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Master’s Level
Language use in the Swedish EFL Classroom

An empirical study on teachers’ language use in the Swedish elementary EFL classroom

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Abstract:
In this empirical study, the aim is to investigate how and why teachers in five elementary classes in Sweden use the target language and first language respectively in the EFL classroom. In addition to investigating the teacher perspective, pupils are also asked how they perceive their English teacher’s choice of spoken language in the EFL classroom. The study has a theoretical base in Krashen’s (1982) Second Language Acquisition Theory, as well as previous research on teachers’ language use in the EFL classroom. The study revealed that the participating teachers use the target language mainly to instruct, and to encourage their pupils to produce English themselves. The study also showed that the first language is used to aid comprehension and to explain when the pupils do not seem to understand what is said in English. Furthermore, some of the participating teachers expressed a desire to use more target language in their teaching, while feeling obligated to speak Swedish to make sure all pupils understand. The results of the study also show that participating pupils find English in general to be both easy and fun, in one or several aspects, and that most of the pupils in the study appreciate their teacher using the target language during English lessons. Another conclusion that can be drawn is that more research is needed regarding how teachers’ linguistic choices actually affect pupils’ communicative proficiency in the English language.

Keywords: EFL, English, Target language use, First language use, Swedish elementary school, language of instruction.
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1. Introduction
There are different opinions on how the target language should be used in the EFL classroom. There is research pointing to the benefits of learning the target language through maximum exposure to it (Krashen, 2004, p. 21), as well as evidence of the advantages of first language use in the EFL classroom (Hall & Cook, 2012, p. 289). Studies show that teachers’ choices of instructional language in the EFL classroom is highly individual; in two different studies in Israel and Norway, teachers were observed or reported to use target language ranging between 15% to 90% of their oral communication (Inbar-Lourie, 2010, p. 359; Krulatz, Neokleous & Vik Henningsen, 2016, pp. 143-146). Teachers also make their own decisions on language use in the classroom, even if it contradicts a governmental policy (Rabbidge & Chappell, 2014, p. 7).

As a teacher student, I have come across a number of teachers telling me that even though they would like to speak more English as they teach in the EFL classroom, they avoid it, because they believe that their pupils will not understand if they do not use Swedish. Hall and Cook (2012, pp. 294-295) describe that many teachers believe that the first language does serve a purpose in the EFL classroom, but also that it is common for teachers to feel that they use the first language too much in their English teaching.

As many teachers seem to base their choice of instructional language on what they believe their pupils need or prefer, it is interesting to find out what the pupils think about their teachers’ language use in the EFL classroom. While it is important to investigate the teacher’s perspective on the matter, it is also of great significance to investigate how pupils are affected by the linguistic choices of their teacher.

1.1. Aim and research questions
The aim of this study is to find out what influences teachers’ choice of spoken language in the EFL classroom; what language do they speak, at what times, and for what reasons? A secondary aim is to find out what attitude pupils have towards their teacher’s language use in the EFL classroom.

Research questions:
1) What are teachers’ motives for their choice of spoken language in the EFL classroom?
2) What are pupils’ opinions on teachers’ language use in the EFL classroom?

2. Background
In this section, parts of the Swedish curriculum for the English subject will be presented. The section also presents reasons for target language use in the EFL classroom, as well as reasons to use the first language as the instructional language.

2.1. The curriculum
According to the syllabus for the English subject in Sweden, pupils are to be provided the opportunity to develop communicative abilities such as being able to interact with others in English, to understand spoken English, and to be confident in using the English language to communicate (Skolverket, 2011a, p. 32). Learning a language should be focused on

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1 The printed PDF does not have page numbers. Page numbers in the text refer to the printed PDF, and will not be the same as the pages in The Language Teacher, where Krashen (2004) is published, which is listed in the References section.
functionality, and “the communicative linguistic abilities in reception, production and interaction” (Skolverket, 2011b, p. 6, author’s translation).

Although communication and the function of the language is so prominent in the curriculum, EFL teaching in Sweden has been found wanting in those aspects (Skolinspektionen, 2011:7). In an evaluation conducted by the Swedish Schools Inspectorate, it was discovered that only a fifth of the reviewed EFL lessons were deemed to provide sufficient training in communicative skills (Skolinspektionen, 2011:7, p. 23).

### 2.2. Reasons for using the target language

In order for pupils to be comfortable expressing themselves orally in a new language, it is important that they have a teacher who sets a good example (Lundberg, 2010, p. 26). Pupils will be affected by their teacher's attitude towards the target language, both when it comes to motivation, and how they will proceed learning the target language further down the line (Lundberg, 2010 p. 26).

Lundberg (2010, p. 24) describes that it is not uncommon for pupils to believe that to understand a message or information from the teacher, they must know every single word. From this, a situation might occur, where pupils demand translation right away, instead of trying to comprehend the message of what is being said (Lundberg, 2010, p. 24; Turnbull & Arnett, 2002, p. 206). Focusing too much on translating, both spoken messages and written text, can be a hindrance for developing communicative abilities (Lundberg, 2010, p. 24). If language teaching is to have a communicative focus, then the target language should not be learned via the first language (Lundberg, 2010, p. 24). If the teacher speaks the target language, pupils will notice that they have immediate use of it, and this will increase their motivation to learn (Turnbull & Arnett, 2002, p. 206). Christie (2016, p. 85) argues that a communicative approach to language learning also demands that the teacher is “open to interruptions and off-topic talk”. Furthermore, she suggests that to attain communicative competence, learners must be encouraged in using the language spontaneously (Christie, 2016, p. 86). The teacher needs to create an environment in the classroom where the pupils engage in a “target language lifestyle” (Christie, 2016, p. 87). This means that both pupils and teachers have an understanding of the target language as the prevailing language for communication in the classroom (Christie, 2016, p. 87).

Previous studies have shown that teachers use the target language mainly in conversation, instruction, to give feedback, to conduct class activities and to ask questions (Inbar-Lourie, 2010, pp. 361-362; Krulatz, Neokleous & Vik Henningsen, 2016, p. 145). This is something that EFL teachers have in common, regardless of the amount of target language use. Target language is also used to increase target language exposure for the pupils, in order for their proficiency to increase (Rabbidge & Chappell, 2014, p. 8). Some teachers do not take age and proficiency level into consideration when they decide how much target language they use, while other teachers state that they will use less target language if the pupils are young and/or less proficient (Inbar-Lourie, 2010, p. 360-363; Krulatz, Neokleous & Vik Henningsen, 2016, p. 146; Rabbidge & Chappell, 2014, pp. 12-13).

Teachers with a high amount of target language use, regardless of the pupils’ age, use songs, games and warm-up routines, to help the pupils feel comfortable and to make the language feel familiar to them (Inbar-Lourie, 2010, pp. 361-363; Oga-Baldwin & Nakata, 2014, p. 417-418). This also allows the teachers to keep speaking the target language instead of resorting to the first language (Inbar-Lourie, 2010, pp. 361-363). When the teachers build routines around target language use, the pupils will feel comfortable, and become more and more confident
listening to and using the target language. Thus, the teachers can keep on expanding the target language and introduce new vocabulary items (Oga-Baldwin & Nakata, 2014, p. 417-418).

2.3. Reasons for using the first language
The motives for using the first language in the EFL classroom appear to be the same for teachers who use it, even though the amount of first language use varies from teacher to teacher (Inbar-Lourie, 2010, p. 359; Krulatz, Neokleous & Vik Henningsen, 2016, p. 143). The first language is used to translate, scaffold, instruct and explain, to criticize and discipline, to give feedback, and to confirm and facilitate learning (Inbar-Lourie, 2010, pp. 359-360; Krulatz, Neokleous & Vik Henningsen, 2016, p. 145; Rabbidge & Chappell, 2014, pp. 7-13).

In one study, two teachers who taught pupils with similar linguistic backgrounds, motivated their language strategies with the same reason: that their pupils are rarely exposed to the target language (Inbar-Lourie, 2010, pp. 361-364). One teacher chose to use mostly the first language, since she believes the pupils will not understand her otherwise (Inbar-Lourie, 2010, pp. 361-362). The other teacher chose to increase target language use to compensate for the lack of target language outside of the EFL classroom (Inbar-Lourie, 2010, p. 363).

In a study in South Korea, Rabbidge and Chappell (2014, pp. 7-13) discovered that the participating teachers found first language use essential in the EFL classroom, and that it was especially beneficial for low proficiency pupils. Furthermore, the teachers in Rabbidge and Chappell’s study declared that they felt it impossible not to use first language, even if the government implemented an English Only policy in 2001 (the TETE policy), with the purpose of increasing target language exposure to the pupils (Rabbidge & Chappell, p. 7).

In a research study comparing the effects of teachers’ language use on pupils’ vocabulary acquisition, it was found that pupils in grade 6 who received instruction in both first- and target language achieved better results than pupils who only had target language instruction (Lee & Macaro, 2013, p. 894). Based on these findings, Lee and Macaro posit that pupils learn new vocabulary more efficiently if they receive instructions in their first language as well as the target language (2013, p. 897).

3. Theoretical perspective
In this section, the theoretical perspectives used for the analysis are presented. The theoretical base for this thesis is Krashen’s (1982; 1983; 2004) Second Language Acquisition Theory. The section also presents criticism towards Krashen’s theory.

3.1. The Second Language Acquisition Theory
Krashen posits that there is a difference between learning a language and acquiring it (1982, p. 10). Learning a language, according to Krashen, is to consciously learn the structure of the language; for example, grammatical rules and how to apply them (1982, p. 10). Acquiring a language, on the other hand, is to develop a ‘feel’ for the language; the learning is implicit (Krashen, 1982, p. 10). Krashen suggests that a person subjected to oral and written language will acquire it subconsciously (1982, p. 10). A language acquirer is focused on communication instead of the structure of the language, and provided that there is enough comprehensible input, the language acquirer will be able to use the new language immediately (Krashen, 1982, p. 10; 2004, p. 1). This is a more efficient way to learn a new language than receiving instruction on the structures of the language, according to Krashen (2004, p. 1-2).

The input hypothesis, is based on the notion that a language learner has to receive input to be able to acquire that language (Krashen, 1982, p. 20-21). However, input of any kind is not
sufficient; the input must be comprehensible, consisting of mainly familiar items with a new element added to them (Krashen, 1982, pp. 20-21; 2004, p. 1). To aid the language acquirer’s understanding of new linguistic items, the person giving the message can use facial expressions, gestures, images or use other extra-linguistic strategies (Krashen, 1982, pp. 20-21).

Krashen suggests that the ability to acquire a language is affected by the learner’s attitude (1982, p. 30-31). He calls this the affective filter, and posits that self-confidence, motivation and anxiety are attitude-related factors that will affect how open a language learner is to acquiring a new language (Krashen, 1982, pp. 30-31). If a person has a low self-confidence, has little or no motivation, and high anxiety levels, they are less likely to be able to acquire a new language since their affective filter is high (Krashen, 1982, pp. 30-31). Thus, a person with a low affective filter will acquire a language more easily, and in addition will be able to maintain the new language they have acquired (Krashen 1982, pp. 30-31).

Krashen and Terrell (1983, p. 20) emphasize that according to the Second Language Acquisition Theory, comprehension is followed by production. By this, they suggest that a person learns to understand the message of others before they will produce a message themselves (Krashen & Terrell, 1983, p. 20). Producing language is a process that develops over time. At first, the language acquirer might not produce any language at all, and then communication will be very basic, followed by the language acquirer being able to communicate with full sentences (Krashen & Terrell, 1983, p. 20). It is important to remember this when helping pupils acquiring a language, so that pupils are not pressured to produce language before they feel ready for it (Krashen & Terrell, 1983, p. 20). Correction of errors should be avoided, according to Krashen and Terrell, unless communication is affected by the errors that are made (1983, p. 20). This is motivated by the view of language as something that is acquired and not learned. According to Krashen and Terrell (1983, p. 20) correction aids learning, and not acquisition. Krashen and Terrell posit that the goal of teaching a language is communication, and they stress the teacher’s role in creating a classroom environment that supports a low affective filter (1983, pp. 20-21).

3.2. Criticism towards the Second Language Acquisition Theory

While Krashen (2004, p. 1-2) suggests that language learners who have received comprehensible input, without having the language instructed or explained to them will develop better competence than learners who are given instructional language teaching, other researchers disagree. Hall and Cook argue that supporters of the Second Language Acquisition Theory have failed to fully investigate if acquiring new vocabulary items is truly easier if instructions are given in the target language only (2012, p. 289). They present results showing the opposite – that language learners benefitted from having unfamiliar vocabulary items translated to their first language, and achieved better results than those subjected to exclusive target language instruction (Hall & Cook, 2012, p. 289). Hall and Cook, as well as Turnbull and Arnett, suggest that the first language can be used to scaffold target language learning, and that pupils in the foreign language classroom may benefit from using their first language (Hall & Cook, 2012, pp. 271-299; Turnbull & Arnett, 2002, p. 206).

4. Method

This section contains descriptions of how the study has been conducted, as well as ethical considerations and a discussion on reliability and validity.

4.1. Design

In order to find answers to the research questions, 1) What are teachers’ motives for their choice of instructional language in the EFL classroom? and 2) What are pupils’ opinions on
instructional language in the EFL classroom? Information from both teachers and pupils needed to be collected. Data was collected through two questionnaires, one for teachers and one for pupils. Additional interviews were considered regarding the teachers. However, compiling data from interviews is time-consuming, and therefore this was ruled out. In addition, the answers that would come out of the written questionnaires were deemed to be sufficient for the purpose of the study.

The pupils’ questionnaire (see Appendix 1) was made up of mostly close-ended questions, with a few of the close-end questions being followed by an open-ended question. Close-ended questions were chosen bearing in mind that it is easier to answer them and that the answers will be relevant for the study. The chance that less proficient or less motivated pupils participate in the study will also increase if answering the questions does not demand too much writing.

The teachers’ questionnaire (see Appendix 2) contained mostly open-ended questions where the teacher was asked to describe and explain their language use. This makes the data processing more difficult than close-ended questions as the answers need to be categorized afterwards (McKay, 2006, p. 39). However, the nature of the questions made it difficult to provide sufficient closed answers, since methods and motives vary individually. There were, however, some close-ended questions, such as questions on age and work experience.

The questionnaires were designed to match, so that it was possible to compare the teachers’ answers with those of her/his class, as well as to collect information from both the pupils’ and teachers’ point of view. The questionnaires for both pupils and teachers were written in Swedish, and answered in Swedish. Hence, all answers and quotes from pupils, teachers, and other questionnaire content have been translated into English by the author.

4.2. Pilot study
A pilot study was conducted in one class in grade five. 20 pupils and one teacher participated. All the participants were informed of the nature of the study, as well as the purpose of doing a pilot study, which was to determine whether the questionnaire was constructed in a satisfying manner in order to receive answers to the research questions. The participants were also informed that their answers would not be used in the actual results.

After performing the pilot study, a few questions in the pupils’ questionnaire were deemed to need clarification, and in some questions, the option “neither” was exchanged in favor of “both”. The teachers’ questionnaire was left as it was, since neither complaints nor questions were raised, and no misunderstandings were detected.

4.3. Participant selection
An invitation letter for English teachers in grade 4-6 was sent to four principals in charge of six different schools with pupils in the right age group. The principals were informed of the nature of the study, and were asked to forward the invitation to the teachers concerned. Participants for the pupils’ questionnaire were selected by criteria of age (grade 4-6). In addition, pupils’ participation depended on their English teachers’ response to the invitation to the study. With consideration to the time frame, participating schools also needed to be available during a certain week. Thus, the sample was selected by convenience, and is what Cohen, Manion and Morrison (2011, p. 155) call a “non-probability” sample. This means that the participants are chosen because they are accessible, and as such cannot be expected to represent the larger population in general, but only themselves (Cohen, Manion & Morrison, 2011, p. 155-156).
When three teachers had volunteered, and had sent home letters of consent to the pupils’ guardians, no further inquiries were made, since that gave access to 50 possible participants. Although there was no guarantee all pupils would participate, the estimated number of volunteering pupils seemed enough to make a reliable study. In addition, two more teachers replied with an offer to conduct the study in their English classes. Regarding teachers’ answers, there is roughly one teacher to every 20 pupils. To be able to collect more data from teachers only, without pupils, a web survey was prepared. However, in the end, the decision was made to only use the answers of those teachers who taught the participating pupils. Hence, the focus of the study lies mainly on how pupils perceive English as a subject, and their attitudes towards the teacher’s language use.

4.4. Ethical aspects
Letters of consent (see Appendix 3) were sent to teachers and pupils’ guardians beforehand, and pupils received and signed a letter of consent the same day they answered the questionnaire (McKay, 2006, p. 25). All participants were informed that they could withdraw their participation at any time and that they would remain anonymous in the presented results. The information collected will not be used for any other purpose, and all the material used in the survey will be destroyed when the study is completed and the results are accounted for. Pupils were also informed that their participation would not affect their grades; neither if they choose to participate or not, nor if their answers could be considered negative or positive in any way.

Conducting a survey in a school can be difficult, as teachers might be inclined to give the answers they feel they “should” be giving. There is also the risk of pupils answering what they think is the “right” answer, as they would on a test (McKay, 2006, p. 36). To avoid these pitfalls, one school was completely ruled out in the selection process, as the author is well known there, among both teachers and pupils.

4.5. Reliability and validity
In total, 38 pupils participated in the study, which was considered enough for this study. To ensure validity, a pilot study was conducted. The pilot study was used to make sure the questionnaire was constructed in a way that suited the purpose of the study, without being biased, misleading or otherwise flawed.

Because underaged participants need parental consent (Cohen, Manion & Morrison, 2011, p. 79), all participating pupils needed to take consent letters home for signing, and then bring them back to school. Some pupils did not want to participate themselves, and it is also possible some parents did not give consent. However, since this required that the pupils remember to bring papers home and then back to school, it might also have ruled out some pupils who are forgetful or uninterested. It may also be the case that ambitious pupils are overrepresented on account of the study relying on the participants to provide signed consent letters. If that is the case, it may affect the reliability of the study, since it could be that pupils who remember to bring home consent letters might also be prone to remember doing their English homework, for example.

Since the teachers’ participation also relied upon teachers responding to the invitation and volunteering to participate, it is of course possible that the teachers who declined to participate did so because they are not at all happy with their language use in the EFL classroom and did not want to share that. It could also be because they did not have the time to participate. This too can affect the reliability of the study.
Lastly, the study is conducted in a rural area in a quite small municipality in Sweden. Therefore, the outcome might not be representative for the whole country, although the questionnaire could be used in any city, town or village without being altered.

4.6. Analysis
The answers to the close-ended questions in the questionnaires were sorted, counted, and accounted for in tables, some of which are used in this thesis. The written answers were sorted question by question, and then listed under different categories and themes. Some of the close-ended questions had follow-up questions, and these were kept together in the analyzing process. The pupils’ questionnaires were analyzed as a group, as well as class by class, in order to compare the results with those of the teachers’ questionnaires.

5. Results
40 pupils in grade 4-6 at three different schools participated in the study. Of these, 17 pupils were in grade 4, 10 pupils were in grade 5, and 13 in grade 6. The questionnaire was handed out in five different classes, and 22 boys and 18 girls participated. However, two questionnaires were ruled out as they were deemed unfit to use in the results\(^2\). Hence, the answers used in the results are from 38 pupils – 21 boys and 17 girls. Five teachers also participated in the study, and the results from the teacher questionnaire will be presented in section 5.2.

![Participating pupils - grade and gender](image)

**Figure 1. Pupils participating in the study; gender and grade.**

The different classes are referred to as class A, B, C, D, and E. Class A and E are both grade 6, class B is a grade 5 and class C and D are both grade 4.

5.1. Results from the pupils’ questionnaire
The pupils were asked what they thought about the English lessons, in terms of being fun or boring. They were also asked what they thought about English as a subject, in terms of being difficult or easy. They had a scale of seven options to choose from. This was used as “warm-up-questions”, but also to find out how the pupils felt in general about English, and to see if

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\(^2\) One pupil filled in the wrong grade in the questionnaire (judging from in which class the questionnaire was handed out). Since it was impossible to find out who that pupil was, and determine whether the pupil took English with another class, or if it was just a mistake, it was deemed better to rule the questionnaire out than use it wrongfully. The other questionnaire was ruled out on account of being answered with jokes and somewhat foul language, and thus making no contribution to the actual study.
there was a connection between pupils’ opinions on the subject as fun or boring and how
difficult or easy they found it.

Figure 2. How pupils felt about English as a subject.

Figure 2 shows that the most common opinion among the participating pupils was that English
was “both fun and boring” and “both difficult and easy”. It also shows that 10 pupils found
English “fun” and eight pupils found it to be “fairly fun”. Since 16 pupils answered that English
was “both fun and boring”, the majority of the participants showed a positive or somewhat
positive attitude towards the subject. The results from the questionnaire indicate that most
participating pupils who regarded English as fun also found the English subject easy or fairly
easy.

The following figure shows how the participants felt about the level of difficulty alone:

Figure 3. How pupils felt about the level of difficulty

Figure 3 shows that the largest number of pupils in the study found the English subject “both
difficult and easy”, followed by “fairly easy”, and “very easy”. No pupil answered that English
was “very difficult”, and six pupils in total answered that English was “difficult” or “fairly
difficult”.
Figure 4 shows which language pupils estimated their teacher to use the most in the EFL classroom:

![Figure 4. Pupils answer: Which language do teachers use the most?](image)

As the chart in Figure 4 shows, most pupils in group C and E stated that their teacher speaks English for the most part of their lessons. Only three pupils in the entire study stated that their teacher uses mostly Swedish. The most common perception among pupils was that the teacher uses Swedish and English equally.

5.1.1. Pupils’ opinions on teachers’ first language use

The pupils were asked in what situations their teacher speaks Swedish, and they answered that it was mainly used to translate or to explain things in order to aid comprehension (“when we/someone does not understand”). The first language is also used when giving instructions and making conversation, in that order.

When the pupils were asked what they thought about the teacher using Swedish in the EFL classroom, they answered as shown below:

![Figure 5. Pupils’ opinions on teachers’ first language use](image)

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3 The terms “good” and “bad”, as well as different levels thereof, were used in order to provide simple terms as alternatives to choose from for the participating pupils.
None of the pupils thought that it was “very good” that the teacher uses Swedish during English lessons, but 14 of them thought it was “good”. When asked to motivate their answer, most pupils with this opinion wrote that speaking Swedish helps those who have trouble understanding when the teacher speaks English. Some examples of pupils’ motivations for using Swedish were: “because then everybody understands”, “so you will understand better”, and “some think English is hard, but then they can understand as well”. One pupil wrote that it was “more comfortable” when the teacher speaks Swedish, and another answered that even pupils who are good at English need the teacher to speak Swedish sometimes. Two pupils answered that they themselves thought that English was difficult. One of them wrote “I am bad at English”.

The pupils who thought that it was “quite good” that the teacher speaks Swedish thought that mainly because it aids comprehension. One pupil was a bit more specific and explained that if he/she had trouble with spelling a word, the teacher could help by explaining it in Swedish.

Most of the pupils who answered that the teacher’s use of Swedish was both good and bad, thought it was good because it aids comprehension: “it is good if you do not understand”; “if you do not understand, you will understand in Swedish”. The reasons they thought it was also bad, were because they believed that they learn more when the teacher speaks English, and that they should be practicing English in English class.

The pupils who answered that the use of Swedish in the EFL classroom was “quite bad”, “bad” or “very bad”, all shared the same motive: “because it is English class, and you are supposed to speak English”. They also expressed that they will learn better if they can hear how words should be pronounced, and that they are there to learn English, not Swedish. One pupil wrote that if the teacher spoke English, it would feel as though they were talking to a native speaker.

5.1.2. Pupils’ opinion on teachers’ target language use

When asked in what situations their teacher speaks English, almost half of the pupils answered that their teacher speaks English all the time, or nearly all the time. It is difficult to say whether these pupils mean that the teacher speaks English in all situations, or if they have misinterpreted the question somehow.

The second most common answer was that the teacher speaks English when working with texts in the book, or when they work with vocabulary. This is followed by instructions: “when the teacher tells us what to do”, “when we should open the book”, “when we go through the new homework”. Other situations that were mentioned one or a couple of times were when the teacher is explaining, or talking to the pupils, as well as when they are working with translation from English to Swedish. One pupil answered that the teacher speaks English to show the pupils how to pronounce properly.

The pupils were also asked about their opinions on the teacher’s target language use, and as Figure 6 shows, the majority of the pupils thought it was positive that the teacher uses English in the EFL classroom:
Among pupils who appreciated their teacher’s level of English use, some reasons were that “it is English class, and you should speak English” and because the teacher is “supposed to” speak English. They also thought that it benefits learning and that it helps with pronunciation if the teacher speaks English in class. One pupil added that it makes them think about what the words mean. Most of the pupils who answered that the teacher using English in class was “very good” or “good” in the questionnaire, explained that they think that the teacher’s use of English helps them learn more, or better. They also thought that it would not be an English lesson without English, and that it helps to learn pronunciation.

Four pupils answered that it was “quite good” that the teacher speaks English, because it helps them learn pronunciation. One pupil added that “if the teacher translates, you learn English”, which could mean that he/she appreciates the teacher’s target language as long as it is accompanied by the teacher’s translation into Swedish. One pupil pointed to the fact that it is English class, and therefore speaking English is appropriate.

Those who answered that the teacher speaking English was “both good and bad” motivated their answer by stating that pupils learn more when the teacher speaks English, which is good. At the same time, they wrote that not everyone will understand what the teacher is saying if he or she speaks English, which is bad.

None of the participants said that it was “bad” or “very bad” if the teacher speaks the target language in English class, but one pupil marked “quite bad” in the questionnaire, with the motivation that “English is difficult and I would rather skip English”.

5.2. Results from the teachers’ questionnaire
The participating teachers teach English in the classes of the participating pupils. Five teachers answered the teachers’ questionnaire. These five teachers work at three different schools, and three of them work at the same school. The age of the teachers span between slightly under 40 and nearly 60 years old (see Table 1).
Table 1. Participating teachers.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age</th>
<th>Years of experience</th>
<th>School</th>
<th>Teaches grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40-44</td>
<td>15-19</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>35-39</td>
<td>5-9</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
<td>20-25</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>40-44</td>
<td>15-19</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>45-50</td>
<td>15-19</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

The teachers are named after the group of children that they teach English. For example, teacher A teaches group A, which is a grade 6 in school number 1.

5.2.1. Teachers’ first language use
The table below shows what the pupils in each class thought about their teachers speaking Swedish in the EFL classroom.

Table 2. How each class perceived their teacher’s first language use.

<table>
<thead>
<tr>
<th>Class</th>
<th>Very good</th>
<th>Good</th>
<th>Quite good</th>
<th>Both good and bad</th>
<th>Quite bad</th>
<th>Bad</th>
<th>Very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher A answered that she uses Swedish when teaching grammar, and to repeat much of what she has already said in English, since there are pupils who have difficulties understanding English instructions. Hence, Swedish is used to aid comprehension, and the teacher explained that that is why she uses the first language and the target language equally much. Teacher A thought that the pupils like it when she speaks Swedish because it feels good to understand, but she also believed that some prefer when she speaks English. Class A answered in their questionnaires that their teacher speaks Swedish to explain, to make sure everybody understands, and when they translate from English to Swedish. Three pupils answered that using Swedish in English class was “good”, and one each that it was “both good and bad” and “quite bad”.

Teacher B answered that he speaks Swedish when he repeats important instructions, to make sure that everybody understands. He added that most pupils probably do not like it when he speaks Swedish, and wrote in his questionnaire that he believed that approximately 20-30% of the pupils appreciate that he uses the first language use in the English classroom. In class B, seven of the 10 participating pupils answered “both” to the question “Which language does the teacher use the most in English class?”. Eight of the pupils were positive or somewhat positive towards the teacher using the first language, while two answered “quite bad”. Most pupils wrote that their teacher uses Swedish when they do not understand English, when they need help, and that he speaks Swedish to explain and give instructions.

Teacher C answered that he uses the first language when they work with translation, or when the pupils have not understood him in English, “because they will have a better understanding when they get to hear both English and the Swedish translation”. Class C answered that their teacher speaks Swedish mainly when they work with translating texts. Two pupils added that
he speaks Swedish when they do not understand the English, and one pupil wrote that he speaks English first, and then explains in Swedish. One pupil answered that the teacher using the first language was “bad”, while the remaining eight were positive or somewhat positive to the first language use.

Teacher D speaks Swedish to make instructions clearer, to help “if I notice that someone does not understand”. This is to make sure that no one is left behind, and to avoid misunderstandings. The pupils in class D answered that their teacher speaks Swedish to help, to explain and to instruct. One pupil answered that the teacher speaking Swedish during English was “very bad”, and one that it was “bad”. One answered “quite good”, and three that it was “good”.

Teacher E uses Swedish as a language of instruction for grammar, to make sure everyone understands, and then they can practice actively. Class E answered that the teacher speaks Swedish to instruct and explain, for example when they are going to do a new exercise. They also wrote that she speaks Swedish when the pupils do not understand, and when they are “translating a word”. One pupil wrote that she speaks English if she is talking to “just one person”, and another “sometimes when we talk”. One pupil thought that it was “quite bad” for the teacher to use Swedish in the EFL classroom, and one answered that it was “both good and bad”. The remaining six answered that it was “quite good” or “good” that the teacher speaks Swedish during English lessons.

5.2.2. Teachers’ target language use
In this section, the questionnaire answers from each teacher will be compared with the answers from their respective class.

Table 3 and 4 below give a summary of the different classes’ opinions of English in terms of level of difficulty, as well as what they think about their teacher using the target language during English lessons. The tables are provided as a complement to the descriptions of the teachers’ answers, as well as those of the classes.

Table 3. How each class perceive the level of difficulty in English class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Very difficult</th>
<th>Difficult</th>
<th>Quite difficult</th>
<th>Both difficult and easy</th>
<th>Quite easy</th>
<th>Easy</th>
<th>Very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 3 above shows how pupils in each class felt about the English subject in terms of level of difficulty. Table 4 below shows what the pupils in each class thought about their teacher’s target language use in the EFL classroom.

Table 4. How each class perceive their teacher’s target language use.

<table>
<thead>
<tr>
<th>Class</th>
<th>Very good</th>
<th>Good</th>
<th>Quite good</th>
<th>Both good and bad</th>
<th>Quite bad</th>
<th>Bad</th>
<th>Very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
By reading the tables, we can find out how the individuals in each class have answered the questions. For example, we can see that none of the pupils in class E have answered that English is solely difficult. At the same time, there was one pupil who thought it was “quite bad” that the teacher speaks the target language.

The teachers were asked to estimate how much target language they use percentage-wise in the EFL classroom. Their answers range from 40% of the time, to 80% of the time.

**Figure 7. Teachers’ own estimation of percentage target language use**

Teacher A teaches in grade 6. She answered that she speaks English when reading texts and giving instructions. She uses the target language to help the pupils get used to hearing it, and for the pupils to have a role model to take after during exercises. She wrote that she believes that some pupils see target language use as both fun and challenging, while others are stressed out because they do not understand. None of the pupils in class A are entirely negative towards the teacher speaking English; one pupil said it was “both good and bad”, while the other four were more positive. Class A answered that their teacher speaks English when they are doing different exercises, when she gives instructions and to teach pronunciation. One pupil in this class answered that English was “difficult”.

Teacher B, who teaches in grade 5, answered that he uses English when he gives instructions and asks questions. “The goal is to speak English 100% but many will not understand everything if I do, while others get annoyed because I speak too much Swedish”. This teacher estimated that 20-30% of the pupils think it is difficult to keep up when he speaks English, and that the rest are positive towards target language use. The pupils in class B answered that their teacher speaks English to instruct, to explain and when they read and work in the English book. Four of the pupils in class B answered that it was “very good” that the teacher speaks English in English class, four answered that it was “good”, and one each that it was “quite good” and “both good and bad”.

Teacher C teaches in grade 4. He explained that he starts every English lesson by speaking English, and that he continues to do so nearly the whole lesson. He speaks English when giving instructions, asking the pupils what they are doing, as well as “why they are not doing anything”. The motivation for using the target language is to help the pupils become used to the language and to encourage them to speak English themselves. Teacher C adds that he believes

---

4 Teacher B estimated target language use to be 50-60%, which was rounded to 55% in the diagram.
that the pupils find the amount of target language use difficult sometimes. Class C answered that their teacher speaks English for giving instructions, for oral exercises and when they speak to each other. Four pupils wrote that the teacher speaks English almost all the time. The pupils were mainly positive about the teacher’s target language use, with one pupil answering that it was “both good and bad”, and two answering that it is “quite good”. Three pupils each answered “good” and “very good”. One pupil in this class answered that English was “difficult”, four that it was “both difficult and easy”. The rest of the pupils in class C answered that English was “fairly easy”, except for one who answered, “very easy”.

Teacher D also teaches in grade 4. She uses English for giving instructions, and when she reads to the class: “I know that the more English they get to hear, the more words they will learn”. This teacher expressed that some pupils find it hard to not understand, but that it usually improves quickly. The pupils in class D answered that their teacher uses English to read in the book and to instruct. They were mostly positive about their teacher speaking English, and most pupils answered that English was “very easy” or “pretty easy”. One pupil answered, “both difficult and easy”, and one that English was “quite difficult”.

Teacher E teaches in grade 6, and answered that she speaks English about 70% of the time, both when giving instructions and in conversation with the pupils. The purpose of her target language use is to get the pupils to start speaking English. She wrote that she believes that the pupils understand most of what she says, but that many pupils find English to be difficult, and that they are uncomfortable when it comes to producing language, even though they are able to understand. Most of the pupils in class E answered that their teacher speaks English all the time, or nearly all the time. They mentioned instruction, exercises, reading aloud and speaking to the class as situations when the teacher uses the target language. Seven pupils answered that it was “very good” or “good” that the teacher speaks English in the EFL classroom, and one pupil answered that he/she thought it was “quite bad”. Five pupils answered that English was “both difficult and easy”, one that it was “quite easy” and two that English was “very easy”.

The teachers were also asked if they were happy with their language use in the EFL classroom. One teacher (E) did not answer this question, but out of the other four, teacher C stated that he is happy with his language use, while the remaining three answered that they were “partly” happy about their language use. These three teachers all expressed that they would like to speak more English. Teacher A wrote that she would like to speak English all the time, but that she does not know how much pressure she can put on the less proficient pupils. Teacher B explained that the goal is to only speak English in grade 6, but that he could speak more English in class now as well. Teacher D wrote that she “probably speaks more Swedish than necessary”, but that she tries to speak English as much as possible.

6. Results discussion

6.1. Pupils’ attitudes towards teachers’ language use in the EFL classroom

From the answers in the questionnaires, the participating pupils appear to perceive English as fairly easy, in general. None of the 37 pupils answered that they thought English was “very difficult”, and only 6 pupils that English was either “difficult” or “fairly difficult”. This means that out of 37 participants, 31 thought that English as a subject was easy in one or many aspects. The study also showed that participating pupils were mostly positive towards the English subject in general, as well as towards their teacher using the target language during English lessons.
The results from the teachers’ questionnaire revealed that the teachers mainly use the target language to provide exposure and to set an example, and that the first language is used to make sure that the pupils understand.

6.1.1. Teachers’ first language use

The pupils answered that their teacher mainly speaks Swedish when the pupils do not understand, or to help them understand, and in translation exercises. This is consistent with the teachers’ motivations for first language use, and with the results from previous research studies (Inbar-Lourie, 2010, pp. 359-360; Krulatz, Neokleous & Vik Henningsen, 2016, p. 145; Rabbidge & Chappell, 2014, pp. 7-13).

Teachers A, B and E point to less proficient pupils when they motivate their first language use. Teacher B even makes the distinction that 70-80% of the pupils probably do not want him to speak Swedish. Yet he continues to do so, because he deems that the remaining 20-30% need it. This echoes what the teachers in Rabbidge and Chappell’s study expressed, that less proficient pupils require first language use (2014, pp. 7-13). Thus, the teachers’ solution to the pupils’ lack of comprehension is to speak Swedish instead of English, much like the teacher in Inbar-Lourie’s study who resorted to the pupils’ first language with the motivation that they would not understand her if she would use the target language (2010, p. 363).

Teacher E mentions first language use in combination with grammar instruction, so that the pupils are able to practice actively and be aware of what they are doing. This could be linked to Lee and Macaro’s study (2013, p. 897), showing that young learners can benefit from first language instruction when learning new vocabulary, as well as to Hall and Cook (2012, pp. 271-299) and Turnbull and Arnett (2002, p. 2016), who suggest that first language use can scaffold target language learning. However, Krashen in his turn, posits that pupils benefit more from being exposed to the target language, and that giving grammar instruction in the first language is not as efficient (1982, p. 10; 2004, p. 1-2).

6.1.2. Teachers’ target language use

Krashen (1982; 2004) as well as Lundberg (2010) view language learning as a communicative activity. Thus, they are in line with the Swedish National Agency, which states that English teaching should focus on communication and interaction (Skolverket, 2011b, p. 6). In the pupils’ questionnaire, 2 out of 38 pupils mention that English is used for conversation (not counting those who just answered that their teacher speaks English “all the time”). One of those answers refers to when the teacher tells pupils to talk to each other. Teacher E and C state that they make conversation with the pupils in English. Teacher C puts it in the terms of asking the pupils what they are doing. Both teacher E and C express that the goal of their target language use is to encourage the pupils to also start producing target language. The other teachers also want to help their pupils learn pronunciation and increase target language production among pupils. Judging by these answers, the teachers seem to be trying to be role models and set a good example of oral target language use, as Lundberg recommends (2010, p. 26). However, judging by the pupils’ answers in the questionnaire, they do not appear to have achieved the “target language lifestyle” that Christie (2016, p. 86) describes, where it is natural for both pupils and teachers to first and foremost give and receive information in English.

Lundberg emphasizes that if language learning should have a communicative focus, English ought to be learned via English and not Swedish (2010, p. 24). Previous studies have shown that it is possible to use a high amount of target language, even with young and/or less proficient pupils (Inbar-Lourie, 2010, pp. 361-363; Oga-Baldwin & Nakata, 2014, p. 417-418). Teacher C estimates that he uses 80% target language in the EFL classroom, and his pupils’ answers
indicates that this is something that they appreciate. Even though one pupil answered that English is “difficult”, the most negative pupil still only answered that the teacher speaking English is “both good and bad”. This is consistent with the previous research showing that a high amount of target language can be used in the EFL classroom in a successful manner.

The results from the pupils’ questionnaire show that most pupils have a positive attitude towards the English subject. Most of the pupils also answered that English is easy in one or many aspects. This may indicate that many of these pupils have a low affective filter, thus making them open to acquiring the target language by receiving comprehensible input (Krashen, 1982, pp. 30-31; 2004, p. 1). Three of the participating teachers did answer that they would like to speak more English in the EFL classroom than they already do. The fact that most of the participating pupils find the subject relatively easy might open up for the opportunity to increase the teachers’ target language use, especially if it is supported by extra-linguistic strategies (Krashen, 1982, pp. 20-21).

The teachers participating in the study answered that one reason for them to speak English is to encourage the pupils to do the same. Krashen and Terrell suggest that production follows comprehension (1983, p. 20). This means that just because a pupil does not produce language, it is not necessarily the case that he/she does not understand what other people say. Like teacher E explains it, she thinks that her pupils understand her, but that they probably feel anxious about speaking English themselves.

6.2. Methodology and limitations

The limitations of this study lie first and foremost in the limited time frame in which the study needed to be conducted, and the results analyzed and compiled. This led to a situation where the work needed to be started as soon as enough participants had volunteered. It is very possible that more teachers would have given a positive response to the invitation if there had been several weeks to choose from. It is also possible that more pupils would have been able to participate had they been given more time to bring the consent letters home and back to school. As mentioned in Section 4.5., this could mean that for example pupils with difficulties are underrepresented, as they might find it hard to keep track of papers or remember what day they need to bring them back to school. This might affect the reliability of the thesis, as the outcome could have been different if all pupils had participated. Nevertheless, participation cannot be forced, and parental consent must not be overlooked. Thus, since the sample was chosen by convenience, the results cannot be interpreted as generally applicable (Cohen, Manion & Morrison, 2011, p. 155-156).

Although two questionnaires were used to attain a broader picture of teachers’ language use than that of pupils or teachers alone, it would have been even more beneficial to combine the method of questionnaire with observations or interviews. For example, observations could reveal if and how the teachers use extra-linguistic methods to help the pupils understand the spoken English. Observations would also make it possible to find out if the answers in the questionnaires reflect the reality, or how the participants would like it to be (McKay, 2006, p. 36). However, that would require a substantially larger amount of time, and therefore it was not possible to carry out for this thesis.

As such, this small study is nothing more but a scratch on the surface of teachers’ language use in the Swedish EFL classroom. Nonetheless, it might make a start of discussing teachers’ choice of language use in the EFL classroom, and trying to find out how pupils actually perceive that choice.
7. Conclusion
This study has shed some light on how some pupils perceive their teacher’s language use in the EFL classroom, as well as what motivates the teachers’ linguistic choices as they teach English. The aim of this thesis was to answer the research questions:

1) What are teachers’ motives for their choice of instructional language in the EFL classroom?
2) What are pupils’ opinions on instructional language in the EFL classroom?

According to the participating teachers, the target language is used mainly for instruction, and to set a good example of target language use for the pupils. Teachers speak the first language mainly to help pupils understand what has been said in English, and to aid pupils’ comprehension. Some teachers answered that they were only partially happy about their language use in the EFL classroom, and that they would like to increase their target language use. The study also revealed that most of the pupils who answered the questionnaires enjoy English as a subject. The results also show that many pupils find English to be easy or somewhat easy, and that they are positive to teachers’ target language use in the EFL classroom.

Further research on teachers’ language use in the EFL classroom is needed in order to establish not only why teachers do what they do, and how pupils feel about that, but also to find out what effect those choices have on pupils’ target language proficiency and their abilities to communicate in English.
References


Appendix 1. Questionnaire for pupils

En undersökning om vad DU tycker om undervisningen i engelska!

Ringa in det svar som stämmer överens med dig:

1. Jag är  Flicka  Pojke  Vill inte svara

2. Jag går i  Fyran  Femman  Sexan

3. Vad tycker du om lektionerna i engelska? Kryssa i.

<table>
<thead>
<tr>
<th>Jätte-roliga</th>
<th>Roliga</th>
<th>Ganska roliga</th>
<th>Både roliga och tråkiga</th>
<th>Ganska tråkiga</th>
<th>Tråkiga</th>
<th>Jätte-tråkiga</th>
</tr>
</thead>
</table>

4. Vad tycker du om ämnet engelska? Kryssa i.

<table>
<thead>
<tr>
<th>Jättelätt</th>
<th>Lätt</th>
<th>Ganska lätt</th>
<th>Både svårt och lätt</th>
<th>Svårt</th>
<th>Ganska svårt</th>
<th>Jättesvårt</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Svenska</th>
<th>Engelska</th>
<th>Båda</th>
<th>Vet inte</th>
</tr>
</thead>
</table>


_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________


_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________  

_________________________________________________________________
8. Vad tycker du om att läraren pratar svenska på engelsklektionerna? Kryssa i.

- Jättebra
- Bra
- Ganska bra
- Både bra och dåligt
- Ganska dåligt
- Dåligt
- Jätte-dåligt

Varför tycker du så?


- Jättebra
- Bra
- Ganska bra
- Både bra och dåligt
- Ganska dåligt
- Dåligt
- Jätte-dåligt

Varför tycker du så?


TACK

för att du tog dig tid att svara på mina frågor!

😊

Hälsningar

Malin Weijnblad
Appendix 2. Questionnaire for teachers

Undersökning om lärarens språkanvändning i engelskundervisning

1. Jag är  Kvinna □  Man □  Vill inte svara □

2. Vilket år är du född? ________

3. I vilka årskurser undervisar du för närvarande engelska?
   4 □  5 □  6 □

4. Hur länge har du arbetat som lärare?
   _______ år och _______ månader.

5. Vilken typ av utbildning har du?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Beskriv en vanlig lektion i engelska:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Ungefär hur mycket engelska skulle du uppskatta att du talar under en engelsklektion? Ange i procent: ______ %

8. A) I vilka situationer använder du dig av talad engelska under en engelsklektion?
   (Om du inte talar engelska skriver du det.)
B) Av vilken/vilka anledningar talar du engelska i dessa situationer?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. A) I vilka situationer använder du dig av talad svenska under en engelsklektion?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. B) Av vilken/vilka anledningar talar du svenska i dessa situationer?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. Hur tror du att eleverna upplever det när du talar engelska?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11. Hur tror du att eleverna upplever det när du talar svenska?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
12. Är du nöjd med din språkanvändning under engelsklectionerna?

Ja ☐ Nej ☐ Delvis ☐

Motivera:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

TACK
för din medverkan!
Appendix 3. Letters of informed consent

Information om undersökning gällande lärares språkanvändning i engelskundervisning

Du tillfrågas härmed om deltagande i denna undersökning.

Som del av sista terminen på grundlärarprogrammet med inriktning årskurs 4–6 vid Högskolan Dalarna har jag, Malin Weijnblad, valt att skriva mitt andra examensarbete om lärares språkanvändning i engelskundervisningen.

Syftet med denna studie är att undersöka hur lärare använder engelska respektive svenska i undervisningen av engelska i årskurs 4–6, och hur lärare motiverar val av språk vid instruktioner och aktiviteter i klassrumsmaterialen i engelska. Resultatet av undersökningen är tänkt att användas för att komplettera tidigare forskning i området, och ge en bild av hur och varför svenska lärare använder sig av målspråk respektive förstaspråk i engelskundervisningen.

Information till studien kommer att samlas in genom en enkätundersökning som skickas ut till grundskollärare i årskurs 4–6 under vecka 6-7. Ett antal lärare kommer också tillfrågas att delta i en muntlig intervju under vecka 6-7.

Den information som samlas in i enkäter och på intervjuer kommer att användas i resultatet i examensarbete, och inte i något annat syfte. När arbetet är klart kommer enkäter och ljudfiler att förstöras/raderas. Anonymitet kommer att råda i resultatet, både vad gäller deltagares namn och namn på arbetsplatser.

När examensarbetet är klart kommer det vara möjligt att ta del av resultatet, som publiceras i form av en uppsats vid Högskolan Dalarna och görs tillgängligt på internet, i Digitala Vetenskapliga Arkivet (DiVA).

Deltagandet är helt frivilligt, och du kan när som helst välja att avbryta din medverkan, utan att vidare förklara varför.

| Jag väljer att delta i enkätundersökningen | ☐ Ja | ☐ Nej |
| Jag är tillgänglig för att delta i en muntlig intervju | ☐ Ja | ☐ Nej |

Deltagarens underskrift: ________________________________________________

Namnförtydligande: ____________________________________________________

Ytterligare upplysningar lämnas av nedanstående ansvariga.

_______________________________
Malin Weijnblad
Student

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Katarina Lindahl
Handledare
Högskolan Dalarna

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kla@du.se, 023-77 86 81
Hej!
Jag, Malin Weijnblad, gör en undersökning på din skola. Till min undersökning söker jag nu efter frivilliga elever som kan tänka sig att svara på några frågor i en enkät. Svaren kommer jag att använda i en uppsats jag skriver, som handlar om undervisning i engelska.

Frågorna handlar om engelskundervisningen i skolan och hur du upplever den. Jag kommer att ställa frågor som handlar om vilket språk som pratas på engelsklektionerna, och vad du tycker om det.

Undersökningen är anonym. Det betyder att ditt eller skolans namn inte kommer att nämnas i min uppsats.


Jag vill vara med och svara på enkäten och förstår att mina svar kommer att användas, men att varken mitt namn eller min skolas namn kommer att nämnas i redovisningen av undersökningens resultat.

Ja ☐  Nej ☐

Namn_________________________________
Information om deltagande i undersökning av målspråkets användning i ämnet engelska för årskurserna 4-6.

Ni som vårdnadshavare tillfrågas härmed om era barns deltagande i denna undersökning.

Som del av sista terminen på grundläroprogrammet med inriktning årskurs 4–6 vid Högskolan Dalarna har jag, Malin Weijnblad, valt att skriva mitt andra examensarbete om lärares språkanvändning i engelskundervisningen. Arbetet kommer även att inkludera elevers upplevelser av lärares språkanvändning i engelskundervisningen. Förhoppningsvis kan arbetet bidra till tidigare forskning i ämnet.

Ett sätt att samlan information till arbetet är att utföra en enkätundersökning där elever får svara på frågor.

Jag kommer att besöka klasser i årskurs 4–6 under vecka 6-7 och dela ut enkäter till de elever som deltar. Det kommer att ta ca 15 minuter att besvara enkäten.

Deltagandet är anonymt, och varken elevers eller skolans namn kommer att röjas. När examensarbetet är klart kommer mottagarna att förstöras.

Det är frivilligt att delta och elever vars föräldrar samtycker till medverkan har alltid möjlighet att neka deltagande utan närmare förklaring.

När arbetet är klar kommer det att publiceras i form av en uppsats vid Högskolan Dalarna och göras tillgängligt på internet, i Digitala Vetenskapliga Arkivet (DiVA).

Mitt barn får delta i enkätundersökningen Ja ☐ Nej ☐

Barnets namn: ________________________________

Vårdnadshavares underskrift: ________________________________

Vid frågor, funderingar eller behov av vidare upplysningar kan någon av nedanstående kontakta.

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