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Factors that Motivate Pupils in Grades 4-6 in Sweden to Speak English as a Foreign Language

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Abstract:
This is an empirical study about factors that motivate pupils to speak English as a foreign language. The aim of this study is to investigate when pupils in the classroom situation, in Grades 4-6 in a school in Sweden, are motivated to speak English as a foreign language, and why they are motivated to speak English in these situations. To implement this study, questionnaires and interviews have been chosen as methods. 51 pupils in Grades 4-6 took part of the study. Since being able to communicate orally in a foreign language is of great advantage for one, and creates opportunities both for work and for study abroad, it is important for pupils to learn how to communicate orally in English. It is important to be able to use the language. In the English curriculum in Swedish schools, speaking English is a skill pupils must possess. Since this is the requirement it is important that teachers in Sweden relate to this. Many pupils do not like to speak in front of the rest of the class and some pupils only like to speak in informal situations. Therefore, teachers must use various strategies to create a willingness to communicate among pupils and various strategies to motivate them to speak English. The results show that pupils are motivated to use the language in class when they have recently been abroad. It also shows that they are motivated when they can decide the topic and speak about something they are interested in.

Keywords: foreign language, self-confidence, classroom environment, willingness to communicate
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1. Introduction

English is spoken widely internationally and having the ability to speak the language enables one to communicate in most parts of the world (Skolverket, 2011a, p. 30). To be able to communicate in any foreign language it is important for the speaker to have confidence in themselves. A language needs to be in constant use, and can easily be forgotten if one does not use it. A language also needs to be maintain (2011a, p. 30). In most countries, where English is not the first language, it is learned as a foreign language in school. Languages are important to study, because people learn to communicate, and also to achieve a better understanding of the grammar in their mother tongue (Jones & William, 2008, p. 3). By learning a foreign language, opportunities are opened to study and work abroad. Since English is spoken in many countries, it is the primary language to learn in Sweden. One main factor in learning languages is motivation. Since no one can be forced to learn, knowledge is something pupils have to want in order to be able to gain it, and in order to want to learn it pupils must be motivated (Krashen, 1982/2009, p. 31).

The results of the National Language Test Studies of 2011 (Skolverket, 2012, p. 22-24), confirm that Swedish pupils generally achieve good results in tests in the English language. The report investigates pupils’ reading comprehension, listening comprehension and writing ability. In all these areas Swedish pupils have been ranked in the top two places, and in listening comprehension they achieved the best results in 2011 (Skolverket, 2012, pp. 22-24). Three different competencies were examined in the international study, but there is one competence that was not investigated, namely pupils’ oral proficiency. However, a new study with oral proficiency as one of its components is planned by the European Union (EU), based on the EU’s emphasis on the importance of speaking a foreign language. When the new study is planned to be carried out is unclear at present (Skolverket, 2012, p. 44).

In some classrooms the language being learned becomes the working language, or target language. All Swedish pupils who learn English as a foreign language in school should use English as their working language. What happens too often, though, is that in some classrooms the working language stays in the pupils’ mother tongue instead of focusing on the target language (Skolinspektionen, 2011). A main reason for this is that many pupils feel insecure while speaking English and therefore they prefer to speak Swedish during English lessons.

1.1 Research Aim and Questions

The research aim of this empirical study is to investigate when pupils in Grades 4-6 are motivated to speak English as a foreign language, and why they become motivated in those situations. The following are the research questions of the study:

- In which situations or activities do pupils experience that they dare or want to communicate orally in English? – why?
- What methods/activities can the teacher use to motivate pupils to dare or want to speak English and be orally active in the lessons?

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1 This is a translation by the author of this thesis. The Swedish name is “Nationella prov i engelska”.
2 “Skolverket”, or The Swedish National Agency for Education is the name of the authority which controls Swedish schools.
2. Background

In this section, the background and aims of this study are described. The requirements from Lgr 11, the 2011 Swedish curriculum, are stated, and theories by Krashen and MacIntyre are described. The National Tests are an important part of the education system in Sweden, and English is a subject that is a part of the National Tests, therefore it is also part of this background.

2.1 The Swedish National Agency for Education

The present curriculum in Sweden is called Lgr11, and is published by the Swedish National Agency for Education. This gives teachers, pupils and parents a clear view of what pupils should learn in school (Skolverket, 2011a).

According to Lgr 11, pupils need to know how to express themselves orally in English, and also how to reformulate themselves if they are not being understood. They also need to adjust their language to the receiver as well (2011a, p. 30). Pupils should be able to express themselves on subject matter that is familiar to them. They should learn how to use the language and adjust it to their daily lives (2011a, p. 31). In order to learn how to express oneself in a foreign language, the most effective way is to use the language (Skolverket, 2011b, p. 6) and to be able to do this, pupils need to trust their abilities of communicate in a foreign language (2011b, p. 8).

There are no differences between the former curriculum and the new one. In both curricula focus is placed on the communicative skills of understanding people and being understood (Skolverket, 2011b, p. 6). Learning how to communicate in English has been given much more importance since Sweden developed its new curriculum in 2011, Lgr 11. The former curriculum, Lgr 94, stated that pupils should learn how to communicate in English, both orally and in writing, though did not provide any details of how this should be achieved (Skolverket, 1994, p. 10).

2.2 Formative Assessment when Learning Foreign Languages

When teaching a foreign language it is important to start from the pupils’ level and work from their current knowledge. This means that the teaching needs to be broken down into small steps and pupils need to know what to do to achieve the next level. Jones and William (2008, p. 5) discuss this formative assessment, stating that clarifying the pupils’ current knowledge to them, and what they need to do to reach their next level is important in pupils’ development. Jones and William also advocate the willingness to learn as an important factor when learning a foreign language. No one can be forced to learn, and pupils have to work for their knowledge. Pupils must know the goal they are working for, which means that they need to know what the next level is. They also must be able to state the goal to be able to work towards it (2008, p. 5).

In many foreign language-learning classrooms the pupils communicate by raising their hand to answer a question or share their thoughts. This means that the pupils who already know the answers and possess a high level of knowledge will learn more, and those pupils who have a lower level of knowledge will become silent, since they hope they will not be asked to answer. The results of this will be a greater gap between the levels of pupils’ knowledge in the classroom. To prevent these gaps, teachers must use various strategies (William, 2013, p. 97).

2.3 Motivational Teacher Strategies

Many different strategies are used when trying to motivate pupils in Grades 4-6 to speak English as a foreign language. Much research has been carried out in this area and researchers have documented the most common and effective strategies for motivating pupils to speak English as a foreign language. In this section some of these strategies and factors are introduced.
Dörnyei and Csizér in their study from 1998 created a list of ten motivational strategies used worldwide by teachers of Grades 4-6 on how to motivate pupils to speak English as a foreign language (Dörnyei & Csizér, 1998). Firstly, the study states that all pupils need an adult role model, and it is important that teachers act as role models. Generally speaking, children are influenced by adults, and if teachers are positive, pupils will be positive too (1998, p. 215). Secondly, the learning atmosphere is important. Mistakes have to be allowed in the classroom. Thirdly, it was found that how teachers distribute tasks is important, since this should be carried out in a thoughtful manner (1998, p. 215). Fourthly, Dörnyei and Csizér demonstrate that when a relationship is healthy, people are willing to please and make each other proud. This rule also applies to the relationship between teacher and pupils. Based on these findings, it is clear that what seems to be the most important factor when motivating pupils to speak English as a foreign language is to help pupils to develop their self-confidence. To dare to speak a foreign language pupils need a lot of confidence (1998, p. 217). Another motivational strategy recognised by Dörnyei and Csizér is that if there is an interest in the teaching subject, there is also a willingness to learn. Teachers who make their language lessons interesting for the pupils, tend to have motivated pupils who possess a willingness to learn (1998, p. 217). It is important that this willingness comes from the pupils. The topics taught also have to be suitable for the pupils and important to them. The ninth strategy suggested by Dörnyei and Csizér is to set goals, as the pupils need something to strive for. The last strategy teachers use to motivate pupils, according to these two researchers, is to introduce pupils, during lessons, to different cultures where they speak English (1998, p. 218).

Moreover, there are also other strategies that are of great importance when teaching foreign languages. It is important that teachers use the target language in the classroom. For example, if pupils do not understand, the teacher needs to adjust the language to their level. What is important is that the teacher continues to speak in English (Lundberg, 2007, p. 87). It is established that pupils are motivated to speak English when they take part in role-play in the learning situation. Pupils dare to speak when they are representing someone else (Ahlquist, 2014, p. 40). Research also demonstrates that working with drama in groups is a preferable strategy to use, since pupils can learn from each other and their confidence expands in groups (Lundberg, 2007, p. 138).

2.4 Swedish National Tests
In Swedish primary schools, national tests are carried out in the subjects of English, Swedish and Mathematics in selected Grades, 3, 6 and 9. The aim of these tests is to establish an assessment that is equivalent over the whole country (Skolverket, 2014a). One part of the national tests in English in Swedish schools is the oral communicative skill. During middle school, which consists of Grades 4-6, teachers need to prepare their pupils for these tests.

In Sweden, 92,1% of pupils in Grade 6 obtained a pass in the oral part of the national tests in the spring of 2010 (Skolverket, 2010). The results of the English national tests for pupils in Grade 6 have not been increased, nor declined, since 92,5% obtained a pass in the oral part in spring of 2014 (Skolverket, 2014b).

3. Theoretical Perspective
This thesis is informed by two theories relating to English as a foreign language, as developed by Krashen and MacIntyre, which are described in this section. Krashen’s theory is called “second language acquisition” (Krashen, 1982/2009), and MacIntyre’s theory is called “willingness to communicate” (MacIntyre, 2007).
According to Krashen, there are three central aspects involved while learning a foreign language. The three aspects are motivation, self-confidence and anxiety (Krashen, 1982/2009, p. 31). Learners of foreign languages need motivation to develop their knowledge. Willingness to learn is enormously important. And yet a language learner also needs self-confidence to perform. To learn a new language, every pupil must believe in themselves and have faith in their abilities. However anxiety is often an aspect that hinders the learning process. In the absence of anxiety, pupils therefore have a better chance to develop their present knowledge (1982/2009, p. 31).

MacIntyre illustrates his theory with a pyramid (see figure 1), based on the two concepts, intergroup climate and personality, which form the basis of the pyramid. Then, come the following concepts: intergroup attitudes, social situation and communicative competence. Above these concepts are the motivational propensities: interpersonal motivation, intergroup motivation and self-confidence. Then there are factors, such as desire to communicate with a specific person, and communicative self-confidence. The second factor from the top of the pyramid that affects the language learner is willingness to communicate. At the top of the pyramid is the language use (MacIntyre, 2007). All these factors need to be part of the process when learning a foreign language, but none of the factors matters if the learner does not dare to use the language (2007). This means that there are some factors that must come from the pupils, which the teacher can do little about. However there are also aspects like motivation, which the teacher can affect by using motivational strategies in the classroom.

Figure 1: MacIntyre’s pyramid (MacIntyre, 2007, p. 23).

4. Methodology

In this section the chosen methodology of this study is described, as well as the selection criteria and how the empirical study has been implemented.
4.1 Chosen Method
Since this study investigates the pupils’ point of view, the method of investigation is therefore adjusted to pupils. Different methodologies, such as observations, questionnaires and interviews were considered before the choice was made to use questionnaires and interviews. All the pupils in Grades 4-6, in a Swedish school in a small town north of Stockholm, were asked to participate in the study; likewise, their parents were asked to approve their child’s participation. The questionnaire and interview questions were adjusted to the pupils and written in a way they could understand by using easy words. How they were supposed to answer also needed to be easily understood.

4.2 Selection of Informants
The selection of informants is of great importance when creating an empirical study. The number of boys and girls included should be as equal as possible, since it can affect the results of the study (Cohen, Manion & Morrison, 2007, p. 100). For the study to be reliable there has to be a large number of participants, the more the better, and the participants also need to be considered carefully. To choose only pupils who are interested in English, or pupils who are not interested in English, would have an influence on the results (2007, p. 100).

To create an empirical study with a high validity it is necessary to build an investigation of many respondents. 74 pupils were asked to take part in the study, and 51 pupils received permission from their parents to participate. Six of these pupils who got their parents’ permission were interviewed, and consequently two pupils from Grade 4, two from Grade 5, and two from Grade 6 were interviewed during the data collection stage. One boy and one girl from each of these grades was chosen, with a corresponding difference in their level of knowledge. The reason for using interviews as well, was because they are a good complement to the questionnaire. Since this study only lasted for a few weeks, 51 pupils would have been too many to interview. As a complement to the questionnaire, six pupils were a reasonable number to interview.

4.3 Implementation
Before the investigation began a letter was distributed to the pupils and a letter to the parents (see Appendix 1). The purpose of the letter to the pupils was to ask them if they were interested in participating in the study, while the letter to the parents was to ask them for permission for their children to take part. The letters needed to be signed by both pupils and parents.

Before the study could begin, the questionnaire was piloted by a pupil in another school who did not participate in the study. The pilot questionnaire was used to see if it was easy to understand. When piloting the questionnaire, a girl in Grade four participated. According to her, there were some words that were difficult to understand. Therefore these words were changed or explained. For example, question 11 was before: “when you are playing a role”. The girl who piloted the study did not understand, so the question was changed to “when you are playing a role in a role play”.

When the signed letters were received and the pilot study was made, the investigation could begin. 15 out of 22 pupils in Grade 4 participated, while one pupil chose to participate only in an interview, and 20 pupils out of 22 in Grade 5. From Grade 6, 15 pupils out of 29 took part. Since some words were difficult to understand according to the pilot study, the questions were explained before the pupils began to answer.

After the pupils answered the questionnaire, the interviews were carried out (for interview questions, see Appendix 3). Six pupils, a boy and a girl from each grade were interviewed. The interviewed pupils are named as follows in the study: Grade 4 boy, “Boy 4”; Grade 4 girl, “Girl 4”;
Grade 5 boy, “Boy 5”; Grade 5 girl, “Girl 5”; Grade 6 boy, “Boy 6”, and Grade 6 girl is called “Girl 6”.

All data is collected and compiled and shown in the results section. A list is created to show what situations motivate the pupils to speak English.

### 4.4 Analysis
The interviews and questionnaire are analysed as follows. All data based on questionnaires was divided into different files according to grade (LeCompte, 2010, p. 148). During the analysis, frequency, omission and declaration are examined. The frequency shows the number of pupils who have chosen the same alternative in the various situations listed in the questionnaire. There is always a chance that the thoughts of the researcher are never answered or stated. That occurrence is called omission. Declaration means that the researcher must confirm that the collected data is true. The researcher needs to verify the statements of the participants (2010, p. 148).

When analysing data it is difficult to avoid being selective with the data of what the researcher finds interesting, but it is important to be conscious about this and be aware that selections might happen (LeCompte, 2010, p. 146). Since there are many different ways to interpret a written text (Kvale & Svend Brinkmann, 2009, p. 223), it is important to use the words of the interviewee. After transcribing the interviews there is always a risk that the interviewer has misunderstood the interviewee. This is, therefore, something that can affect the results, even though the interviewer has an objective attitude (2009, p. 233).

There were some pupils who did not want to participate in the study, and there were also pupils who forgot to bring the information letter with their parents’ permission, which is why they could not take part. The results could have been different if every pupil that was asked participated in the study. Since not every pupil participated, it is difficult to generalise that the results are based on all pupils in these classes.

49 questionnaires were answered, but not all the questions in each questionnaire were answered. Therefore, the total number of answers of the questions is varied. Firstly, the results were divided into three files, which is a recommended strategy by LeComte (2010, p. 148), Grade 4, Grade 5 and Grade 6. Secondly, each grade was divided by sex, a table was made to clarify the answers and separate boys and girls (see Tables 1-3). This clarified the differences and similarities between the grades and sexes. Another table, which shows the most popular strategies by all pupils in Grades 4-6, was also created (see Table 4).

The recorded interviews are transcribed to clarify the important data, and to make it easier to see the differences and similarities of the replies. By using this method, patterns can be found (LeCompte, 2010, p. 150). It is important to separate grades and sexes, since this can make results more objective. When the interviews were transcribed the recordings were deleted according to the ethical aspects. The decision to show who stated which response at the beginning and to separate the statements was made to clarify the pupils’ responses.

### 4.5 Reliability
When there is not an adequate amount of time, questionnaires are preferable, and since the questionnaires are anonymous it is easier to give honest answers, which strengthens the reliability (Cohen, Manion & Morrison, 2007, p. 157). There are also disadvantages when using questionnaires, since questions can be misunderstood by interviewees and answers can be misunderstood by the interviewer. When these misunderstandings occur, there is no way to correct them as there is in interviews (2007, p. 158).
When talking to people during interviews there is another aspect to consider - pupils have different experiences, which can affect the interviews. Every researcher also has their own experiences, which can affect the interviews too. Consequently, when interviewing people the results always depend on the interviewer and the interviewee, even though the interview questions are the same (2007, p. 150). To achieve a high reliability in the interviews, it is important for the researcher to remain objective and not transfer any of his or her thoughts to the interviewee (2007, p. 150).

4.6 Ethical Aspects
What is important in this particular study is that every participating pupil knows the purpose of the study before they participate (Cohen, Manion & Morrison, 2007, p. 63). All participants have the right to know what it is about, and the study has no right to intrude on pupils’ personal lives, or cause them any ill (2007, p. 63). Participants in an empirical study have to be anonymous, thus their identities cannot be revealed (2007, p. 64). It is also important that all information remains private and protected. Since the participants are under age, their parents were given a consent form to sign. Permission from the parents of the participants is a legal requirement in these types of studies (2007, p. 76).

Kvale and Brinkmann also state the following ethical aspects. They point out that pupils’ agreement, confidentiality, consequences and the role of the researcher are four central factors to be aware of when conducting interviews in an empirical study (Kvale & Brinkmann, 2010, p. 84). They also point out that someone has to give pupils the permission to participate, which in this case of a study of pupils in Grades 4-6 is their parents. The pupils’ identity can under no circumstances be revealed and the study should not affect the pupils negatively. The researcher should not affect the study or the participants, but if this happens, it is important to state how the study was affected (2010, p. 85).

5. Results
In this section the results of the investigation are shown. First, the results of each grade is presented, where the results of boys and girls are separated. Then a summary of the results of all grades is shown, where boys and girls are presented together.

5.1 Results of the Questionnaire
The results of the questionnaires are illustrated in a number of tables below. Each question and all the choices for each question are shown. “Boy-a” stands for how many boys who have chosen answer “a”, and “girl-a” stands for how many girls who have chosen answer “a”, etc. All questions have four alternatives except for one: the results of question number two, what activity the pupils prefer, could be a, b, c, d or e instead of a, b, c, or d. In answer “c”, the pupils could write a favourite activity that was not mentioned. Since there was no pupil who answered “c”, the answer alternative was changed. Alternative “e” - “write”, was changed to “c”. Thus, in the tables, alternative “c” means “to write”. Every column has a number of answers and a percentage. What is important to note is that there is a separated percentage between boys and girls in each grade. This means that in Table 1- question one, for instance, 14% of the boys chose alternative “b”, 14% of the boys chose alternative “c”, and 71% of the boys chose alternative “d”. Meanwhile, in Table 1- question one, 83% of the girls chose alternative “b”, while 17% of the girls chose alternative “d”.

Grade 4:
In Grade 4, both boys and girls like English: 85% of the boys and 100% of the girls. In general, pupils in Grade 4 have a very positive attitude to the subject. What motivates them the most is when the pupils have been abroad; 86% of the boys and 100% of the girls are motivated by this.
They are also motivated when the classroom environment is calm, 100% of both boys and girls are motivated to speak English in a calm classroom. Other main findings of important factors that motivate these pupils to speak English are while playing games, or when they speak about a subject they are interested in. In fact, 100% of both boys and girls are motivated by it. See Table 1 for all results.

Table 1: Results of the questionnaire for Grade 4.

<table>
<thead>
<tr>
<th>Question</th>
<th>Boy-a</th>
<th>Boy-b</th>
<th>Boy-c</th>
<th>Boy-d</th>
<th>Girl-a</th>
<th>Girl-b</th>
<th>Girl-c</th>
<th>Girl-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like English?</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>71%</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>2. What do you like the most?</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>14%</td>
<td>14%</td>
<td>43%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3. Repeating teacher's words</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>43%</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>4. Teacher speaking Swedish</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>43%</td>
<td>14%</td>
<td>43%</td>
<td>0%</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>5. Teacher speaking English</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>57%</td>
<td>29%</td>
<td>14%</td>
<td>0%</td>
<td>33%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>6. Speaking English in full class</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
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<td>14%</td>
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<td>14%</td>
<td>17%</td>
<td>33%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>7. Speaking English in small groups</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
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<td></td>
<td>0%</td>
<td>43%</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>67%</td>
</tr>
<tr>
<td>8. Speaking English in pairs</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
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<tr>
<td></td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>43%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>83%</td>
</tr>
<tr>
<td>9. Teacher decides speaking subject</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>57%</td>
<td>14%</td>
<td>14%</td>
<td>0%</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>10. You decide speaking subject</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>71%</td>
<td>0%</td>
<td>29%</td>
<td>0%</td>
<td>17%</td>
<td>17%</td>
<td>67%</td>
</tr>
<tr>
<td>11. Playing a role</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>29%</td>
<td>14%</td>
<td>43%</td>
<td>0%</td>
<td>60%</td>
<td>0%</td>
<td>40%</td>
</tr>
<tr>
<td>12. Playing a game</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>29%</td>
<td>0%</td>
<td>71%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>83%</td>
</tr>
<tr>
<td>13. Subject you are interested in</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>43%</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>83%</td>
</tr>
<tr>
<td>14. Teacher speaking in front of students</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>86%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>50%</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td>15. Teacher speaking among students</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>86%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>50%</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td>16. A calm classroom environment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>17. Pupil has been abroad</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>86%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Grade 5:
The main findings of the results of the questionnaire for Grade 5 are that the boys like English more than the girls. 100% of the boys like English, and 33% like English a lot. 61% of the girls like English, and 30% like English a lot. They have the same responses about their favorite activity. The favorite English activity of Grade 5 was speaking; 83% of the boys chose speaking and 16% chose reading as a favorite activity. 53% of the girls chose speaking, 7% reading, 7% writing and 30% chose listening. 83% of the boys are motivated when speaking in front of the whole class, but only 38% of the girls. Most pupils in Grade 5, 100% of the boys and 76% of the girls, believe it is motivating to speak English when the teacher speaks English too, but there are also some pupils...
who are not motivated by this. What motivates pupils in Grade 5 the most is when they have been abroad: 83% of the boys and 93% of the girls, or when they speak about a subject they are interested in: 67% of the boys and 93% of the girls. See Table 2 for all results.

Table 2: Results of the questionnaire for Grade 5.

<table>
<thead>
<tr>
<th>Question</th>
<th>Boy-a</th>
<th>Boy-b</th>
<th>Boy-c</th>
<th>Boy-d</th>
<th>Girl-a</th>
<th>Girl-b</th>
<th>Girl-c</th>
<th>Girl-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like English?</td>
<td>0%</td>
<td>4%</td>
<td>67%</td>
<td>0%</td>
<td>2%</td>
<td>33%</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>2. What do you like the most?</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>83%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>3. Repeating teacher's words</td>
<td>17%</td>
<td>4%</td>
<td>17%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>4. Teacher speaking English</td>
<td>17%</td>
<td>1%</td>
<td>4%</td>
<td>17%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>5. Teacher speaking English</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>50%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>6. Speaking English in full class</td>
<td>0%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>7. Speaking English in small groups</td>
<td>0%</td>
<td>4%</td>
<td>67%</td>
<td>0%</td>
<td>2%</td>
<td>33%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>8. Speaking English in pairs</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>50%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>9. Teacher decides speaking subject</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>17%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>10. You decide speaking subject</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>67%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>11. Playing a role</td>
<td>17%</td>
<td>2%</td>
<td>3%</td>
<td>50%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>12. Playing a game</td>
<td>17%</td>
<td>4%</td>
<td>67%</td>
<td>0%</td>
<td>1%</td>
<td>7%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>13. Subject you are interested in</td>
<td>1%</td>
<td>17%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
<td>67%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>14. Teacher speaking in front of students</td>
<td>0%</td>
<td>4%</td>
<td>67%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>15. Teacher speaking among students</td>
<td>17%</td>
<td>2%</td>
<td>3%</td>
<td>50%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>16. A calm classroom environment</td>
<td>17%</td>
<td>33%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>50%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>17. Pupil has been abroad</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>5%</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Grade 6:
Both boys and girls in Grade 6 are interested in English, and they prefer to speak the language if they get to choose the activity. 100% of the pupils like the subject, and 54% of the boys prefer to speak English, while that activity was chosen by 60% of the girls. 100% of the boys in this class are motivated to speak English when the teacher does, while 60% of the girls are motivated in this way. Speaking English in small groups or in pairs is preferable for 91% of the boys, and 80% of the girls. Choosing the speaking topic and speaking about a topic they are interested in makes 90% of the boys and 60% of the girls motivated. Another main finding is that 100% of the pupils in this class who have been abroad are very motivated to speak English in class afterwards. See Table 3 for all results.
Table 3: Results of the questionnaire for Grade 6.

<table>
<thead>
<tr>
<th>Question</th>
<th>Boy-a</th>
<th>Boy-b</th>
<th>Boy-c</th>
<th>Boy-d</th>
<th>Girl-a</th>
<th>Girl-b</th>
<th>Girl-c</th>
<th>Girl-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like English?</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>2. What do you like the most?</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>3. Repeating teacher's words</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>4. Teacher speaking Swedish</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>5. Teacher speaking English</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>6. Speaking English in full class</td>
<td>1%</td>
<td>7%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>7. Speaking English in small groups</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>8. Speaking English in pairs</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>9. Teacher decides speaking subject</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>10. You decide speaking subject</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>11. Playing a role</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>12. Playing a game</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>13. Subject you are interested in</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>14. Teacher speaking in front of students</td>
<td>0%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>15. Teacher speaking among students</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>16. A calm classroom environment</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>17. Pupil has been abroad</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

5.2 Results of all participants
The results are separated by grade and sex, but they have also been presented together to demonstrate what motivates pupils in Grades 4-6 to speak English. These results are stated below. What is shown, but not listed in this table, is that 23 pupils, 48%, like English quite a lot; 6 pupils, 13%, are not that interested in English; and 19 pupils, 40%, like the subject very much. There was no pupil who does not like English at all. The study found that the English class activity the pupils in Grades 4-6 like the most is speaking. 63% chose the speaking activity as their favourite.
Table 4: Results of all participants in this study. The first number in the column is frequency and below that the percentage is shown. The percentage number is rounded.

<table>
<thead>
<tr>
<th>Question</th>
<th>A- Not motivating at all</th>
<th>B- Quite motivating</th>
<th>C- Not quite motivating</th>
<th>D- Very motivating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Repeating teacher's words</td>
<td>4</td>
<td>17</td>
<td>11</td>
<td>17</td>
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<tr>
<td></td>
<td>8%</td>
<td>35%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>4. Teacher speaking Swedish</td>
<td>5</td>
<td>20</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>42%</td>
<td>29%</td>
<td>21%</td>
</tr>
<tr>
<td>5. Teacher speaking English</td>
<td>1</td>
<td>21</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>44%</td>
<td>17%</td>
<td>40%</td>
</tr>
<tr>
<td>6. Speaking English in full class</td>
<td>7</td>
<td>25</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>52%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>7. Speaking English in small groups</td>
<td>0</td>
<td>18</td>
<td>2</td>
<td>29</td>
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<tr>
<td></td>
<td>0%</td>
<td>38%</td>
<td>4%</td>
<td>60%</td>
</tr>
<tr>
<td>8. Speaking English in pairs</td>
<td>0</td>
<td>18</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>38%</td>
<td>4%</td>
<td>60%</td>
</tr>
<tr>
<td>9. Teacher decides speaking subject</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>63%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>10. You decide speaking subject</td>
<td>0</td>
<td>17</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>35%</td>
<td>13%</td>
<td>52%</td>
</tr>
<tr>
<td>11. Playing a role</td>
<td>5</td>
<td>13</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>27%</td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td>12. Playing a game</td>
<td>2</td>
<td>18</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>38%</td>
<td>13%</td>
<td>46%</td>
</tr>
<tr>
<td>13. Subject you are interested in</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>10%</td>
<td>6%</td>
<td>81%</td>
</tr>
<tr>
<td>14. Teacher speaking in front of students</td>
<td>1</td>
<td>32</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>67%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>15. Teacher speaking among students</td>
<td>3</td>
<td>22</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>46%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>16. A calm classroom environment</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>21%</td>
<td>6%</td>
<td>63%</td>
</tr>
<tr>
<td>17. Pupil has been abroad</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>8%</td>
<td>4%</td>
<td>85%</td>
</tr>
</tbody>
</table>

During the analysis of the results, patterns were made. By generalizing the results, a list of top ten strategies that motivate pupils in Grades 4-6 to speak English have been made. Most pupils have chosen that they are very motivated by these strategies:

**Top 10 strategies that motivate pupils**

1. When the pupils have been abroad
2. When the pupils are interested in the topic discussed
3. When the classroom environment is calm
4. When the pupils speak English in small groups
5. When the pupils speak English in pairs
6. When the pupils get to decide the speaking subject
7. While playing a game
8. When the teacher speaks English during the lessons
9. When the pupils repeat the teacher's words
10. When the pupils play a role in drama sessions
5.2 Results of the Interviews

In this section the results of the interviews are described. The first participants of the interviews were one boy (Boy 5) and one girl (Girl 5) in Grade 5. Then there was one boy (Boy 4) and one girl (Girl 4) in Grade 4, and the last interviews were made with one boy (Boy 6) and one girl (Girl 6) in Grade 6. Here, the results are shown, each question is provided and a summary of the answers can be found under each question.

1. What do you think about speaking English in the lessons?

Girl 4: thinks it is fun to speak English and learn new things. She believes that she has got use for the language when visiting relatives who have moved abroad.

Boy 4: also thinks it is fun being able to speak English.

Girl 5: thinks it feels good, but not in front of the whole class. She is afraid of making mistakes in front of the others in the classroom. It feels better when she has got the chance to prepare the speaking activity.

Boy 5: thinks it feels good to speak English in the classroom. It is a good language to know when you are abroad.

Girl 6: thinks it is fun to speak English too, because she wants to practice to speak the language.

Boy 6: has similar answers to the previous speakers, especially when he gets the chance to discuss in the target language in small groups.

2. In which situations do you think it is difficult to speak English?

Girl 4: thinks it is difficult to speak English when it is hard to pronounce the words; she would like to be prepared before speaking.

Boy 4: thinks it is difficult to speak in groups when some group members interrupt when others are speaking.

Girl 5: thinks it is difficult to speak in spontaneous situations. She wants to be prepared before she speaks.

Boy 5: thinks it is difficult to speak with someone he does not know, and to those he has not spoken to before. He feels too much pressure when speaking to someone who has not heard him speak English before.

Girl 6: thinks it could be difficult to speak in pairs if the person she is speaking to is someone that makes her shy.

Boy 6: thinks it is difficult to speak when he is not prepared. Spontaneous questions are difficult, according to him.

3. In which situations do you think it is easy to speak English?

Girl 4: likes to speak English in situations where she can use words which are easy to pronounce.

Boy 4: thinks it is easy to speak in pairs with someone who is easy to co-operate with. It is also easy to speak while playing games.

Girl 5: thinks it is easy to speak English in small groups, since it makes her feel more comfortable and relaxed.

Boy 5: thinks it is easy to speak with people from other countries, since it forces you to speak in another language to be able to communicate.

Girl 6: thinks that speaking in small groups is the easiest way to practice her speaking comprehension in a foreign language.

Boy 6: thinks it is easy to speak English when he knows the person he is talking to.

4. What motivates you to speak English?

Girl 4: is motivated to learn how to speak English. She says that English is important to be able to use.
Boy 4: thinks it is motivating to be able to speak English to make it easier to speak while travelling. If he does not possess the ability to speak the language he is dependent on others.

Girl 5: has similar thoughts to Girl 4 on the importance of being able to speak English when travelling and she also says that the language is something you must be able to use as a grown-up.

Boy 5: is motivated to speak English because it is a useful language when he is abroad. If he knows the language he will not be as dependent on his parents as he is at present, when they are travelling.

Girl 6: thinks it is motivating to speak English because she has use for it while abroad.

Boy 6: has similar thoughts to the girl in his class, but takes it a bit further; if he should move to an English speaking country when he is a grown-up, he needs to be able to speak English. He also says that his family have friends in the United States and to be able to speak while visiting them, he needs to be able to speak the language.

5. Which subjects would you rather speak about in English?

Girl 4: subjects that she is interested in, such as the circus and athletics.

Boy 4: the subject they speak about does not matter to him, he can speak about anything. If he has to choose, he would like to speak about sports, since it is his biggest interest.

Girl 5: also wants to speak about useful things in her daily life, but also about her personal interests, like sports. She does not want to speak about what is in the teaching aids. She thinks it is boring.

Boy 5: rather speaks about things he uses in his daily life. He wants to speak about things in his home, which he can relate to.

Girl 6: it does not matter what she speaks about, she likes to speak about everything. Boy 6: likes to speak about his interests, or something he knows a lot about.

6. How do you want the teacher to act?

Girl 4: to vary the lessons, and to use different teaching methods.

Boy 4: to be kind and explain until he understands.

Girl 5: to speak English during the lessons, and to walk around the classroom talking to pupils who work in small groups.

Boy 5: to be calm. He wants the teacher to be strict, but not too strict. He is motivated to speak English when the teacher speaks English.

Girl 6: it does not matter how the teacher acts in the classroom, she is motivated anyway, since she thinks it is fun to speak English.

Boy 6: wants the teacher to speak English all the time in the classroom during English lessons.

7. What can the teacher do to make you want to speak English?

Girl 4: could not think about anything.

Boy 4: what is most important to him is that the teacher is kind.

Girl 5: wants the teacher to let the pupils speak more in small groups.

Boy 5: wants the teacher to let the pupils immerse themselves in a topic, not only practicing vocabulary.

Girl 6: wants homework with the purpose of speaking English. She also wants the teacher to be happy and kind.

Boy 6: wants the teacher to take the pupils to a place where they have to speak English. In this way he can get a clear goal to strive for.

8. Who would you rather speak English with?

Girl 4: with her relatives who live in England, because every time she visits them she feels she understands more. In the beginning she did not understand anything, but because of her development in English her understanding has become better.

Boy 4: to his best friend, who is good at co-operating and they both have time for speaking. None of them interrupts the other.
Girl 5: wants to speak to her classmates in small groups.
Boy 5: rather speaks English to his friends since he feels comfortable among them.
Girl 6: rather speaks English to her family. Sometimes they speak English during dinner.
Boy 6: likes to speak to his friends who live in the United States.

9. How do you feel while speaking English to the class?
Girl 4: thinks it is fun to speak English to the class. She likes to listen to the others and how they pronounce English words.
Boy 4: is nervous speaking in front of the class. It feels embarrassing to speak incorrectly.
Girl 5: thinks it is difficult to speak when she is not prepared.
Boy 5: thinks it is okay to speak English in front of the class.
Girl 6: thinks it is a little scary to speak English to the whole class. She is afraid of saying something wrong and making mistakes.
Boy 6: feels good about speaking English to the class.

10. How do you feel when the teacher corrects your mistakes?
Girl 4: it is sometimes difficult when the teacher corrects her mistakes since she has done the best she can. It is a little embarrassing.
Boy 4: it is embarrassing in front of the class.
Girl 5: it is not fun to be corrected in front of the class, but she thinks it is good to know what is right and what is wrong.
Boy 5: this could be embarrassing but it is necessary. It is good when the teacher says what is correct.
Girl 6: it is a little embarrassing to be corrected in front of the class, but both Girl 6 and Boy 6 think it is good because that is how they learn.
Boy 6: otherwise they might think something is correct but in fact it is wrong.

6. Discussion
In this section of the thesis, the results are discussed along with the theories of Krashen (1982/2009) and MacIntyre (2007) and the background literature. The aim and the research question of the thesis are discussed in the result discussion. The aim of this study was to investigate when students in Grades 4-6 are motivated to speak English as a foreign language. The aim was also to investigate why these students are motivated to speak English as a foreign language in these situations.

- In which situations or activities do pupils experience that they dare or want to communicate orally in English? – why?
- What methods/activities can the teacher use to motivate pupils to dare or want to speak English and be orally active in the lessons?

6.1 Methodology Discussion
The questionnaire was based on previous research about motivational strategies teachers use to motivate pupils in Grades 4-6 to speak English as a foreign language.

The design of the questionnaire could also have affected the answers. Even though the questionnaire was piloted, it does not mean that every pupil understood the questions. To be able to show their real opinion it is important that misunderstandings do not occur. The location of the school where the study was carried out could also be a factor that affected the results, since this school was located in the countryside and not in a big city. This might be the case since pupils’ personality is a factor in willingness to communicate (MacIntyre, 2007), and pupils who live in the countryside might be used to different things in their daily lives which could affect their personality.
There were many pupils in Grades 4-6 who did not participate. This might affect the study, since it could be the pupils who are most interested in English who participated. If every pupil in these classes participated the results would have changed. There were only six pupils who were interviewed, and these pupils affect the results. If six other pupils had been interviewed instead, the results would probably be different.

One factor that could affect the results is the interviewer, since everyone has their own experiences. Sometimes the interviewer had to ask a supplementary question to the pupils and the question could be different depending on the interviewee. Consequently, the results might be affected.

6.2 Result Discussion

There were some differences between the pupils in the different grades and between boys and girls. The only pupils who did not like English were the girls in Grade 5, and most of these did not like to speak English in front of the whole class. Maybe this could have something to do with their self-confidence, which is of great importance, according to Krashen (Krashen, 1982/2009, p. 31). Pupils who think it is difficult to speak English and have a lower level of knowledge did not like to speak English in front of the class, according to the interviews. Also, they did not like to be corrected by the teacher in front of their classmates. This seems to be connected to lack of self-confidence.

According to the interviews, the pupils had different opinions about what motivates them to speak English. MacIntyre’s pyramid (see Fig 1) is partly based on personality, which seems to be a factor in what motivates the pupils. It was easily seen in analysing the interviews that shy pupils did not like to speak in front of anyone who made them feel unsafe or insecure.

In addition to Dörnyei and Csizér the classroom environment plays an important part when it comes to language learning, and the environment should be calm (Dörnyei & Csizér, 1998, p. 215). This has also been shown by the pupils in the study, where the environment factor comes number three in the list of top ten strategies that motivate pupils to speak English. It is also important that teachers create interesting lessons by focusing on subjects that pupils are interested in (Dörnyei & Csizér, 1998, p. 217). The importance of interesting subjects has also been shown in the results of this study, since speaking about the pupils’ interests comes as number two in the results of the questionnaire.

Furthermore, MacIntyre (2007) discusses the social situation as a significant factor when learning to communicate orally in a foreign language. This study shows that the pupils become more motivated to speak English when working in pairs or in small groups, than speaking in front of the whole class. When speaking English in pairs, it has also been shown by the interviewees that this also depends on who the other person is. What motivates the pupils the most is when they have been abroad, which puts them into a situation where they have to use the language so they will not become too dependent on their parents.

MacIntyre (2007) also indicates that willingness to communicate is of great importance when learning to speak a foreign language, which is also supported by Krashen (1982/2009). Since most pupils in Grades 4-6 like English, the importance of willingness is shown. There were not many pupils who chose the oral ability as their favorite part of the English lesson though, which means that teachers must help the pupils to become motivated in this activity. A strategy that is preferable to use in creating willingness to communicate is to focus on topics the pupils are interested in (Dörnyei & Csizér, 1998, p. 217). The participants of this study have indicated that speaking English about a subject they are interested in makes them motivated.
6.3 Limitations of the Study
What is inevitable when using interviews and questionnaires as methods is that the researcher can never know whether the respondents tell the truth or not. Because of that, it would be interesting to observe the classes to see what motivates them to speak English instead of asking them. By using observations as a research method, the factors that really motivate the pupils would be seen. This study never made it possible to use observations though, since the time was limited.

A limitation of this study is that the format of the questionnaire was not easy to follow. Answer “b” and answer “c” should have been switched to make it logical. This may have been confusing for the pupils when answering, which might have affected the results.

This study involved pupils, thus requiring the need for parents’ permission. This made it difficult, since many pupils forgot to bring their signed letters back to school. This resulted in fewer participants.

7. Conclusion and Further Research
In this section the conclusion of the results of this study is shown, and suggestions for further research are listed.

7.1 Conclusion
The findings of this study, which investigated in what situations or activities pupils in Grades 4-6 are motivated to speak English as a foreign language, are that pupils generally like the English subject. Speaking the language is the favourite activity in the English lesson for the pupils, but they need to become motivated to speak. Teachers must use various strategies to motivate their pupils. What has been shown in the study is that pupils who recently have been abroad are very motivated to speak English in class. Going abroad is however not a method or always a possibility. Pupils who get to speak about a subject which interests them are also very motivated to speak English. The results of this study are based on MacIntyre’s pyramid (see Fig 1), which is divided in twelve sections, where one section stands for the motivational aspect. The results are in line with MacIntyre, and factors like self-confidence and the willingness to speak to a special person, or a special group, are shown significantly in the interviews.

Therefore, the main findings of this study are that the subject has to become real to the pupils. They have to be able to relate the subject to their daily lives to become motivated. To get pupils motivated, their interests also have to be included in the topic that is being taught.

7.2. Further Research
Since this study is carried out in a small school in the countryside, it would be interesting to continue this study in a school located in a big city. It would be interesting to compare the results between different schools in Sweden, and afterwards create a new list of ten motivational strategies. The study could then be carried out in other countries too, so a comparison between countries could be made. Society changes and so do the pupils’ interests, which means that this whole area requires constant research.
Works Cited


Appendix 1

Information om undersökning gällande motivation till att tala engelska

Ert barn tillfrågas härmed om deltagande i denna undersökning. Undersökningen ingår i ett examensarbete vid Högskolan Dalarna och handlar om att ta reda på vad det är som motiverar elever i årskurs 4-6 till att tala Engelska. Genomförandet av denna studie är väldigt viktig då många elever anser att det är jobbigt och svårt att tala engelska. Metoden som kommer att användas för att genomföra undersökningen är frågeformulär som eleverna får fylla i och även intervjuer av ett fåtal elever.

De elever som blir tillfrågade att delta i denna undersökning är hela mellanstadiet. Anledningen till att ert barn blir tillfrågad om att delta i undersökningen är för att ert barn går på mellanstadiet.

Undersökningen kommer att ske under lektionstid där eleverna får svara på frågor som handlar om vad det är som motiverar dem till att tala engelska. Ingen som deltar i undersökningen kommer att nämnas vid namn och inget material kommer att kunna kopplas till ert barn. Det insamlade materialet kommer att sammanställas till en uppsats och därefter kommer insamlat material att förstöras.

Ert barns deltagande i undersökningen är helt frivilligt. Ni kan när som helst avbryta ert barns deltagande utan närmare motivering. Ni ska även veta att studien inte påverkas av att ni avbryter ert barns deltagande.

Undersökningen kommer att presenteras i form av en uppsats vid Högskolan Dalarna där jag, Carolina Falk, studerar min sista termin på grundlärandeprogrammet. Denna studie ingår i mitt examensarbete. Min handledare heter Irene Gilsenan Nordin och ni hittar hennes kontaktuppgifter längst ner i detta informationsbrev.

Jag godkänner att mitt barn får delta i undersökningen:

______________________________
Carolina Falk
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Norrtälje, 2015-09-16

______________________________
Handledare: Irene Gilsenan Nordin
Högskolan Dalarna
731 88 Falun
0723028868
ign@du.se
Hej!


Jag vill vara med i undersökningen JA ☐ NEJ ☐

Jag vill bli intervjuad JA ☐ NEJ ☐

Mitt namn: ____________________________________________

Årskurs: ____________________________________________
Appendix 2

Vad roligt att du vill vara med i min undersökning! 😊

Vilken årskurs går du i?___________
Är du: Kille___ Tjej___

1. Tycker du om engelska?
   a) Inte alls  c) Inte speciellt mycket
   b) Ganska mycket  d) Mycket

2. Vad tycker du bäst om i engelska?
   a) Att läsa  d) Att tala
   b) Att lyssna  e) Att skriva
   c) Annat:____________________________________

I vilken situation blir du motiverad till att (vill du) tala engelska?

3. När klassen ska upprepa vad läraren säger på engelska.
   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande  d) Mycket motiverande

a) Inte alls motiverande c) Inte speciellt motiverande
b) Ganska motiverande d) Mycket motiverande

5. När läraren talar engelska.

a) Inte alls motiverande c) Inte speciellt motiverande
b) Ganska motiverande d) Mycket motiverande


a) Inte alls motiverande c) Inte speciellt motiverande
b) Ganska motiverande d) Mycket motiverande

7. När du får tala engelska i mindre grupper.

a) Inte alls motiverande c) Inte speciellt motiverande
b) Ganska motiverande d) Mycket motiverande

8. När du får tala engelska i par.

a) Inte alls motiverande c) Inte speciellt motiverande
b) Ganska motiverande d) Mycket motiverande

9. När läraren bestämmer vad du ska prata om på engelska
   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande   d) Mycket motiverande

11. När du spelar en roll i ett rollspel.
   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande   d) Mycket motiverande

   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande   d) Mycket motiverande

   a) Inte alls motiverande  c) Inte speciellt motiverande
b) Ganska motiverande  d) Mycket motiverande

   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande  d) Mycket motiverande

15. När läraren går runt och är bland eleverna i klassrummet.
   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande  d) Mycket motiverande

   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande  d) Mycket motiverande

17. När du har varit utomlands och talat engelska.
   a) Inte alls motiverande  c) Inte speciellt motiverande
   b) Ganska motiverande  d) Mycket motiverande
Tusen tack för din hjälp!
😊
Appendix 3

Intervjufrågor

Klass:____________

Tjej_____ Kille_____

1. Vad tycker du om att tala engelska på lektionerna?
2. I vilka situationer tycker du att det känns jobbigt att tala engelska?
3. I vilka situationer tycker du att det känns lätt att tala engelska?
4. Vad är det som motiverar dig till att tala engelska?
5. Vilka ämnen talar du helst om på engelska? Varför?
6. Hur vill du att läraren ska vara i klassrummet för att du ska vilja prata engelska?
7. Vad kan läraren göra för att du ska vilja tala mer engelska?
8. Med vem eller vilka talar du helst engelska?
9. Hur känns det när du talar engelska inför klassen?
10. Vad tycker du om att bli rättad när du talar engelska inför klassen?