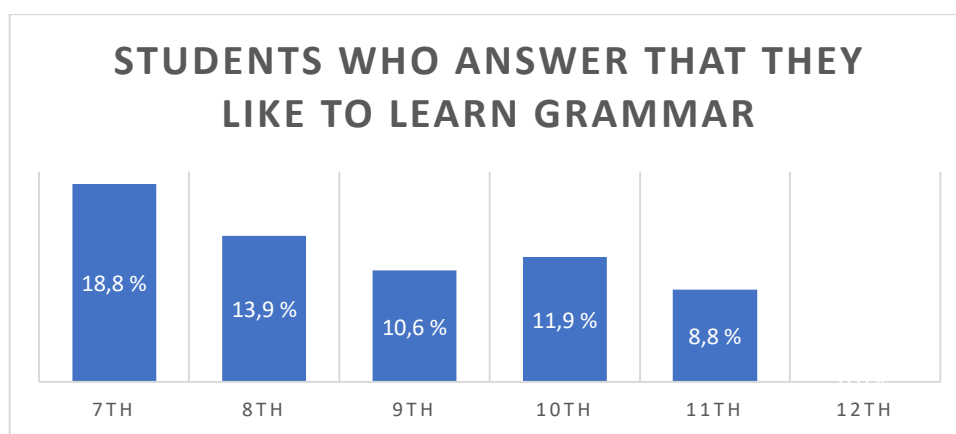


Figure 7. The percentage of students who claim that they like to learn grammar.

It is also interesting to note that among the 7th graders and the lower secondary students, the number of students who think grammar is *very important* is slightly higher than the students who find it to be *important* 47,8% vs. 42% (the 7th graders) and 47% vs 41,7% (the lower secondary students) (see Table 8). In contrast, among the upper secondary students, the numbers are lower for those who think it is *very important*, 34%, than for those who think it is *important*, 57%. Among these, no students claim that it is of *no importance* indicating that they all acknowledge the importance of grammar to a certain degree, but do not see it as important as the younger students do.

There is a possible distinction between different groups when it comes to their views on the importance of grammar, in one of the groups 100% is convinced that grammar is *very important* or *important*, while in other groups this is down to 82,3%, 84% and 85,7% respectively. This may

be a question of whether the teachers have been communicating the importance of grammar to the students in an adequate way (i.e., by explaining the differences between Norwegian and English grammar), or if grammar learning is merely perceived by the students as old-fashioned and something that they do not need to be taught specifically in their English education. Again, the numbers are too small to say anything conclusively, but there might be a difference in the way teachers emphasize the importance of grammar.

Since the instructions in the English subject curriculum are quite open when it comes to grammar, this may be interpreted differently by teachers. The textbooks used in the teaching of English also have different approaches to grammar learning. For instance, some textbooks have grammar as a small part of each chapter while others have the grammar clustered at the end of the book or in a separate book. Although there are no specific goals for grammar teaching, there are only guidelines as to what the desired outcome should be; grammar is undoubtedly needed to reach other goals regarding oral and written communications. It may, however, be difficult for teachers to decide which grammar to teach and when. Some teachers tend to see grammar as something that comes naturally in communication and does not need to be taught as a specific subject, while others put a lot of emphasis on grammar and the drilling exercises. This is more thoroughly explained in section 3.1 (Questionnaire development) above.

Unsurprisingly, more of the lower secondary students' report thinking about grammar while they write English. The numbers go down from 78% among the lower secondary students, to 74,1% among the upper secondary students. The reason for this could be that English grammar is more internalized in the older students and they, therefore, are not consciously thinking about grammar in the same way as younger students do. The number is slightly lower among the 7th graders, 75,4%, perhaps because there is more focus on other aspects of English, i.e., vocabulary and sentence structure, during primary school, and it is only with the introduction of grades in 8th grade that the focus on grammar increases. Fewer students report that they are thinking about grammar while reading than writing, something that is natural because of the nature of oral language vs. written language (more errors are natural and less likely to be noticed or have less significance in oral language). Nevertheless, the majority of the students also think about grammar while speaking, 56,3%.

6 Further investigation into the students' motivation

I further investigated the answers from the students who report being motivated to learn English. One of the answers I examined more closely was how the reported reasons for wanting to learn English correlate with the students who report a relatively high motivational level. The students who report being the most motivated are the students who choose the alternative *other reasons* and then specified their explanations for wanting to learn English. However, this is a small group (only 27 students) from which we can draw no general conclusions. Of these students, 59,6% perceive themselves as *very motivated*, while 37% are *motivated*, and only one respondent (3,7%) report to be just *a little motivated* (none of the students report to be *not motivated*). Some examples of such *other reasons* given by these respondents would be a description of the need to know English to communicate with family, a heart-symbol from one (loving English presumably), and many respondents describing English as fun. In most cases, the students expressed a positive attitude towards English; they linked the learning of English to something amusing and useful. These students express what Ryan and Deci (2000) call an *intrinsic* motivation where the motivation is linked to something personal and pleasant.

The second most chosen option by the *very motivated* students was *because I find it interesting*. This option is chosen by 43% of the respondents in total and is the 6th most common answer. 45,6% of the students who find learning English *interesting* are *very motivated*, and none of the students report to lack motivation. In addition to this, 47,3% report themselves to be *motivated*, something that gives a total of 92,9% of these students being *motivated* or *very motivated*. This number is even higher for the lower secondary school students; 54,4% of the students who *found English interesting* report themselves to be *very motivated*, and 100% were either *very motivated* or *motivated*. The corresponding number is slightly lower among the upper secondary students. These numbers are shown in table 14.

Table 14. Motivation level for students reporting to find English interesting (the total percentage who reported this level of motivation is in brackets).

	Primary school 7 th grade		Lower secondary school 8 th , 9 th and 10 th grade		Upper secondary school 11 th and 12 th grade		Total all students	
	No.	%	No.	%	No.	%	No.	%
Found English interesting	29	41%	68	53,4%	72	41%	180	46,2%
Very motivated or motivated	28	96,6% (84%)	68	100 % (71,6%)	61	84,7% (73,3%)	157	92.9% (74,6%)

These numbers are interesting seen in connection with Deci and Ryan's (2012) theories about *intrinsic* and *extrinsic* motivation and can especially be linked to the concept of *identification*, a form of *intrinsic* motivation, where the students are motivated because they see the learning of English as a value in itself. In their "*Self Determination Theory*", Ryan and Deci refer to *intrinsic* motivation as "doing something because it is inherently interesting or enjoyable" (Ryan and Deci, 2000: 55). The students experience that they have an inner motivation because they have a personal interest in the subject.

Still, these results are thought-provoking since it is only 46,2% of the respondents in total who claim to *find English interesting*, although as many as 74,6% of the respondents in general are *very motivated* or *motivated* to learn English. The reportedly low number may imply that although they do not find English to be *interesting*, they may nevertheless acknowledge its importance. This could also suggest that the students have other reasons for wanting to learn English that goes beyond an interest in the subject itself.

Another option that scored highly among the motivated students is *the need to know English well in order to read English books*, 85,5% of the students who express a desire for this were *motivated in total* (*very motivated* 38,5% and *motivated* 47%), and here the lack of motivation is less than 1% in total. However, among the upper secondary students, only 80,7% are *motivated in total* (36% and 44,7% respectively). The students' own interest in reading books in English is

probably a highly motivating factor in itself and may explain why the students who would like to read English books are motivated to learn English.

Two other options that score relatively well among the motivated students are the claims that *all well-educated people speak English* and the *need to be able to communicate online*. These two options both score more than 77% among the *very motivated* and *motivated* students (77,6% and 77,3% respectively). The high number of motivated students who choose the option *I need it to be able to communicate online* may be explained in the same way as with the expressed wish to read English books; the students are motivated because they see a personal gain in learning English.

The option *all well-educated people speak English* may be seen as *extrinsic* motivation (Deci and Ryan, 2000). English is not necessarily perceived as interesting or enjoyable, but the students are motivated to learn English because it brings a desirable outcome; thus, this places the student in a position whereby s/he can perceive her-/himself as a well-educated person. The motivation expressed by the students who claim *I need it to be able to communicate online* may also be categorized as *extrinsic* motivation. Here the students value the learning of English as something that is useful for realizing an external goal, as a means to obtain something desirable.

Although the option *need to know English when I am on holiday* scores highly among the respondents as a reason as to *why* they would want to learn English (67,1% of all the students, 53,6% of the 7th graders, 68,4% of the lower secondary students and 72,3% of the upper secondary students answer this – see Figure 1), the students who choose this are slightly less than averagely motivated. Here, 73,4% of the students (71% of the upper secondary students) report to be *very motivated* or *motivated*, and 2,4% in this group respond that they are *not motivated*. These numbers may indicate that the respondents recognize the need to know English when they are on holiday, but it does not necessarily give them the motivation to learn it.

Not surprisingly, the group of the least motivated was found among the students that report themselves *not wanting to learn English, but just does it because I have to*. In this group, 42,9% stated that they lacked motivation. These respondents were a small group of only 14 students containing none of the 7th graders, 12 of the lower secondary students and 2 of the upper secondary students. The motivation that some of these students claim to have is purely *extrinsic*,

something that is forced upon them that neither has value in itself for them nor possesses any desired outcome.

The second lowest motivation score is found among those who claim that they want to learn English *because it is an obligatory subject*. Here only 65% see themselves as *motivated in total*, 32,6% are *a little motivated*, and 2,4% are *not motivated*. The low motivation score varies among the student groups, as none of the 7th graders who answer this option report themselves to be *not motivated*, while 6,3% of the lower secondary students report this. It is nevertheless important to take into account that the number of respondents is low, the 6,3% of the lower secondary students only corresponds to 2 students.

When interpreting these numbers, it is important to note that only 5 out of the 123 students who choose the option of *because it [English] is an obligatory subject* to explain motivation, report this as their sole option for wanting to learn English. All the others, except for 1 (who choose this option together with *don't want to learn English, but just do it because I have to*), choose other options as well, very often the *need to know English when I am on holiday* and/or *I need it [English] to communicate with others*. These answers may suggest that these students have taken into account that the subject is mandatory, but also recognize other reasons for learning English.

A few of the respondents (3,2%) who report that they want to learn English because they *need it to communicate with others* are reportedly *not motivated*. This number is slightly higher among the upper secondary students, here 4,6% claim to be *not motivated*. This may be explained by the students recognizing English as necessary to learn. However, while necessity goes hand in hand with *extrinsic* motivation, it does not always walk easily with *intrinsic* motivation. My findings suggest that the students are *amotivated* (Ryan and Deci, 2000), and this may have a connection to their perceived (in)competence and/or belief in a desired outcome.

7 Gender and motivation

I have also analyzed the motivation in relation to the respondents' gender, see Table 15.

Table 15. Percentage of students in each motivational level grouped by gender by grade levels. Significant differences (Pearson's chi-squared test) from those who could arise by chance are indicated in bold.

	Not Motivated		A little motivated		Motivated in total	
	F	M	F	M	F	M
Primary	0,0%	0,0%	11,8%	2,9%	36,8%	48,5%
Lower Secondary	3,0%	1,8%	10,1%	12,5%	33,3%	39,3%
Upper Secondary	3,7%	0,0%	14,9%	9,0%	50,7%	21,6%

This table shows my material of male and female students in primary school (7th grade), lower secondary school and upper secondary school according to their motivational level. The numbers in bold show frequencies that are statistically different from the average motivation level.

There is a majority of female students in upper secondary school, as a larger part of the male students have chosen Vocational Education and Training. These numbers show that the male students in primary school are the ones who are the most motivated for learning English and that this motivation decreases over the years. Perhaps the motivation would have been higher among the male students who have chosen Vocational Education and Training, than the students who chose an all theoretical option (Education Programme for Specialization in General Studies).

The explanations for the male motivation in primary and lower secondary school may be several; perhaps the boys are playing online games or watching English-speaking YouTube videos more than the girls. According to a survey of children ages 9 to 16 conducted by the Norwegian Media Authority (2016), 96% of the boys and 76% of the girls play computer games, and the boys play more the older they get. Many of the games they play are in English and offer the possibility of communication online with players from all over the world. 56% of the boys in the survey claim to have played computer games with an age limit of 18, while only 21% of the girls state the same. This affects their exposure to English as games made for adults often lack the Norwegian subtitles found in children's games. 52% of the participants in the study watch videos on social media platforms such as YouTube, Snapchat, and Instagram. The boys are more active users than the girls, in all ages. The oldest use these services the most, 75% of the boys and 46% of the girls

between 15 to 16 years of age use them on a daily basis. Most of the most popular shows are in English (4 out of 5 of the most popular channels/users among Norwegian youth on YouTube) Norwegian Media Authority (2018). Because the ability to fluently formulate oneself in English would benefit boys in relation to gaming, as well as show their understanding of and commitment to an Internet idol, perhaps there are social reasons for boys' motivation for English.

There is a publication by Statistics Norway: Norwegian Media Barometer (Vaage, 2018) which is a publication based on Statistics Norway's annual survey about the use of mass media. According to their publication for 2017, 35% of the 9-15-year-olds read on average for 14 minutes in a book on a daily basis, 37% of the boys and 33% of the girls. These numbers differ from the rest of the population, where women tend to read more than men (Vaage, 2018). Girls from 9-15 read more magazines than boys (5% vs. 1%), but boys read slightly more newspapers, 21%, than the girls, 19% (Vaage, 2018).

8 Pedagogical Implications

One of the most significant findings in the study is the students' perception of their English classes as useful (see Figure 2). As I have shown, the perception of usefulness has an impact on the students' reported level of motivation. Although the number of students who see their English classes as useful is as high as 57,6% in total, there are still more than 40% of the students who do not report this. The percentage of students who perceives their English classes as *boring* (13,5%) or *difficult* (13,1%) is not very high. However, there seems to be room for improvement in order to raise the number of students who see their English classes, and the English education they receive at school, as useful. It could be interesting to inquire further into what exactly the students mean by useful, which is quite a general term, and to receive more knowledge about how the teachers could meet or obtain the students' inclination. Perhaps as a high percentage of students find that *speaking* (English) is the most important of the basic skills, this should carry more weight in how the language learning is organized.

This study shows that literature is not viewed as an important part of the language learning (see Table 6). There are different approaches to change this, teachers may try to link the literature to the students' interest in cultures in general, or they may try to change the literature that is given to

the students for reading. There are some dangers when it comes to changing the literature, as teachers may choose not to read literature that is difficult to read or understand, thereby omitting parts of the literary legacy of the culture of English speaking countries, in fear that it is too difficult, not modern enough or that the students will not find it amusing.

It is important that teachers explain the connection between literature and culture, and the importance of literature in the English subject curriculum. As we know from the Statistics Norway's inquiry about how youth spend their time (Vaage, 2013), many students do not read in their spare time, and it is unrealistic to think that we would be able to make them read more just because texts are in English. One suggestion to make the literature more available for students is to let them listen to audio books, and use graphic novels as an alternative. A lot of books that are considered to be "good" literature are also available as graphic novels. Students will not read the book in the original, but they will get to know the story. Hopefully, this may increase their interest in literature in general. Another idea, which gives more autonomy, but also more responsibility to the students, is the idea of letting them draw up their own literature lists with the help of their teacher, for instance from 10th grade and onwards.

9 Conclusion

English is clearly viewed as important, especially since none of the students report it to be *not important*. Most students are highly motivated, in fact 1 out of 4 reports that they are *very motivated* to learn the language. The most motivated students are the students who find English *interesting*, here more than 90% are motivated. The motivation level is also high among those who *would like to be able to read English books*; 85%.

A lot of the students report that they *need English when they are on holiday*, but this has no effect on their motivation; in fact, this group is less motivated than the student group as a whole. The students report several reasons for wanting to learn English, just a few state that *they do not know*, that they *learn it just because they have to*, or that *they do not want to learn the language*. More than 30% report that they *really like to learn English*.

Grammar is perceived to be the most difficult part of the language learning, while the easiest parts are either reading or understanding the spoken language. This is also mirrored in the number of students who find that it is *important to listen to native speakers of English*. The part of the language that is perceived as the most important to learn is *to speak English*. Grammar is also seen as important, and over 50% of the students *like to learn grammar* or *like to learn grammar a little*. A majority of the students *think about grammar when they speak*, and the number is even higher for those who also *think about grammar when they write*. Most students would like to have both their oral errors, and their errors in written assignments, corrected.

The students do not show a special interest in the culture in English speaking countries, although most students acknowledge that it has some importance. The interest in culture is for many students tied to a better understanding of the language or of the world in general. English literature is acknowledged to be important by a little more than half of the students, while the language used in daily life is seen as important by nearly 90%.

The findings in this thesis show that the students are interested in communication with others across borders. It also shows that the motivation level may be connected to whether the student finds English interesting. This should be reflected in the way the subject is taught in the classroom, in particular by focusing on oral communication and English as a means for worldwide communication.

10 Reference List

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11 Appendix 1

The questions and the answer options in the digital questionnaire

Spørreundersøkelse om engelsk

Vennligst svar så ærlig du kan på disse spørsmålene om engelsk

1. I hvilken klasse går du?

7. klasse/8. klasse/9. klasse/10. klasse/1. året på videregående/2. året på videregående/3. året på videregående

2. Hvor motivert er du for å lære engelsk?

Veldig motivert/Motivert /Litt motivert/Ikke motivert

3. Hvorfor har du lyst til å lære engelsk? (Velg alle alternativene som passer for deg.)

(Her var flere alternativer mulig.)

Fordi jeg synes det er interessant

Fordi det er et obligatorisk fag

Jeg vet ikke

Fordi jeg trenger å kunne engelsk når jeg reiser på ferie

Fordi jeg trenger det for å forstå TV-serier og filmer

Fordi alle velutdannede mennesker snakker engelsk

Fordi jeg trenger det for å kommunisere online (feks online-spilling)

Fordi jeg trenger det for å kunne lese engelske bøker

Fordi jeg gjerne vil kunne et annet språk

Fordi jeg trenger det for å kunne kommunisere med mennesker fra andre land

Fordi jeg trenger det i utdannelsen min

Jeg har ikke lyst å lære meg engelsk, jeg gjør det bare fordi jeg må

Andre grunner

4. Hvor viktig synes du det er å kunne engelsk godt?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

5. Tror du det ville vært like viktig å lære seg et annet språk hvis morsmålet ditt var engelsk?

Ja/Nei med tilleggsspørsmål: Hvorfor tror du det? (Her var flere alternativer mulig.)

6. Hva synes du om å lære engelsk? (Her var flere alternativer mulig.)

Jeg liker ikke å lære engelsk i det hele tatt

Jeg liker det litt

Jeg ville heller brukt tid på andre fag

Jeg liker virkelig å lære engelsk

Jeg synes engelsktimene er kjedelige

Jeg synes engelsktimene er lette

Jeg synes engelsktimene er vanskelige

Jeg synes engelsktimene er nyttige

7. Hva er vanskeligst med å lære engelsk? Sett det vanskeligste på toppen, og det letteste nederst. (I tilfeldig rekkefølge.)

Å forstå det som blir sagt

Grammatikk

Å lese språket

Å skrive språket

Å snakke språket

Uttale

8. Hva synes du er viktigst å lære; å skrive engelsk, snakke engelsk eller lese engelsk?

Å skrive engelsk

Å snakke engelsk

Å lese engelsk

Alle er like viktige

9. For å lære engelsk - hvor viktig synes du det er å lytte til personer som har engelsk som sitt morsmål?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

10. Hvor viktig synes du det er å ha riktig uttale?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

11. Har du vært i et engelsktalende land?

Ja, flere ganger/Ja, en gang/Nei

12. Hvor viktig synes du det er å lære om kulturen i engelskspråklige land?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

13. Hvorfor er det viktig å lære om kulturen i engelskspråklige land?

Det er ikke viktig

Jeg vil gjerne lære mer om den engelsktalende delen av verden

Det hjelper meg til å forstå mer av verden

Jeg liker å lære om andre kulturer

Jeg vil gjerne lære mer om britisk kultur

Jeg vil gjerne lære mer om amerikansk kultur

Det er viktig for å kunne forstå språket bedre

Andre grunner

14. Hvor viktig synes du det er å lese engelskspråklig litteratur?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

15. Hvor viktig synes du det er å lære om språket brukt i dagligtale?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

16. Hvor viktig synes du det er å lære grammatikk?

Veldig viktig/Viktig/Litt viktig/Ikke viktig

17. Liker du å lære grammatikk?

Ja/Litt/Nei

18. Tenker du på grammatikk når du skriver engelsk?

Ja/Nei

19. Tenker du på grammatikk når du snakker engelsk?

Ja/Nei

20. Synes du læreren din burde rette feilene dine i skriftlige innleveringer?

Ja, alltid/Ja, som oftest/Noen ganger/Nei

21. Synes du læreren din burde rette de muntlige feilene dine?

Ja, alltid/Ja, som oftest/Noen ganger/Nei

22. Hva synes du er det beste med å lære engelsk?

Åpent spørsmål

23. Er du gutt eller jente?

Gutt/Jente

12 Appendix 2

Reasons given by the students for “if they think it would have been equally important to learn an L2 if their mother tongue was English”

7th grade

- Fordi engelsk er et felles språk
- sån at man kan snakke andres språk også
- forde da kan man jo allerede det språket alle snakker med
- det er fortsatt viktig men ikke like viktig som det er at vi må lære engelsk
- fordi engelsk er et språk som alle må lære seg og kunne.
- Jeg syntes ikke det er like viktig å kunne et annet språk hvis morsmålet ditt er engelsk, siden da kan du allerede kommunisere med de fleste hvis morsmålet ditt er engelsk, men jeg syntes fortsatt det er viktig å kunne flere språk.
- jeg er litt usiker hvorfor.
- ikke alle i kan engelsk like godt, så jeg syntes det er viktig å lære ett nytt språk f.eks spansk.
- jeg tror det fordi hvis du kan familie i andre land så kan du snakke med dem uten at det blir misforståelser.
- det er begge deler men når du er engelsk så kan du det språket som folk flest bruker i verden når de snakker til andre fra utlandet, men de kan selvom kunne at annet språk som fransk tysk eller spans
- For du kan reise til utlandet
- Vis du bor i England er det ikkje så viktig. Men vis du bor i f.eks Norge, så er det viktig å få lært språket
- for at nesten alle land kan snakke engelsk
- får å kunne snakke med andre i andre land
- fordi det kan være lurt å kunne flere språk enn bare morsmålet ditt
- for å kunne kommunisere med flere folk
- Fordi det er ikke alle som kan engelsk
- Fordi da kan vi kommunisere med andre folk som ikke kan engelsk. Også fordi det er alltid bra å kunne et annet språk.
- Nei fordi de fleste land kan snakke engelsk
- fordi det er viktig å kunne språk hvis du reiser eller flytter et sted der de ikke snakker engelsk.
- det er viktig og kunne kommunisere med andre mennesker
- forde da kan man snakke med andre mennesker som ikke har det samme morsmålet som deg
- fordi halvparten av verden kan engelsk så vist du allerede kan kommunisere med de så er et annet språk ikke så viktig som det
- fordi engelsk kan du bruke over alt i hele verden
- Fordi engelsk er hoved språket i verden og davtrenger du egentlig bare å kunne det men hvis du har lyst til å lære andre språk kan du jo selvfølgelig det.
- fordi da kan du allerede snakke med mange mennesker.
- fordi det er ikke alle i verden som kan engelsk
- det å kunne to eller flere språk er viktig. det er ikke alle som snakker engelsk
- Det hadde vært viktig, men ikke like viktig som å lære seg engelsk fordi det er mange flere i verden som snakker engelsk enn f.eks Norsk
- fordi det er lurt
- fordi de fleste i verden snakker engelsk og de forstår deg
- for det er mange andre språk som brukes i hele verden fks spansk fransk
- vet ikke
- ja fordi da kan du snakke med folk som snakker et annet språk.
- Nei fordi at da kan du på en måte kommunisere med folk fra andre land fra før av.

- fordi da kunne du kominisere med flere folk
- fordi engelsk er et allmenspråk
- vet ikke
- fordi da kan jeg flere språk
- Fordi at det er smart å kunne flere en et språk
- Får å kunne jobbe og får å kunne snakke med andre
- fordi at i noen land f.eks. frankrike, snakker de nesten bare fransk, de vil helst ikke snakke engelsk.
- fordi hvis du skulle reise til et annet land der de kanskje ikke kan engelsk
- det er viktig å kunne to språk
- Fordi ikke alle snakker engelsk

8th grade

- Fordi de fleste mennesker snakker engelsk
- Fordi engelsk er det internasjonale språket og hvis alle lærer engelsk så kan alle i verden kommunisere med hverandre veldig lett
- Fordi engelsk er et internasjonalt språk og man må lære det
- Fordi ikke alle snakker engelsk som i Italia og rundt der
- fordi det er andre folk som ikke snakker engelsk
- fordi veldig mange folk allerede snakker engelsk
- Jeg er en nysgjerrig person
- Vet ikke.
- Det hjelper deg å snakke med folk i andre land
- Det er vel viktig, men ikke i like stor grad. Det kan gode avhenge av hva personens planer for fremtiden er.
- Kommer an på personen du spør
- fordi det er ikke alle som kan engelsk
- fordi de fleste kan engelsk
- fordi det kan være at du valgte f.eks. norsk, så kan du bare snakke norsk i norge. i mens kan du snakke engelske over hele verden.
- Fordi de fleste i verden snakker Engelsk. Feks hvis en Engelskmann skal kunne forstå andre fra for.eks Norge hjelper det dem lite om de kan f.eks spansk. men fordi vi også kan Engelsk og har lært det forstår han oss.
- Hvis du kan flere språk. Kan du kommunisere med folk fra andre land
- engelsk er et språk som blir brukt i flere land og mange kan språket for å kommunisere med andre mennesker
- Om du skal jobbe med frakt av varer fra andre land og kommunisere med andre bedrifter.
- Fordi engelsk et språk alle skal kunne over hele verden, og da er det ikke nødvendig å kunne noe annet
- Fordi mangel på språk kan hindre deg i bussines møter
- Det tror jeg ikke. Norsk er ett av de vanskeligste språkene å lære, men engelsk er ett av de letteste.
- Fordi de fleste kan morsmålet ditt.
- For alle burde ha ett fremmedspråk i sin skolegang
- fordi nesten alle kan engelsk
- Det er bra å kunne flere språk
- jeg synes det ikke er like viktig siden engelsk er et felles språk rundt om i verden. men like vel er det ikke alle som kan engelsk
- fordi alle kan jo engelsk
- Fordi "Farsmålet" mitt er engelsk
- Fordi i de fleste land snakker mange engelsk og sitt eget språk, men ikke et annet språk

- fordi de fleste snakker engelsk, enten det er bra eller dårlig, så engelsk er et viktig språk som kan gjøre at du gjør deg forstått med folk fra andre land. de fleste snakker sitt morsmål, og så engelsk, så engelsk er det viktigste språket å kunne.
- Fordi engelsk er et så utbredt og viktig språk for å kunne kommunisere med andre.
- Fordi det er mange andre språk som er store verdensspråk, men det er kanskje ikke like viktig som å lære engelsk for oss

9th grade

- vet ikke
- pga engelsk er et verdensspråk
- fordi engelsk er det viktigste språket, og som alle skal lære for å kunne greie å kommunisere.
- a, for å kunne snakke med andre mennesker
- fordi det er verdensspråk
- vet e bare noe eg tror
- fordi de fleste land kan engelsk
- nei
- fordi det er ikke alle som kan engelsk
- det ville ikke vært like viktig siden det er engelsk som brukes som verdensspråk, men det skader jo ikke å kunne et språk utenom morsmålet.
- fordi
- vet ikke
- fordi å kunne kommunisere med andre er viktig og vist du ikke er i et land som kan engelsk som foreks frankrike der mange er veldig dårlig å snakke engelsk er det fint om du greier å snakke med de
- fordi hvis du kan engelsk så kan du nesten kommunisere med alle
- Hvorfor ikke
- Jeg tror ikke det fordi engelsk er verdensspråket.
- det er ikke like viktig siden engelsk er så stort, men det er selvfølgelig lurt å kunne flere språk.
- Fordi det er nyttig å kunne andre språk
- litt usikker, fordi de fleste land i verden lærer engelsk.
- vet ikke
- på grunn av de fleste snakker engelsk så det er ikke nødvendig
- engelsk er et internasjonalt språk og kan hjelpe veldig med mange andre ting. vis engelsk er morsmålet ditt trenger du ikke å lære noe annet språk
- En kan f.eks. lære seg tysk, spansk, fransk eller kinesisk (mandarin) som er andre sentrale språk i Europa og Asia. Dette vil dermed gjøre det enklere for engelskmenn å kommunisere med andre folkegrupper som kanskje ikke snakker engelsk, men tysk, spansk, fransk eller kinesisk.
- For da får man innblikk i andre kulturer, og det er interessant
- fordi det er for mange små språk
- fordi engelsk er et internasjonalt språk som folk over hele verden snakker, imens for eks norsk bare blir snakket i Norge av nordmenn.
- for engelsk er et verdensspråk, men det er ikke norsk.
- fordi engelsk er et verdensspråk
- jo fler språk du kan jo bedre kan du kommunisere
- fordi det er bra å kunne flere språk
- fordi da snakker alle språket ditt og hvorfor lære et annet språk når du ikke trenger det
- fordi da blir det rettferdig

10th grade

- fordi de fleste kommuniserer på engelsk
- Det er alltid bedre å kunne flere språk uansett hva morsmål man ha
- For nesten alle kan engelsk
- for det er alltid gøy å lære et annet språk
- Jo flere språk jo bedre
- Siden vi bor i et flerkulturelt samfunn der en bruker andre språk enn engelsk for å uttrykke seg på
- fordi
- Da er det jo i hvert fall viktig
- For å forstå det andre språket
- Å kunne et språk er veldig viktig
- fordi man skal kommunisere med andre med annet morsmål
- Fordi grunnen til at det er viktig å lære engelsk er ikke fordi det er et annet språk, men fordi så mange snakker det, og da vil man kunne kommunisere med folk fra hele verden
- Ikke alle kan engelsk
- Det er viktig fordi det er ikke alle som kan snakke engelsk, så da er det viktig at du har et annet språk i tillegg
- Fordi engelsk er ganske lik masse andre språk. Det har samme ord, regler og bøyninger
- Fordi halve verden kan allerede morsmålet ditt, og det eneste andre som hadde vært noe lunde brukfullt er Kinesisk
- Fordi verden består av mange forskjellige språk, og for å kunne forstå og få mer kunnskap, trenger man språk.
- for å kunne andre språk
- Fordi de fleste i verden snakker engelsk
- du bør kunne kommunisere på mer en et språk
- Fordi engelsk er noe mesteparten av verdens befolkning kan!
- Engelsk er det språket flest mennesker i verden snakker
- Fordi engelsk er verdensspråket, men det hadde jo sikker vært kjekt å lære et annet språk men ikke like viktig tror jeg.
- fordi engelsk er et verdensspråk og med det kan man kommunisere på tvers av landegrensler
- Da kan vi allerede kommunisere med en stor del av verden
- ikke like viktig men fortsatt viktig for å forstå hvordan det er for alle andre å lære engelsk
- Engelsk er et internasjonalt språk
- Engelsk er et internasjonalt språk

11th grade

- Jeg tror dette har med kommunikasjon Nesten all kommunikasjon foregår på engelsk, og det blir da ikke like nødvendig å kunne dette andrespråket.
- det hadde ikke vært så viktig så lenge jeg hadde bodd i et engelskspråklig land. Men jeg tror jeg ville ha lært et annet språk likevel, fordi jeg synes det er interessant. Det viktigste er å bli forstått.
- Det er ikke alle land i dag som bruker engelsk. Noen nekter å snakke engelsk.
- Det er ikke alle som kan snakke engelsk
- Ingen andre språk blir brukt like mye som engelsk, så dersom man allerede kan engelsk, vil man være i stand til å kommunisere med de fleste.

- nei, fordi engelsk er et internasjonalt språk
- Fordi da kan du kommunisere med mennesker fra andre land som ikke snakker engelsk.
- Fordi jo flere språk du kan jo mer forstår du om hvordan andre land kommuniserer.
- fordi det er det internasjonale språket
- Da snakker du det språket som er "felles"
- Fordi engelsk er det globale språket
- Fordi engelsk fungerer som et "felles" språk i de fleste land, og det er mange flere spredt ut over verden som snakker engelsk enn de som snakker norsk.
- Alltid bra å kunne flere språk
- Fordi det det alltid vil være noen som ikke kan engelsk
- Fordi Engelsk er et internasjonalt språk som du har bruk for om du drar til utlandet
- Lære om andres Kultur og hvordan de tolker ting
- fordi man bør kunne minst 2 språk
- fordi engelsk er det internasjonale språket
- fordi nesten alle kan snakke engelsk
- Fordi alle lærer seg engelsk.
- fordi at de andre språkene ikke er internasjonal
- Det er berikende å lære andre språk enn morsmålet sitt.
- Fordi det er viktig å kunne mer enn et språk
- Du kan alltid lære deg flere språk
- hvis jeg hadde bodd i et land hvor engelsk er IKKE det offisielle språket, måtte jeg ha lært meg det språket uansett
- Obvious reasons.
- Fordi det er et av de viktigste språkene i verden, kanskje det viktigste.
- Fordi det er ikke alle som kan engelsk. De kunne for eksempel lært seg Spansk, Arabisk, Russisk eller kinesisk fordi da vil det bli lettere for alle å kommunisere med hverandre.
- det hadde vært nyttig, men engelsk er viktigere på grunn av at engelsk er det obligatoriske språket, og er ganske nyttig og kunne, mer enn andre språk.
- Fordi engelsk er et internasjonalt språk
- Fordi ikke alle snakker engelsk og de fleste vil nok en eller annen gang ha bruk for minst to språk
- fordi vi også må lære et til språk
- Det hadde ikke vært like viktig, men det hadde vært veldig nyttig
- det er praktisk
- Engelsk er språket folk kommuniserer på
- Fordi engelsk snakkes over hele verden og de fleste kan det
- Fordi da kunne du kommunisere med de fleste andre mennesker med morsmålet ditt, det kan man ikke med norsk.
- Fordi det er andre språk som blir snakket av flere folk enn engelsk.
- Jeg synes det er like viktig for de som det er på oss.
- Fordi det er så universalt
- Fordi Engelsk er det største internasjonale språket
- Fordi engelsk er allerede universelt, og brukes av nesten alle.
- egentlig ikke, fordi man kommer ganske lang her i verden med å bare kunne engelsk
- Fordi engelsk er det felles internasjonale språket
- My main language is English and I find it very interesting learning a new language and encourage it despite English being so universal
- fordi så mange snakker engelsk at de vil greie å kommunisere med dem. Jeg tror like vell at det er lurt.
- Jo flere språk man snakker, jo flere kan man kommunisere med.

- Jeg tror det er viktig å ha flerspråklig kunnskap uansett, spesielt når det kommer til kommunisering med andre mennesker. Men også fordi det øker kunnskapsnivå, og desto flere språk en mestrer, desto lettere har en for å mestre nye språk.
- Fordi det er en mulighet til å kommunisere med andre mennesker omkring i verden, om jeg allerede kunne engelsk ville jeg ha ønsket å lære meg et annet språk som for eks. spansk eller fransk.
- Fordi verdens "felles språk" er engelsk.
- Engelsk er ikke det eneste store språket
- Fordi engelsk er et nokså globalt språk, alle mennesker med utdanning, samt en hel del andre, kan engelsk, uavhengig av hvilket land de er fra.
- Fordi engelsk er et internasjonalt språk som de fleste har kjennskap til
- Viktig å kunne flere språk, men engelsk er viktigst. De fleste kan litt engelsk og da blir det et viktig språk for at verden skal kunne kommunisere.
- fordi det er bra å kunne snakke to språk
- Fordi det er like mange i verden som snakker andre språk enn engelsk.
- Fordi de fleste kan engelsk.
- Engelsk er et internasjonalt språk.
- Fordi de fleste mennesker i verden kan litt engelsk, men ville fortsatt lært meg et annet språk
- Fordi da hadde jeg kunnet et språk som store deler av befolkningen kan, og da hadde det vært lett å kommunisere med folk fra andre land.
- du klarer å kommunisere med store deler av verden så lenge du kan engelsk. Det er i midlertid andre positive fordeler med å lære et fremmedspråk.
- Fordi engelsk er verdens lingua franca
- Fordi hvis morsmålet mitt hadde vært engelsk kunne jeg ha kommunisert med folk fra andre land uansett.
- du får bedre ordforråd
- Fordi det er praktisk på alle måter å være flerspråkelig
- Engelsk er et internasjonalt språk som jeg kan bruke for å kommunisere med folk verden over og det kan være svært nyttig i arbeidslivet.
- Jeg synes det er viktig, men jeg synes ikke det er like viktig siden engelsk er det internasjonale språket
- Jeg tror det er bra for å få en generell forståelse av andre lands språk og kultur. Dessuten er det mange andre språk som kan være nyttige å kunne utenom engelsk.
- Fordi engelsk er verdensspråket og de fleste lærer seg engelsk
- Fordi engelsk er et lingua franca, språk for alle
- både og, fordi språket engelsk er språket man snakker med nærmest alle! Men det kan fortsatt være viktig å lære andre språk, det kommer helt an på
- Alle bør kunne to språk til en viss grad. Det er litt trist å bare kunne engelsk, og det finnes andre internasjonale språk for de med engelsk morsmål.
- For meg ville det vært viktig pga. motivasjonen min bak å lær et språk ikke ligger i å kunne et verdensomspennende språk, men muligheten til å forstå andre kulturer og mennesker på en ny måte. Og dette uten å trenge en oversetter som ikke alltid får med nyansene av ordlegging.
- Fordi engelsk er det globale språket. De som har engelsk som morsmål har ikke den samme nytten av å lære seg et annet språk, siden engelsk er utbredt over hele verden. Likvel synes jeg godt at de også kan legge ned en innsats i å lære seg et nytt språk. Det er jo alltid kjekt å kunne snakke flere språk!
- fordi at engelsk er et veldig internasjonalt språk, mange rundt om i verden snakker engelsk - uansett om de kan mye eller lite engelsk kan de gjerne gjøre seg forstått og forstå andre hvis det er nødvendig..
- Fordi flesteparten av mennesker kan verdensspråket.
- Kan gjøre det lettere å lære mer engelsk og evt. andre språk i framtiden.
- Engelsk er et språk mange land har som morsmål og man kan dermed kommunisere med flere folk fra andre land
- Fordi engelsk er ett språk som utrolig mange kan, og hvis man lærer seg det så kan du kommunisere med utrolig mange mennesker. Islandsk er f.eks langt i fra så nyttig som engelsk.

- Siden engelsk brukes som et ganske nasjonalt språk, og mange lærer det på skolen, ville det ikke vært like nødvendig å kunne et annet språk. Likevel kan det være nyttig for å kunne forstå andre kulturer, og om du skulle reise til det spesifikke landet med språket du kan hadde det vært praktisk.
- Fordi at engelsk er et globalt språk, og veldig mange kan snakke engelsk, men samtidig kan det være interessant å lære seg et annet språk
- Ja, jeg tror det, ettersom jeg syntes språk er spennende. Men det kommer litt an på, da engelsk er det jeg syntes er mest spennende.
- Fordi det er et internasjonalt språk

12th grade

- Fordi engelsk er universelt og mange kan det.
- fordi engelsk er et av verdensspråkene, og da kan de snakke med veldig mange allerede
- De fleste kan kommunisere på engelsk
- Man kommer seg langt med engelsk
- Engelsk blir brukt som verdens lingua franca, dvs. dens universelle middel for kommunikasjon
- Fordi de fleste har lært seg engelsk
- Fordi det viser at du respekterer den andre personen
- Det er mange som snakker ikke engelsk
- Du kan trenge det i seinere utdanning. Hvis ikke, så er det alltid greit å kunne et annet språk.
- Fordi engelsk er internasjonalt
- er ikke sikker
- For det er ikke alle som er like flink i engelsk og det er i tillegg en god kunnskap å kunne snakke flere språk.
- Det er viktig, men ikke like viktig som å kunne Engelsk. Engelsk er det mest internasjonale språket, så det snakkes i de fleste land.
- De aller fleste kan snakke litt engelsk ihvertfall
- For da kan du verdens største språk
- Fordi alle land lærer seg engelsk
- Fordi det ikke er like "nødvendig", ettersom at engelsk har blitt et verdensspråk
- Det er ikke en nødvendighet. Engelsk er verdensspråket.

13 Appendix 3

The answers to “What do you like best about learning English?”

7th grade

- At jeg kan snakke med andre fra andre land.
- jeg kan få venner fra utlandet som jeg kan lære om kulturen her i Norge :)
- å kunne snakke med andre folk fra andre land og å forstå filmer som er på engelsk
- jeg nyter virkelig engelsk når vi for snakke muntlig i klassen.
- Jeg vil seffølgelig lære engelsk, fordi jeg skal reise til Engelsk land og da bør eg lære mye engelsk! eg vil lære mye mer om det <3
- Fremmedspråk er nyttig og gøy!
- åh, jeg kan bruke det til å snakke til andre folk fra andre land for eksempel jeg har 22 folk jeg aktivt snakker med som er fra andre land den Norge og de snakker jeg engelsk med
- Jeg syntes det beste med å lære Engelsk er følelsen av å kunne mestre ett nytt språk
- Jeg synes det beste med å lære er å ha rett om noe i engelsktimen.
- Du lære om gramatikk, litteratur,
- Jeg syns det er gøy å lære engelsk fordi jeg vil skjønne det folk sier/skriver. Jeg reiser veldig ofte sånn 2-4 i året til utlandet. Så da er det viktig at jeg kan kommunisere med de fra utlandet. Jeg trenger det også i min framtid visst jeg har en jobb der det er folk fra andre land med andre språk involvert.
- jeg syntes det er viktig å kunne engelsk fordi det er et viktig språk i alle land
- å kunne snakke et uten problemer og å lage presentasjoner.
- at når du kan det kan du kominusere med andre menesker som kan snakke engelsk.
- jeg syntes det er gøy å kunne snakke ett annet språk enn det vi er vandt til..
- Det som er best med å lære Engelsk, det er nok å lære et internasjonalt språk. Vis du f.eks reiser til et annet land som f,eks Spania. er det viktig å kunne snakke med de, og da må du kunne snakke engelsk.
- Du kan kommunisere med andre mennesker fra andre land og forstå de når de snaker.
- Det beste med å lære engelsk er at jeg kan se engelske filmer med vennene mine og familien min!
- det beste med å lære engelsk er å snakke språket.
- for å kunne snakke det språket og få en god utdanning
- å snakke engelsk
- Det beste med å lære engelsk er vell å lære utale og bare å snakke språket. Engelsk er et språk som hjelper meg i daglivet
- jeg kan kunne kommunisere med folk fra andre land og det vil hjelpe meg veldig med utdanning og voksenlivet
- Du kan snakke med andre fra andre land
- for da kan jeg snakke med folk fra andre land og kommunisere med filk på internet
- For å kunne snakke og skjønne sprøket
- Da kan vi snakke med mange andre land og kulturer
- å lære et nytt språk og kunne snakke det
- jeg liker å lære engelsk pga da forstår jeg hva de som er engelsk sier
- At jeg kan snakke det når jeg drar på ferie. Det er også veldig viktig hvis du skal bli ingeniør. Det som også er best er jo det at du forstår hva de sier i sangene.
- Det er gøy, og da jeg snakker/skriver/leser det hver dag gjør det enda bedre.

- Jeg liker at når eg lærer engelsk så kan eg for eksempel reise til Spania og så kan eg kommunisere med de der, sellom eg ikke snakker spansk, men eg kan ikke snakke med alle fra utlandet pga det er også folk som ikke kan engelsk.
- At eg kan et annet språk, det hjelper med utdannelsen din og eg kan forstå folk som snakker engelsk.
- Da kan jeg snakke med familie medlem og i mesteparten av verden kan snakke engelsk.
- å kunne forstå et annet språk
- å ha presentasjoner
- du kan bruke det over alt i hele verden,forstå andre personer
- prosjekter
- Å kunne lære seg et nytt språk og klare og kommunisere med andre mennesker rundt i verden. Det er f.eks ganske viktig hvis du har lyst til å flytte eller gå på skole og studere i et annet eller andre land,
- Jeg kan snakke med resten av verden.
- At du kan et annet språk enn det språket du snakker tilvanlig. Det som er bra med engelsk er at du kan kommunisere med andre mennesker fra andre land fordi som oftest kan folk engelsk språket.
- at man kan kommunisere med andre folk som ikke snakker ditt eget språk
- Å lære et språk som nesten alle andre i verden kan.
- Jeg føler meg mer utviklet
- kommunisere med andre i verden
- Å kunne snakke det.
- sånn at vi kan snakke med folk i andre land enn Norge
- At man kan lære nye ord og et nytt språk.
- å snakke et annet språk
- kunne snakke med andre folk som ikke kan norsk, og kommer fra andre land
- fordi det er et gøyt språk
- du kan snakke med folk som ikke snakker norsk og som oftest snakker nesten alle land engelsk
- å kunne snakke og forstå andre
- du kan snakke med andre folk som ikke snakker norsk og du kan bruke det til jobb fritid og når du er på ferie
- Å snakke med andre eller skrive historier på engelsk
- du kan snakke med folk fra andre land
- Å forstå engelsk
- Å kunne et annet språk og kommunisere med (nesten) alle i hele verden.
- kunne kommunisere med folk fra hele verden
- å kunne et annet språk
- at jeg kan snakke med andre i andre lan
- det er viktig
- jeg syns at det beste med å lære engelsk er at jeg har mange muligheter i fremtiden, og det er også viktig å kunne snakke andre språk.
- det er gøyt og lærerikt
- Da kan du snakke med de fleste fra andre land.
- Det... Er.. GØØY!
- Da kan jeg kommunisere med mennesker fra andre land
- at du kan kommunisere med engelskuttalende mennesker.
- Vet ikke helt

8th grade (some of the students answered more than once)

- vet ikke
- at man kan reise til det landet man vil, og trenger ikke å kunne andre språk.
- Det beste er å kunne engelsk.
- har mulighet til å bli forstått i flere land
- Det beste er å kunne kommunisere med andre folk fra andre land.
- Det er veldig viktig å forstå hva alle som snakker engelsk sier. Engelsk er ett av de største språkene i verden.
- Jeg elsker også å lese, og alle bøker er som oftest bedre på original språket. Mange bøker er originalt engelske og er bedre på engelsk.
- å kunne snakke med andre mennesker rundt i verden
- det beste jeg vet med å lære engelsk er å få vite hva det betyr og vite hvordan man utaler det eller hvordan man skriver osv.
- det er enklere å kommunisere og det blir gøyere å komme til andre engelsk talende land. det er også enklere å forstå tv og serier.
- At jeg kan forstå andre folk i andre land
- Å kunne kommunisere med folk fra andre land
- Det beste med å lære engelsk er å kunne forstå folk fra over hele verden, lese engelske bøker, snakke med folk på nett, forstå serier og filmer uten norsk undertekst og kunne lese på engelsk wikipedia om engelsk kultur.
- jeg kan forstå mye bedre hva som skjer rundt om i verden
- å kunne kommunisere med andre mennesker fra andre land.
- Selv om jeg kan nesten helt flytende engelsk, for jeg bodde i England, så det beste ved å lære engelsk er vell grammatikk, uttale og klare og lese hva som står.
- Det at jeg da kan se videoer og filmer uten å være avhengig av undertekster.
- Å mestre uttale og å kunne skrive like gode tekster som det man gjør på norsk
- Jeg syntes det beste med å lære engelsk er at man kan kommunisere med folk som ikke har samme morsmål.
- Det er et fint språk og kan kommunisere med andre
- Å kunne snakke det i dagliglivet
- Kunne kommunisere med andre folk i verden.
- det beste med å lære engelsk er å kunne forstå og snakke språket
- at du kan et fremmed språk, som du kan kommunisere med mange
- At du lærer deg å kommunisere med folk fra andre land.
- At jeg har muligheten til å snakke samme språket som jeg tenker.
- lære noe nytt
- å kunne kommunisere med folk fra andre land.
- Snakke og skrive tekster osv.
- kunne snakke forskjellige språk
- å kunne snakke og skrive engelsk
- At vi kan lettere kommunisere med mennesker fra andre land. I dagens samfunn er det viktig å kunne engelsk grunnet sosiale medier.
- Å lære et nytt språk og å få muligheten til å kommunisere med folk fra, nesten, hele verden
- Jeg synes det er gøy å kunne snakke et annet språk, og det er mer interessant å lære det når jeg vet at det er noe jeg får bruk for.
- At du kan gå til andre land og snakke med folk der, fordi det er mange folk i verden som kan snakke engelsk.
- at man lærer seg et nytt språk som man snakker over hele verden.
- At man kan snakke med andre folk i verden

- Det beste med å læteengelsk er, er at man ettervært kan engelsk, slik at man kan bruke språket aktivt.
- Da kan du kommunisere med så mange folk som ikke er norsk
- Å lære ett språk de fleste i verden kan snakke
- Å kunne klare å kommunisere med en person med et annet språk. Det er gøy når du virkelig får prøvd ut alt du har lært i engelsktimene.
- Det er bare veldig gøy med språk! Grunnet dette er engelsk veldig gøy i det hele. Jeg syntes derimot det er gøyest å lese og skrive engelsk.
- Å bli bedre i engelsk
- Å kunne snakke med personer fra andre land.
- Det er ett nytt språk som alle snakker i verden
- Du kan reiser forskjellige steder og land, og da kan alle kommunisere med ett språk.
- Å kunne snakke med andre folk fra andre land
- Da lærer jeg et språk son flere kan forstå og da kan jeg kommunisere med flere.
- At jeg kan snakke det i andre land som snakker engelsk.
- Å kunne et nytt språk
- At jeg kan kommunisere med folk fra andre land
- Idk
- At du lærer deg og snakke språket
- At jeg kan kommunisere med de fleste land og folk
- Å bli bedre
- Når man lærer engelsk kan man snakke i hele Europa fordi de kan engelsk
- det er nyttig
- Det er jo internasjonal språk, og er veldig viktig språk, som man snakker i fleste land.
- du får lære et nytt språk.
- Det er når man reiser til utlande
- lære mer om utaler og oversette
- det er gøyere enn norsk
- At du får vite om masse forskjellige ting.
- Jeg synest det beste med å lære engelsk er å kunne snakke, lese og forstå alle.
- at men kan komunisere med andre fra andre land
- Det er gøy å snakke og man kan få flere alternativer på utdanning
- ...
- Det er viktig, og gøy.
- Engelsk er ett nyttig språk. Mest populære språke i verden er engelsk fordi alle kan det, så derfor hvist du ikke kan ett annet språk snakk engelsk.
- Å kunne snakke et internasjonalt språk
- Det snakkes i så mange språk og du kan gjøre mye med det
- Se på film.
- vetsyje
- Det er vel å lære språket? Kanskje å snakke engelsk
- Å kunne språket
- At jeg kan komunisere med andre folk.
- Å kunne snakke med andre personer, fra andre land og deler av verden.
- Man kan bruke det til så mange ting
- Det at du lærer språke engelsk er vel det beste
- At jeg kan kommunisere og forstå kjendiser

9th grade (some of the students answered more than once)

- Å lære et nytt språk
- for ikke det til så ingen ting er best med det selv om eg vet at det er viktig
- språket
- det beste med å lære engelsk er at det er gøy
- Det beste med å lære engelsk er at man kan kommunisere med andre folk. Folk i fra andre land, i stedet for bare sitt eget.
- tull
- å kunne kommunisere med folk fra et annet land hvis du e med noen
- at du kan snakke med folk fra andre land, uten å kunne deres språk
- å kunne snakke det, synes det bare er veldig interessant
- kjedelig
- fisk
- sånn du kan kommunisere med andre fra andre land.
- alt
- å forstå andre fra andre land
- Kunne samarbeide med andre fra andre land
- snugadoshabababa mmmmmm
- At jeg kan kommunisere med nesten hvem som helst i verden, og at jeg lærer flere språk.
- jeg lærer et språk som gjør at jeg kan kommunisere med personer som ikke har samme morsmål som meg.
- Ingenting
- det beste med å lære engelsk er at man kan kommunisere med andre mennesker fra andre land
- man kan bruke det
- å lære å snakket språket og forstå andre.
- The fact that I can communicate With others and be able to understand my feeding teammates in League that troll all the time so i can swear at them non stop until they learn
- Jeg synes det beste med å lære engelsk er at du kan kommunisere med andre deler av verden som ikke har likt morsmål som deg.
- at jeg kan lære å snakke det bedre sånn at jeg kan flytte til USA og at det gjør det lettere å snakke med folk fra andre land
- Det er gøy og jeg liker det
- å kunne kommunisere med mennesker fra andre land
- at du kan kommunisere med folk fra andre land
- Du kan bare snakke om alt det du kan.
- Jeg vet ikke
- l
- Jeg kan snakke mye bedre med engelsktalende personer
- å kunne snakke og forstå språket.
- så jeg kan skrive Look at all those chickens og snakke online
- Det beste med å lære engelsk er at det gjør at jeg kan kommunisere med mennesker som bor i andre land.
- ingenting
- at jeg kan bruke språket når jeg er ute å reiser, skal snakke med engelsktalende, eller hvis jeg får venner i andre land.
- hvis jeg skal kjøpe noe på nettet er det smart å kunne lese beskrivelsene om gjenstanden, bruksanvisning eller lignende
- hvis du skal spille online, er det smart å kunne kommunisere med de du spiller med. Siden engelsk er et verdensspråk, kan de fleste du spiller med engelsk.
- jeg kan snakke med folk fra andre land og ikke begrense meg med bare folk fra norge
- Å lære et språk som gjør det mulig å kommunisere med nesten hele verden.

- å kunne snakke og forstå engelsk
- jeg forstår tv serier
- Det jeg syntes er det beste med å lære engelsk er at når man kan det så gir det deg flere muligheter. Da kan man se engelsktalende filmer uten norsk tekst, chatte med folk fra andre land og bestille mat i utlandet.
- å kunne lære språket, sånn at du kan snakke med folk fra andre land
- jeg kan snakke og forstå hva andre sier i andre land
- å lære det via spilling
- å kunne snakke engelsk og skrive fortellinger på engelsk
- at du kan kommunisere med folk fra andre land

10th grade:

- At jeg kan lese, skrive og snakke på engelsk
- og kunne snakke med alle du møter. Imponere de som snakker engelsk med at du kan forstå dem og holde en samtale.
- .
- Å kunne snakke og skrive til folk fra andre land.
- Kunne snakke med folk fra andre land når du er på ferie
- Muntlige timer hjelper ofte for å lære engelsk men man må skrive også
- Sånn at jeg kan klare å snakke det feilfritt
- Å få den internasjonale følelsen
- gøy
- Kunne snakke engelsk
- Å lære å snakke slik at man ikke føler seg usikker når man må bruke engelsk i utlandet
- det beste er å kunne snakke
- Jeg føler meg mer internasjonal, og det at jeg har muligheten til å få venner som ikke bor i Norge/som ikke snakker norsk.
- kommunisere med resten av verden
- å snakke
- Fordi jeg føler det er veldig viktig å kunne engelsk, spesielt det grunnleggende.
- å kunne kommunisere med resten av verden siden de fleste som lever i på jorda lærer engelsk. Noe som gjør det lettere å forstå hverandre, å snakke på tvers av kulturer, etnisitet, religion/Livssyn.
- å kunne lære noe litt utenom det vanlige
- Å få mestringsfølelse, og få skryt.
- å føle at jeg har bruk for det jeg lærer
- At man kan kommunisere med alle verdens mennesker
- Vet ikke
- Å snakke, fordi i 10. klasse kan de fleste skrive det ganske bra
- a
- I dont know
- At du kan snakke med folk fra hele verden ved å bruke det.
- Lære et nytt språk
- Kan forstå andre mennesker rundt om i verden
- Det å kunne et annet språk er veldig gøy
- At jeg vet jeg kommer til å få bruk for det
- det er viktig
- Kunne forstå mennesker fra andre land.
- Å lera seg da "internasjonale språket" i verda. Slik at ein kan snakka med folk frå andre land.

- At en får utrykke seg og lære seg et annet skriftspråk en kan bruke for å få kontakt med resten av verden. Vi lever i en stadig voksende verden og vi trenger et universelt språk som alle kan forstå og gjøre seg forstått med
- Å vite at det er mulig å kommunisere med folk fra andre land.
- lærer et annet språk som noen andre har. og kan kommunisere med flere
- At du kan snakke med andre folk fra ander land
- Kan snakke med flere folk når jeg er på ferie og når jeg får meg jobb
- Det er gøy
- Kan lese undertekster på film
- Å snakke og skrive et språk nesten like bra som de som har engelsk som morsmål.
- Fordi det er ganske nyttig siden engelsk er et språk som veldig mange snakker så det er da viktig å kommunisere med andre, f.eks. i jobb
- Å kunne et språk et veldig viktig for meg. Å kunne norsk, trenger jeg kun å snakke i Norge, men å kunne Engelsk, kan jeg bruke over alt i verden

11th grade:

- Jeg synes det er gøy å lære språk. Jeg prøver hele tiden å bli bedre, og gjøre minst mulig feil. Det beste med å lære engelsk er at man kan kommunisere med folk fra andre land, og det er mange gode bøker og filmer på engelsk. Det er nyttig å kunne engelsk hvis man reiser på ferie til andre land.
- Det beste er å kunne kommunisere med folk fra andre land. Da får man også kunnskap om ulike kulturer, og det gjør det lettere å reise rundt i verden. Jeg vil bli forstått, og gjerne forstå det som skjer i verden. Jeg vil være med på verdens utvikling, og ha en stemme i denne verden. Mange jobber krever også denne kompetansen, og jeg som de fleste, ønsker en god jobb.
- Å kunne kommunisere med mennesker over hele verden.
- Aner ikke
- Det er nyttig
- å kommunisere med andre fra andre land
- Å snakke engelsk
- Å kunne forstå et fellesspråk
- Det er alltid med å lære, språket er i konstant utvikling.
- kan bruke det i hveragen
- Å kunne snakke og forstå personer fra andre land.
- Lære nytt språk som flere i verden forstår
- lære
- At vi får snakke med andre folk fra andre kulturer og land
- At det er nyttig
- At jeg får nytte for det nesten hver dag.
- kunne kommunisere med enda flere
- Å kunne snakke i andre land
- Lære et nytt språk
- å vite at du blir enda bedre i engelsk
- å lære språket å ha muligheten til å snakke flere språk.
- å kunne bruke det når du er ute å reiser
- å kunne snakke og gjøre seg forstått i de fleste deler av verden
- Å ha bruk for det
- litt lettere fag, ikke puggefag
- å kunne snakke engelsk

- Det er nok både det å kunne kommunisere med, og å forstå mange flere mennesker enn om jeg kunne hadde snakket morsmålet mitt.
- At en kan kommunisere med hele verden.
- lære bra
- Snakke
- Internettet, lese, se på film osv.
- å snakke engelsk :D jeg kan da kommunisere med folk fra andre land.
- Lære nye ord som jeg kan bruke til å kommunisere
- å kunne bruke det i hverdagen, melder og snakker ofte med norske venner på engelsk.
- at man kan snakke med folk fra hele verden.
- being able to communicate with others from a different country
- Jeg kan kommunisere lettere i andre land og på internett.
- Det gjør at jeg kan snakke med venner over hele verden, og vi vil forstå hverandre.
- At man lærer mye om kultur og historie, og i tillegg har bedre forståelighet og kommunikasjon med folk fra andre land.
- Det er et språk man får bruk for
- Muligheten til å kommunisere med mennesker fra andre land og kunne forstå dem
- Å utvikle forståelsen
- Å få innblikk i kulturer.
- vetikkje
- da kan jeg forstå folk som snakke engelsk
- At du kan kommunisere med resten av verden
- Det gir deg muligheten til å forstå verden bedre.
- Jeg kan bruke det til reising og kommunisere med andre fra engelsktalende land
- Det beste med å lære engelsk er å kommunisere med andre folk, rundt om i verden.
- mestringsfølelse
- Ved å lære engelsk kan man kommunisere med stort sett hele verden, og det setter jeg stor pris på.
- du kan kommunisere med andre mennesker
- Vet ikke
- bølge
- .
- å snakke
- for da kan jeg lese engelske bøker
- At jeg kan snakke med mennesker fra hele verden
- At det er et nyttig fag og at man faktisk bruker det
- Det er et spennende, nyttig og essensielt språk.
- engelsk er et internasjonalt såråk, og ved å lære engelsk kan man kommunisere med flere folk fra andre land
- At jeg har mulighet til å kommunisere med folk fra andre land i tillegg til å kunne lese og skrive eller se filmer fra andre deler av verden som jeg forstår pga. de er engelsktalende.
- Jeg elsker å lære nye språk og å tilegne meg ny kunnskap. Det gøyeste med å lære seg engelsk bedre må være at jeg er såpass interessert og motivert til å lære nye språk.
- Det er nyttig
- Forstå filmer og TV-serier, kunne lese engelske romaner...
- At man får muligheten til å kommunisere med folk fra mange flere land
- Det er gøy å kunne lære flere språk
- Det beste med å lære engelsk er at man kan bruke språket til å kommunisere med mennesker fra hele verden, både på nett og i hverdagen.
- Å ha muligheten til å kommunisere med folk fra hele verden.
- At det blir lettere å kommunisere med folk fra andre land.

- Forstå mer av verden. Internasjonalisere seg selv.
- Muligheten til å kunne kommunisere med resten av verden. I tillegg er det en stor fordel i forhold til forståelse av underholdningsmedier.
- I år er det beste med engelsk at det er ganske anderledes fra de andre fagene. VI får ofte flere valgmuligheter til oppgavene våre, og det meste er overkommelig.
- det er gøy å bruke et annet språk, og å lære om andre kulturer
- Kunne kommunisere med andre mennesker
- Kunne kommunisere med de fleste mennesker
- At man lærer et språk som gjør at man kan kommunisere med flere mennesker
- Å lære seg et nytt språk
- Det at man ved å lære engelsk kan kommunisere med folk fra hele verden.
- evnen vi får til å kommunisere med mennesker fra andre land.
- At man har muligheten til å kommunisere med andre selv om de ikke bor i samme land som deg. Da kan man få nye venner, snakke med andre og lære om andre.
- At jeg kan reise
- skrivemetoder
- Du kan bruke det til så mye, i hverdagen, og andre ting slik som utdanning.
- å lære om kulturene i de engelskspråklige landene
- Vet ikke
- å få bedre ordforråd
- Det er interessant, og det beste er å forstå det andre sier når de snakker til deg
- Å snakke, diskutere og reflektere med mine medelever på engelsk.
- at jeg lærer å kunne kommunisere med andre mennesker i andre land (ikke nødvendigvis bare fra engelskspråklige land...), at jeg kan lese engelske bøker, at jeg kan kommunisere med folk når jeg er på ferie.
- Det beste med å lære engelsk er at da kan man kommunisere med folk fra engelskspråklige land: Å kunne gjøre seg forstått på en god måte på engelsk, synes jeg er veldig viktig.
- Åpner opp for en ny verden av kommunikasjon og informasjon. Nye venner, bøker etc.
- Å forstå andre mennesker over landegrensene, og å bli forstått.
- Jeg liker å kunne lese engelsk litteratur på originalspråket, og jeg liker å lære relevante fagord som gjør tekstene mine bedre.
- Det åpner nye dører, og du kan være en del av resten av omverden på en ny måte. Å ikke kunne engelsk er et stort handikapp, og man vil gå glipp av så mye, både ting innenfor jobb/muligheter og ting man kunne hatt personlig nytelse av (litteratur f.eks.)
- Å kunne kommunisere med andre mennesker fra flere deler av verden!
- Jeg vet ikke helt. Det at vi kan kommunisere med resten av verden
- At jeg kan få bruk for det senere i livet, i arbeidslivet og på ferie.
- Med å lære engelsk får man muligheten til å kommunisere med andre mennesker fra andre land.
- Det å kunne engelsk er selvsagt veldig praktisk, siden det kan brukes mange steder over hele verden. Dessuten er det et fint språk, og du får muligheten til å lese engelsk litteratur. Men det aller beste er at jeg får muligheten til å snakke med folk fra andre land.
- at man lærer et annet språk og kan kommunisere med folk fra andre land.
- å kunne komunisere med folk fra hele verden
- vet ikke
- Å føle mestring. Å føle at uansett hvor du havner i verden så kan du gjøre deg forstått. Da føler du deg selvstendig og som en voksen.
- Det beste med å lære engelsk er å kunne bruke den kunnskapen når du møter engelsktalende personer eller drar på ferie f.eks.
- lære et nytt språk
- Det er nyttig å lære

- at jeg får ny kunnskap, og kan kommunisere med folk fra andre deler av verden. Det er nyttig i jobbsammenhenger og på reise
- Å kunne forstå folk fra store deler av verden, og uttrykke meg uten problem.
- Det er gøy å få høre historier ifra Amerika/England osv
- Det er utrolig spennende og lærerikt, har selv valgt engelsk som fag neste år, selv om det er avsluttende!
- At jeg kan snakke med folk fra andre land

12th grade

- Det er veldig interessant og gøy.
- Å utforske nye måter å finne informasjon om emner
- At jeg kan kommunisere med andre.
- Å kunne kommunisere med folk fra hele verden.
- At det er nyttig
- Greit å kunne
- Å lære et nytt språk, og å kunne forstå ulike mennesker fra andre deler av verden.
- det er gøy!
- Å kunne snakke med andre folk som ikke har samme morsmål som meg.
- Lese engelske bøker og kommunisere med andre deler av verden.
- jeg vet ikke
- Det er kjekt å kunne flere språk. Det er ganske enkelt. Det er gøy. Mye ulikt å gjøre i timene. Stor glede av engelske filmer og serier osv....
- At en lærer å kommunisere med andre deler av verden
- Lettere å skape internasjonale forhold.
- Å Kunne kommunisere med folk fra hele verden
- Muligheten for å kommunisere med andre som har et annet morsmål enn deg selv
- det å kunne kommunisere med andre personer fra andre land.
- Alle mulighetene det bringer meg. Man blir kjent med de engelskspråklige kulturere, og det gjør det lettere å bli kjent med andre kulturere rundt i verden
- At man kan kommunisere med omverden
- At jeg kan kommunisere med mange andre i verden som også snakker engelsk.
- vet ikke
- Du vil alltif få bruk for det.