



UIT

THE ARCTIC  
UNIVERSITY  
OF NORWAY

Faculty of Humanities, Social Sciences and Education

# Motivation, proficiency and textbook differences in two upper secondary school English classes

Adrian Feka

*Master thesis in English language... November 2017*



## **Acknowledgements**

I want to thank my supervisor Ellen Mentzoni for being very supportive and providing me with important input when working with this master's thesis. I would also like to thank the teacher that helped me gather the data presented in this study by letting me use his classes, and all the students that answered the survey.

# Abstract

This thesis compares the motivation and English proficiency differences between two English classes at the upper secondary school level in Norway. One of the classes is a General Studies class with 25 students while the other is a Building and Construction class with 13 students. The two textbooks used in these classes are also compared and analyzed to see if the differences found correlate with any diversities in motivation and proficiency. Both classes answered an identical survey divided into two parts. The first part contains questions about motivation in school and the second part is an English proficiency test with grammatical questions. All participants answered the survey completely voluntarily and without any technical issues.

The results show that motivational differences between the classes do exist, but not as much as predicted. While there are some correlations between the type of class and how motivated the students are to learn English in school, I expected a far lower score on the motivational part of the survey for the Building and Construction class as opposed to the General Studies class. This was not the case, thus making the prediction of my main research question somewhat inaccurate. There were some differences in type of motivation between the classes, but the building and construction class was far more interested in learning English than I assumed.

The grammar part also showed similar results; the General Studies class scored higher, but to a large extent. This may be because all the participants are straight out of middle school and have had close to similar English education up until this point. The survey was performed at the start of the school year, so the students have not yet worked with the whole textbook, and this may affect the results of the questions asked about what they want to learn more about in school. The comparison of the two textbooks lead to the discovery that the difference in expected English proficiency level between the two branches of study, general and vocational, was smaller than anticipated. Both textbooks are meant for Norwegian students who are generally proficient in English, so the books assume that the students have average English proficiency. It was very interesting to study these two classes and I learned a lot about motivation in the classroom and how I can make use of this experience when working as a teacher myself.

# Table of Contents

1 Introduction .....	5
1.1 Background .....	5
1.2 Personal motivation for this study .....	5
1.3 The structure of this thesis .....	6
2 Theoretical background .....	7
2.1 Four common assumptions regarding language teaching .....	8
2.2 The goal of language teaching .....	9
2.3 Defining motivation .....	11
2.4 English Subject Curriculum: Competence Aims .....	13
2.5 Motivation in the classroom .....	16
3 Research questions .....	19
4 Procedure .....	21
4.1 The components of the survey .....	22
4.2 Testing .....	23
4.3 Keeping track of the results .....	24
4.4 Validity and reliability .....	24
5 Results .....	25
6 Comparing the textbooks .....	37
6.1 The textbook <i>Targets</i> .....	37
6.2 The textbook <i>Skills</i> .....	39
6.3 Analysis and comparison of <i>Targets</i> and <i>Skills</i> .....	41
7 Discussion and conclusion .....	45
8 Works cited .....	47
9 Appendix .....	50
9.1 The survey regarding motivation .....	50
9.2 The grammar test .....	52
9.3 The answer key for the grammar test .....	54

# 1. Introduction

## **1.1 Background**

The goal of this master's thesis is to shed some light on aspects of motivation and knowledge in two different English classes in an upper secondary school in Norway. Both classes are in their first year of upper secondary school, but one class follows the General Studies program while the other class follows the Building and Construction program. Since these are two different studies, they use two different textbooks. My goal is to compare the motivation differences when learning English between a General Studies class (from now on referred to as **GS**) and a Building and Construction class (from now on referred to as **BC**). I am also going to look at the textbook differences and see if the books expect a different level of proficiency for each class. Are the BC students motivated to learn English since their education prepares them for manual labor?

## **1.2 Personal motivation for this study**

The reason for the motivational and educational approach when deciding on what to write a master's thesis about is mainly that I am studying to become a teacher myself. I want to work with students at the upper secondary level, and my main subject is English. These factors played a major role when deciding what to write my master's about, and seeing as motivation and inspiration are very crucial aspects of a teacher's success in the classroom, the choice seemed clear. Motivation, and lack thereof, is one of the biggest driving forces of education, as well as its adversary when absent. My biggest inspiration for becoming a teacher can be credited to different teachers I have had during my school life growing up that always managed to motivate me and kept the different subjects interesting and rewarding even though students were tired and absent-minded. This is a huge personal motivator and provides a motivating force for me when I am aspiring to become a great teacher. The idea for this specific thesis was a combination of me wanting to work at the upper secondary level as well as knowing a teacher who teaches English at this level. This teacher works at an upper

secondary school in Norway and was a big help with allowing me to use his classes to collect the results presented later in this thesis. He teaches both a BC and a GS class, making it very accessible for me to complete my study without any major complications. A different reason for my interest in this topic is the insight I hope to gain regarding how motivation and knowledge can be approached and developed from a teacher's perspective. When finishing my education, it would be beneficial for me to have a greater understanding of how the average English student in Norway rates his or her motivational level as well as their knowledge level. I hope that this can give me a better perception of the motivational issues that students face at an upper secondary level today, and perhaps find a way to expand my knowledge regarding this field of study. This thesis can hopefully help the teacher of the two classes studied reach a higher understanding of his students concerning their motivation and knowledge as well.

These were the main reasons for why this topic was chosen as my master's thesis. Choosing an issue that had relevance for me personally as well as my education seemed like the logical thing to do. Discovering how motivated students are when it comes to learning English in school, as well as where their general English knowledge level lies, seemed very alluring to write a thesis about.

### **1.3 The structure of this thesis**

This thesis has several different parts that have been structured in a particular order to give a tidy overview of the work done, and to give the reader an easier way of understanding the topics being discussed.

- **Theoretical background**

This part of the thesis explains the theories behind motivation and knowledge regarding the learning of a second language. Motivational theories and second language acquisition is being accounted for and explained in relation to its usage in the classroom.

- **The survey and results**

This part of the thesis explains how the survey was made, the purpose of the survey and what the expected results were. This information is being presented with as much credibility and thoroughness as possible in accordance with the results that were obtained. These results are also presented and discussed systematically.

- **Comparison of the two textbooks**

This part of the thesis compares the two textbooks used in the GS class and the BC class. Contents of the books, the most apparent differences between them and grammatical skill-level expectancy are all themes that are discussed and analyzed in this section.

- **Discussion and final thoughts**

The last part of the thesis covers my own thoughts and arguments about the results of the survey. Did my research questions get answered? Were the results relevant for what I was trying to find out? What improvements can be made to increase the quality of a study like this?

## **2. Theoretical background**

To explain how motivation and knowledge regarding the learning of a second language works, it is important to know how language teaching and second language acquisition plays an important role. Knowing another language may mean getting a job or a chance to get educated (Cook, 2008, p. 1). “A second language affects people’s careers and possible futures, their lives and their very identities.” (Ibid, p. 1). These are statements made by Vivian Cook in his book *Second Language Learning and Language Teaching* and provide an insight into how important a second language can be, especially English. In 2006, it was estimated that there were over 1 billion people in the world that could communicate in English to some extent, and seeing as this was over ten years ago, it seems safe to assume that these numbers have grown<sup>1</sup>. It would therefore make sense that English should be something students are eager to learn because it allows communication across national borders. But is this really the case?

Does a BC class feel the need to learn the formal styles of written English or do they think that just knowing how to speak English is sufficient? Does the GS class feel any different?

---

<sup>1</sup> <http://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english>

Do they value English knowledge because it provides them with better chances of landing their dream job at a later stage in life?

## 2.1 Four common assumptions regarding language teaching

Cook describes four common assumptions regarding language teaching (Cook, 2008, p. 3):

**Assumption 1: The basis for teaching is the spoken, not the written language.**

**Assumption 2: Teachers and students should use the second language in the classroom.**

**Assumption 3: Teachers should avoid explicit discussion of grammar.**

**Assumption 4: The aim of language teaching is to make students like native speakers.**

Do these assumptions seem relevant for a first year English class at the upper secondary level? **Assumption 1** puts emphasis on the spoken language. In the task-based learning approach Ellis (2003, p. 6, as referenced in Cook, 2008, p. 4) points out:

“The literature on tasks, both research-based or pedagogic, assumes that tasks are directed at oral skills, particularly speaking. The amount of teaching time that teachers pay to pronunciation far outweighs that given to spelling”.

“The importance of speech has been reinforced by many linguists who claim that speech is the primary form of language, and that writing depends on speech” (Cook, 2008, p. 4). The problem with this assumption is that written language and spoken language cannot be compared; they are two different forms of communication. “Writing is not speech written down, nor is speech writing that is read aloud” (Michael Halliday, 1985, p. 91, as quoted in Cook, 2008, p. 4). It is therefore important to separate written and spoken English in the classroom.

**Assumption 2** emphasizes the use of a second language in the classroom, so that students learn to use the language naturally. This advice is echoed in almost every teaching manual: ‘the need to have them practicing English (rather than their own language) remains paramount’ (Harmer, 1998, p. 129, as quoted in Cook, 2008, p. 4). The question regarding this assumption would be whether every single student in their first year is capable of understanding and speaking English throughout the whole session. Some words may be unfamiliar, but the students might find it embarrassing to ask for an explanation of the word in front of the whole class.

**Assumption 3** states that teachers should avoid explicit discussion of grammar. “The ban on explicit teaching of grammar to students also formed part of the rejection of old-style



methods.” (Cook, 2008, p. 5). Discussing only grammar could take the fun away from learning a second language, and endless drills about grammar would not encourage or motivate students. “Knowing some aspect of language consciously is no guarantee that you can use it in speech.” (Ibid, p. 5).

**Assumption 4** claims that the aim of language teaching is to make students like native speakers. This assumption is taken for granted because the model for language teaching is the native speaker. (Ibid, p. 5). Virtually all teachers, students and bilinguals have assumed that success is measured by how close a learner gets to a native speaker, in grammar, vocabulary and particularly pronunciation. (Ibid, p. 5). Passing for a native is the ultimate test of success. Being fluent in English to a point where you can be mistaken for a native speaker is far from the expected skill level of a first-year class in upper secondary school. K06, the collective guidelines for education in Norway expects a student at upper secondary school to “understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme” ([Udir.no](http://Udir.no)) when the year is finished.

These assumptions regarding language teaching have some relevance for both the GS and BC class. It is expected that both classes have a general understanding of English, especially the spoken form. Using the second language in the classroom can be confusing for some students, but very helpful and encouraging for others. Discussing grammar is important, but may take away the focus from being able to use the language in a practical setting. Simply learning grammatical rules does not guarantee an understanding of the language. And lastly, making a first-year class native-like in both written and spoken English is close to impossible. It is therefore important to adapt our expectations in tune with their proficiency.

## 2.2 The goal of language teaching

As the goal of this thesis is to shed light on the motivational and knowledge differences when learning English as a second language (between a BC class and a GS class), it is important to know what the goal of language teaching is. An old misconception that was typified by Thompson in 1952 states that ‘There can be no doubt that the child reared in a bilingual environment is handicapped in his language growth.’ (cited in Cook, 2008, p. 195). However, “since the 1960s, research has pointed unequivocally to the advantages of bilingualism: children who know a second language are better at separating semantic from phonetic aspects of words, at classifying objects, and at coming up with creative ideas.” (Cook, 2008, p. 195). ‘Growing up with two languages is, indeed, an asset to children’s intellectual development’

(Diaz 1985, as quoted in Cook, p. 196). Seeing as learning a second language is almost exclusively positive, what are some possible individual goals when acquiring a second language? What can be the students' motivations for learning English?

### Understanding foreign cultures

For some students, an understanding of different cultures and the ability to live with people of different cultures may seem very appealing. (Cook, 2008, p. 209). This thesis seeks to discover whether some students in the survey want to gain a broader perspective and learn more about different cultures other than their own. This is reflected in the questionnaire taken by the two upper secondary school classes which will be accounted for in section 5 in this thesis.

“It is often held to be beneficial for the students to understand a foreign culture for its own sake” (Cook, 2008, p. 209). In a study made by Anastasia Kitsantas regarding college students studying abroad and their development of cross-cultural skills and global understanding (Kitsantas, 2004) it was discovered that joining a study abroad program enhanced the students' cross-cultural skills, made them more proficient in the foreign language and had an overall positive impact on the students' learning outcomes. However, the student's own goals and efforts made in the study abroad program was also a big influence on the results (Ibid.)

### Understanding language itself

A part of learning a language is of course to be able to use it in a beneficial way, but learning to understand the language itself can also be very valuable. “An educated person should know something of how language itself works as part of the human mind and of society” (Cook, 2008, p. 209). The questionnaire includes questions that aim to find out if the students are interested in learning English for their own sake or just for academic purposes.

### General educational values

“Just as sport is held to train children how to work in a team and to promote leadership qualities, so L2 teaching can inculcate moral values” (Cook, 2008, p. 210). Children will normally have little to no knowledge about how they acquired their mother tongue, it just

happened naturally. Learning a second language is therefore very valuable because it takes them step by step through the basics of a new language and the importance of it.

### Careers that require a second language

There are many careers in the world today in which knowledge of another language is important. (Cook, 2008, p. 208). Higher education may also require a greater understanding of English to consider you for admission to a field of study. In certain professions such as air traffic controllers and seamen it is absolutely necessary (Ibid p. 208). International languages such as English do not only provide students with a greater advantage later in life because of the communication benefits it provides, but it gives them a very valuable stepping stone into the international career world. Nations “will always need individuals who are capable of bridging the gap between two countries for economic or political purposes” (Cook, 2008, p. 208). It is therefore important that students try to learn as much English as they can in school.

## **2.3 Defining motivation**

Motivation is hard to define, as it can be a very personal topic for some and it changes immensely from student to student. If someone were to ask me what my motivation for learning English is, I would have a hard time coming up with the perfect short explanation that narrows every aspect of my motivation down to an appropriate response. It is therefore important to ask what motivation really is and how we can explore different perspectives of motivation. Gardner (2007) explains how motivation is of great importance when acquiring a second language. In his article “Motivation and Second Language Acquisition” he clarifies how research in the field of motivation has obtained a sustainable amount of data through 45 years of work. Although it is difficult to define motivation, Gardner provides a list of things that describe a motivated person: “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).” (Gardner, 2007, p. 2). The research done regarding motivation when learning a second language shows that there are two types of motivational concepts that are central. In Gardner’s words, the difference between “intrinsic” and “extrinsic” (definitions of these concepts will be accounted for in section 2.5 in this thesis) motivation that are often discussed in research literature is not the main focal point. The difference between language learning

motivation and classroom learning motivation is the most important one. (Gardner, 2007, p. 2).

Language learning motivation is based on the concept of acquiring a second language based on, among others, the socio-educational model that Gardner himself presented in his book *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* published in 1985. It presents the idea that all individuals have a presumed ability and motivation when presented an opportunity to acquire a second language. The socio-educational model emphasizes how the attitudes towards language learning has a great effect on the individual trying to acquire the second language, and therefore dictates how effective the learning process may be.

The second motivational aspect mentioned by Gardner (2007) in his article is classroom learning motivation, more specifically the language classroom. He explains that motivation in the classroom is an important part of language learning and comes down to different internal and external motivators. The individual's own ability to learn a language and stay motivated throughout the learning process is the most crucial internal factor. External factors are more diverse, but they are mostly related to the teacher, the class atmosphere, the curriculum and general surroundings (Gardner, 2007, p. 3). These two different motivations are hard to separate and are both active at the same time when learning a second language, so in reality it would be a bold claim to state that we distinguish between the two because they overlap and interact with each other constantly. "Just as it is difficult to propose a simple definition of motivation, it is also difficult to provide a simple definition of what it means to learn a second language." (Gardner, 2007, p 3). We can however try to get a better understanding of what motivation is defined as.

"The word motivation derives from the Latin verb *movere* meaning 'to move'" (Dörnyei & Ushioda, 2011, p. 3). Motivation theory and research tries to explain the different things that moves a person to make certain choices and engage in action. (Ibid, p. 3).

"One of the few things researchers are able to agree on regarding motivation is that it, by definition, concern the *direction* and *magnitude* of human behavior:" (Ibid, p. 4).

- The *choice* of a particular action,
- The *persistence* with it,
- The *effort* expended on it.

Motivation is therefore responsible for:

- *Why* people decide to do something,
- *How long* they are willing to sustain the activity,
- *How hard* they are going to pursue it.

How can these points be applicable to the students in the two upper secondary classes in my study?

Their *choice* of studying English is limited seeing as it is a mandatory subject in Norwegian education, however the choice of *continuing* to study English later can be heavily affected by their experience with English at their current level. This is also relevant to their *persistence* with English studies. The *effort* expended on it is however very much dependent on the student's choice to apply himself or herself. I predict that the students in the GS class are more prepared to try to make an effort when studying all aspects of the English subject like English history, English grammar and so on. The BC class will probably be more interested in specific parts of English, like communicating with fellow workers and learning vocabulary suited for their field of work. Even though there are many obvious reasons to learn a second language as mentioned earlier, "it is important to state at the outset that the study of L2 motivation has evolved as a rich and largely independent research field, originating in a concern to address the unique social, psychological, behavioural, and cultural complexities that acquiring a new communication code entails." (Dörnyei & Ushioda, 2011, p. 39).

All these different motivational theories and areas of study make up a large and complex field that a completely different paper could be based on, but the goal of this thesis is to shed light on the motivation when learning a second language in two specific upper secondary classes. This paper wants to find out what their goal is when learning English in school.

## **2.4 English Subject Curriculum: Competence aims**

In Norway, schools follow a very specific guideline when teaching students subjects. The knowledge promotion (Kunnskapsløftet), or just K06 for short, is a collective term for the way teaching and knowledge is implemented in Norwegian schools([Regjeringen.no](http://Regjeringen.no)).

This means that all the schools in Norway, regardless of location and number of students, follow the same learning objectives to ensure that everyone in Norway has the right to have a proper education. The English Subject Curriculum regarding Vg1 programmes for general studies and Vg2 vocational education programmes ([Udir.no](https://www.udir.no)) is the one which applies to the two classes I have chosen for my study, so seeing as they have the same competence aims it will be very interesting to find out if they have the same motivation and knowledge as well.

Utdanningsdirektoratet, or The Norwegian Directorate for Education and Training, “has the overall responsibility for supervising kindergarten, education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations. The Directorate is responsible for managing the Norwegian Support System for Special Education (Statped), state-owned schools and the educational direction of the National Education Centres.” (<https://www.udir.no/in-english/>).

This is very useful if teachers move to a different place. Every school in Norway follows the same general guidelines and guarantees that the curriculum has the same foundations and competence aims.

“The Directorate is responsible for all national statistics concerning kindergarten, primary and secondary education. On the basis of these statistics it initiates, develops and monitors research and development.

The objective of the Directorate is to ensure that all children, pupils and apprentices receive the high quality education they are entitled to” (<https://www.udir.no/in-english/>).

The Directorate also provides teachers with the specific guidelines and competence aims they are meant to follow when planning their teaching. There are different aims related to the four main categories: **Language learning, Oral communication, Written communication and Culture, society and literature** ([Udir.no](https://www.udir.no)). Only the best suited aims in relation to the upper secondary classes will be provided here in this thesis, thus enlightening what this paper seeks to find out about their English motivation and knowledge. All competence aims are obtained from Udir.no:

### **Language learning**

The aims of the training are to enable the apprentice to

- evaluate and use different situations, working methods and learning strategies to further develop one’s English-language skills

### **Oral communication**

The aims of the training are to enable the apprentice to

- evaluate and use suitable listening and speaking strategies adapted for the purpose and the situation
- understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme
- understand the main content and details of different types of oral texts about general and academic topics related to one's education programme
- express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation
- introduce, maintain and terminate conversations and discussions about general and academic topics related to one's education programme
- use patterns for pronunciation, intonation, word inflection and various types of sentences in communication

### **Written communication**

The aims of the training are to enable the apprentice to

- evaluate and use suitable reading and writing strategies adapted for the purpose and type of text
- understand and use an extensive general vocabulary and an academic vocabulary related to one's education programme
- read to acquire knowledge in a particular subject from one's education programme
- write different types of texts with structure and coherence suited to the purpose and situation

### **Culture, society and literature**

The aims of the training are to enable the apprentice to

- discuss and elaborate on the growth of English as a universal language

These are the most relevant competence aims in relation to my study as they showcase what students at the level of upper secondary English classes should be able to do. The oral and written communication sections are the most relevant, due to the fact that this thesis tries to find out what motivates the students to learn English and how skilled they are at this point. These competence aims are goals the students are supposed to master after they complete the class they are currently in, so it must be said that it is not expected that each student completely masters every competence aim provided in this list. The students in this study were at the beginning of their school year when the data for the survey was collected and this has been considered when making the survey. Up until this point, some of the general aspects of language teaching and motivation theories have been covered, but one important question remains unanswered. How does motivation hold up in practice, and how can motivational theories be applied in the classroom?

## **2.5 Motivation in the classroom**

Dörnyei & Ushioda (2011) try to explain how motivation research and theories are useful for language teachers and how they can best be used in the classroom. (Dörnyei & Ushioda, 2011, p. 103). There are certain strategies that try to ensure that students get the most out of their L2 learning and will therefore be more motivated to pursue further learning. However, strategies that work with one student are most certainly not guaranteed to work on a second student. Teachers are often heard saying that “pedagogical strategies that seem to work well with one group of learners they teach prove ineffective with another” (Ibid, p. 104). Teachers “ranked problems about *motivating pupils* as the second most serious source of difficulty (the first being maintaining classroom discipline)” (Veenman, 1984, as quoted in Dörnyei & Ushioda, 2011, p. 105). This was discovered in a review that asked teachers what their main problems in the classroom was. There are also different types of motivation that apply in the classroom as well. The difference between “intrinsic” and “extrinsic” motivation (Anjomshoa & Sadighi, p. 126) is an important one, and depicts whether the motivation for learning a second language comes from inside a person or is affected by external factors. The aspect of intrinsic motivation was first discovered when doing excessive animal behavioural studies and experiments. It was then discovered that many animals engage in tentative, playful, and



curiosity-driven behaviors when there is no rewards or physical positive reinforcement in sight (White, 1959 as quoted in Ryan & Deci, 2000, p. 56).

Even though intrinsic motivation is undoubtedly an important type of motivation, it seems that it fades with age. This is especially applicable after early childhood, as children are more eager to explore and are motivated to do whatever they please on their own, but in later years are persuaded by social demands and responsibilities causing them to adhere more to extrinsic motivation that provides them with rewards. (Ryan & Deci, 2000, p. 60).

This poses the question of whether the students are more motivated by their inner drive to learn a second language or by their external motivators, for example a teacher, good grades or competition with other students.

A difficult part of teaching is to motivate every student, because knowing what motivates everyone individually is almost impossible. It is consequently the teacher's job to keep as many students as possible motivated, because "lack of motivation can cause procrastination because motivation is the driving force that makes people act" (Anjomshoa & Sadighi, p. 127). There are different theories that define motivation and are the most commonly known by teachers. This section will provide a description of some motivational theories and how they can best be used in the classroom.

### **Behavioral views on motivation**

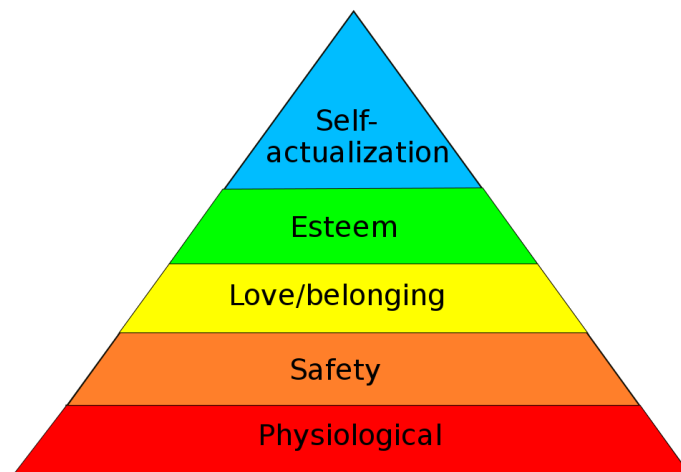
This theory is based on the well-known view regarding exterior stimuli: gaining rewards through repeating certain actions. This view was made famous by B.F Skinner and is commonly known as "behaviorism", and it provides both positive and negative sides. In the classroom, this applies to the act of putting in a lot of hard work by memorizing and cramming the curriculum, thus receiving good results in the form of good grades. The big difference between behavioral motivation and other types of motivation is that a student may not be motivated to learn anything if a prize is not presented, as opposed to a student that is driven by the intrinsic motivation, and wants to learn for the sake of learning and the benefits knowledge can provide (Anjomshoa & Sadighi, p.128). It is the same way with positive and negative experiences with a certain subject. If a student absolutely despises math, it is safe to assume he or she has had mostly negative experiences with the subject (Anjomshoa & Sadighi, p. 128.), and vice versa. A student who loves math probably does so based on positive experiences and rewarding classes, and has received a lot of rewards due to learning how to act in a setting such as a math class. This is how the behavioral motivation theory can be applied to the classroom.

### **Cognitive motivation**

Cognitive motivation focuses more on the internal motivation as opposed to Behaviorism's external view (Anjomshoa & Sadighi, p. 129). Based on *The Psychology of the Child* (Piaget, 1972) the motivation a person feels is created by an inner desire to feel achievement and mastery (Anjomshoa & Sadighi, p. 129). The negative sides of this theory are that people have different views of success and it is very hard for a teacher to adhere to every wish made in the classroom. Some students may feel the curriculum is too simple and want a bigger challenge, while other students think the curriculum is too hard. The teacher's job is to motivate the students and help them find their inner motivation so that they are able to reach their goals.

### **Humanistic theory of motivation**

Humanistic theory of motivation takes the most important parts of Maslow's hierarchy of needs (Maslow, 1954) and shows how these needs are all driven by motivation (Anjomshoa & Sadighi, p. 129).



*Maslow's hierarchy of needs* ([source](#))

At the ground level of the hierarchy we find physiological needs that contain the need to eat and drink. The second level describes how humans need safety and stability in their lives. The third level is about how humans need love and to feel that they belong somewhere in the

world. The fourth is about approval, achievements, respect and recognition. The fifth and final level is about self-actualization and reaching the highest potential possible in your own life (Anjomshoa & Sadighi, p. 129). In accordance with Maslow's pyramid, it becomes the teacher's job to fulfill the needs presented in the lower levels before proceeding to the fourth level regarding achievements and approval. (Anjomshoa & Sadighi, p. 129). In Norway, however, we basically expect the lowest level of the pyramid like hunger and thirst to be satisfied and take for granted that students do not arrive at school hungry or thirsty. These are needs we believe parents take care of before sending their children to school, but sadly even in Norway this is not always a given. Making students feel that they belong and are seen and heard in the classroom is a very crucial part of a teacher's job and is very easily relatable to humanistic motivation. It can however be hard to make every student feel that he or she is living up to their full potential in the classroom. This can of course be affected by the subject in question and the age of the student, but making all individual students feel that they are achieving their goals is a very difficult task.

These theories clearly provide some insight into how teachers can approach motivation in the classroom from different angles. Different teachers will choose different approaches, and will need to adjust their lectures accordingly. There are no blueprints regarding what works best in every given situation when it comes to motivation, so teachers should eagerly seek to try new things and possibly discover innovative ways to motivate their students.

### 3. Research questions

This thesis attempts to answer a number of research questions. The primary goal is to find out whether the GS class is more motivated to learn English than the BC class, and whether their English grammar proficiency is more advanced.

#### **PRIMARY RESEARCH QUESTION:**

1. Do the motivation and proficiency when learning English differ between a General Studies upper secondary school class and a Building and Construction upper secondary school class?

- Prediction: Yes. The general assumption is that the students in the GS class are more motivated to learn English in school because the probability that most of them aim for higher education after upper secondary school is higher than in the BC class. This assumption is based on extrinsic motivation. Universities expect a high average rating when applying, so getting good grades in English will probably be a priority for most of the GS class. The BC class are aiming for manual labor and have taken a specific education route with a clear goal in mind; to work in building and construction. Even though English is used at many construction sites to communicate with foreign workers and some instruction manuals are primarily written in English, the students' motivation for learning English grammar and culture in upper secondary school is presumably lower.

### **SECONDARY RESEARCH QUESTIONS:**

2. Do the textbooks *Targets* and *Skills* used in the two different classes expect different levels of English knowledge and aptitudes?
  - Prediction: Yes. An analysis and comparison of the two textbooks both in terms of contents and difficulty will be provided in section 6 of this thesis. Section 2.4 has covered what K06 expects first class students in upper secondary school to know at the end of the year.
  
3. Are motivational issues towards learning English grammar relatable to a lower score on the grammar test that is included in the survey?
  - Prediction: Possibly. While it is expected that the majority of those who answered that they are not very motivated to learn English grammar in school will also score generally lower on the grammar part, this is not always the case. Some students may be very proficient in English grammar even though they are not very motivated to learn about the grammatical rules of the language. There will be an attempt to provide an answer to whether there is a correlation between low motivation and a lower score on the grammar part of the survey.

## 4. Procedure

For this thesis, an online survey was used to collect all the information and data presented later. A website called SurveyMonkey was used, an excellent and simple online survey tool that suited the purposes of this master's thesis perfectly. This online survey does not store IP addresses and has the option for the surveyed person to remain absolutely anonymous. I did not send a request to Datatilsynet asking for permission to use the data gathered in the survey in my study. I realize later that this maybe should have been done, but seeing as this was a very small survey that included a total of 38 participants, doing so did not occur to me. The participants were all well informed that they would be anonymous, no sensitive information would be collected and a clear and precise oral agreement between the students and their teacher was made. The participants also knew that the data collected from the survey would strictly be used for this thesis and they had every right to refuse to participate.

To collect the data, a friend of mine who is a teacher at an upper secondary school and teaches English in both a GS class and a BC class was contacted. He agreed to get his two classes to participate in the online survey made for this study.

I informed the teacher that the survey would not take more than 15 minutes to complete, so he got every student in the two respective classes to agree to taking the test as well. These two classes were then used as the primary foundations for my thesis and all the data come from them. There were 25 participants from the GS class and 13 from the BC class, and the fact that these classes have the same teacher rules out the external factor that two different teachers can have two completely different teaching methods. This at least ensures that their classroom experiences are somewhat similar.

Several options regarding how to collect the data were considered, such as paper questionnaires or conversations with the students. The reason an online survey was chosen is that it was the most reliable way to get the teacher in both classes on board seeing as it would not take much time away from his lectures, and online surveys provide a very accessible way to store and analyze the data results.

Collecting the data was a very positive experience and the results gained were beneficial for this study. Every participant managed to complete the survey without any technical or

otherwise complex issues, which is also encouraging. It is assumed that most of the participants have answered the questions regarding motivation truthfully and have tried as best as they could to provide useful data and give relevant and sincere results beneficial for this study.

## 4.1 The components of the survey

The survey was made up of two parts, and structured as explained below:

1. The first part of the survey consisted of eight questions, all regarding motivation; more specifically motivation when learning English in school. There were questions aimed at general learning motivation, as well as what part of the English subject the student finds most interesting. There were also questions regarding earlier experience with English and how that may or may not influence current desire to learn.
  
2. The second part of the survey was a grammatically focused English Placement & Diagnostic test. The 10 different questions were carefully selected from several free online proficiency tests, and those chosen were the questions thought best suited for my survey. These questions were chosen based on the assumption that a regular upper secondary school English student should have little to no problems answering these questions. The point of including this grammar part was to see if the GS class had a higher percentage of correct answers than the BC class. If they did, the assumption that the GS class has a higher level of English grammar proficiency would be correct. Here are three examples of the grammar questions presented in the survey:
  - In England \_\_\_\_\_ time of year is usually from December to February  
**a) coldest   b) the coldest   c) colder   d) cold**

- Where \_\_\_\_?  
a) works Tom   b) Tom works   c) Tom does work   d) does Tom work
- Harry \_\_\_\_\_ his father's car when the accident happened.  
a) was driving   b) drove   c) had driven   d) has been driving

I chose to structure my survey this way because I thought it best to separate the motivation survey and the grammar survey, making students understand the importance of both and that the survey was divided into two parts for a reason. This way they could solely focus on the motivational questions when taking the first part of the survey and later focus on the grammar questions when taking the second part. The grammar questions that were chosen and included in the survey were selected because of their relevance to upper secondary English levels. They had a moderate difficulty, but could be tricky if a student did not know the specific grammatical rules needed to choose the correct answer.

## 4.2 Testing

Before the link for the survey was sent out to the teacher of the two classes, excessive testing was carried out to make sure the test worked on a technical level, as well as checking that the questions were easy to understand and almost impossible to misinterpret.

Based on this testing a few changes were made to improve the questions and gain the most out of the results in the survey. The link worked perfectly for everyone so the probability that it would work when given to the real participants as well was high. The actual survey in the two classes went well, but there was always a chance that things could have gone wrong. Therefore, I had the teacher perform the survey early in the term so that I would have had time to damage control any errors regarding the survey and its participants.

### **4.3 Keeping track of the results**

All the answers were received on the same day, so luckily, a well-thought out plan for how to process the results of the survey was already made. As four different links were sent out; two to each of the respective BC and GS classes, one motivational survey-link and one grammar survey-link, it was easy to get a tidy overview of the results. SurveyMonkey gives you the option to view results in several different ways, like seeing a detailed percentage of how many answered “yes” on a particular question versus how many answered “no”. This was very convenient seeing as the results from both classes could easily be compared and the differences between them were available to look at. I tried to collect the data properly by not having vague questions and getting as much information as possible from the carefully chosen questions. Thankfully, no problems when gathering the data were encountered and the fact that all the students agreed to take the survey and gave me the data necessary to complete this master’s thesis made for a very pleasant experience.

### **4.4 Validity and reliability**

Two additional aspects of the survey in need of consideration are the validity and reliability of the answers provided. According to Moskal & Leydens (2000, p. 1) validity is the degree of quality in the results produced, and that these results are appropriate and correct in the interpretations they are used in. This definition explains that the data gathered in a survey cannot always be trusted unless the answers are appropriate for the questions that were asked. The reliability of the results depends on the researcher’s ability to get accurate and useful information from the data collected from the participants.

How can one be certain that the students answered honestly and not just wanted to finish the survey as quickly as possible? The short answer is that it is impossible to know for sure. However, it is assumed that the answers given are valid and therefore the thesis bases its findings on the results that have been collected. The reliability of the students is based on the fact that their teacher wants them to complete a survey regarding their motivation and knowledge in the subject he teaches in. Do they answer truthfully that they are not very motivated to learn English and are they afraid that this may affect the teacher’s impression of them? They were informed that the survey was completely anonymous so there is no way for their teacher to know which students answered what. Additionally, they were encouraged to



answer completely honest so the validity and reliability of the answers received is genuine as far as this thesis is concerned.

## 5. Results

A total of 38 students answered the survey, 25 from the GS class and 13 from the BC class. The survey was originally in Norwegian to ensure that no one misunderstood the questions, but has been translated to English in this thesis. There were 8 questions regarding motivation to learn English in school and 10 questions regarding grammar exercises and proficiency. I expected the GS students to be more motivated to learn English in school and to be more proficient when it comes to English grammar than the BC students. The fact that the GS class had nearly twice the number of students participating in the survey compared to the BC class did not affect the results in any meaningful way. The goal was to analyze the data collected from the students in these two classes, and seeing as there were only 13 students in the BC class, I am thankful they all agreed to participate.

My first and most important research question is **“Do the motivation and proficiency when learning English differ between a General Studies upper secondary school class and a Building and Construction upper secondary school class?”**

To answer this, a survey where questions about the students' motivation to learn English in school was created. Question 1 was **“Do you think English is important to learn?”**, with the option to select “yes” or “no” in the answer box.

Question 2 was **“Is English a relevant subject for your further education?”** where “yes” or “no” were the only answers available as well. I chose to only let the students answer “yes” or “no” for these two questions to try and avoid vague and indecisive answers. Surprisingly, all the BC students answered “yes” on both questions. The GS students had a deviation here: one student answered “no” on the first question and two students answered “no” on the second question. In a class with 25 students there are almost certainly going to be someone who does not like every subject, and I learned that a student in the GS class does not think English is important. This was not the biggest surprise however, as I was more intrigued by the fact that all students in the BC class thought English is important as well as a relevant subject for their further education. Perhaps this shows how integrated the English language

has become in the workplace and how students expect to deal with English later in life, not just in an upper secondary school classroom.

The third question in the survey was if the student thought it most important to learn **written English** or **oral English**?

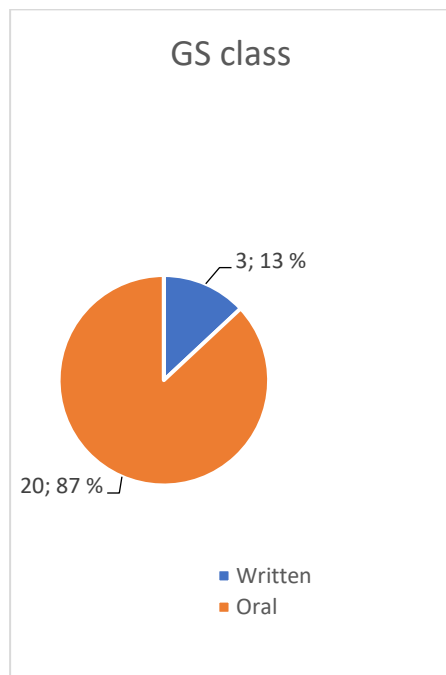


Figure 1: Oral vs written English

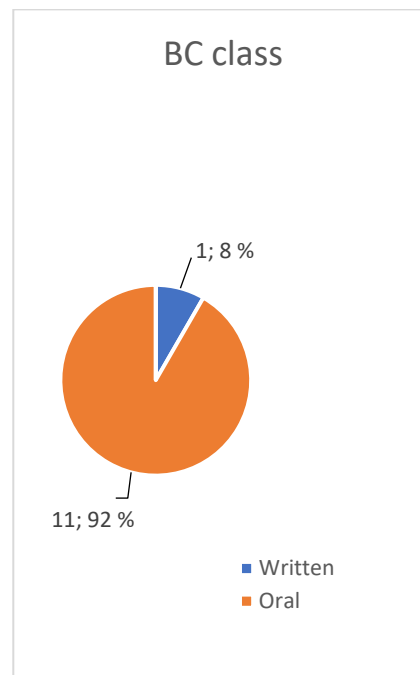


Figure 2: Oral vs written English

As seen in figures 1 and 2 both classes prefer to learn oral English as opposed to written English. Only 23 students from the GS class answered this question, meaning that 2 students skipped the question altogether. The same can be seen in figure 2 where only 12 students answered. meaning that 1 student skipped this question from the BC class. These results were not very shocking. English is spoken and read every day and students who spend a lot of time watching series and movies are very much exposed to this. Social media is also a big part of today's society, making students more involved in the English language than ever before. It would make sense for students wanting to express themselves through the spoken and informal form of English, instead of writing essays and following grammatical rules. Question 4 in the survey allowed students to justify their reasons for preferring oral or written English.

Almost every reason given for choosing oral revolved around communication. Both the students in the GS class and the BC class were very clear in their explanations that oral English is more important than written English. Their reasons were that when travelling the world or going on vacation, it is very beneficial to be able to communicate properly through speaking compared to writing. 2 BC students also mentioned the importance of being able to communicate with their work associates. The students also explained that they speak English often even in Norway and in the future, they will gain an advantage from being proficient in oral English. This was also interesting for me to find out. I expected more GS students to value the importance of written English when aiming for better grades and higher education. It seems as if they only had their lives outside of school in mind when answering. This can of course be the survey's fault for not specifying the question more, but the important part is that they gave an honest answer to why they are more motivated to learn oral English as opposed to written English.

Question 5 had several statements regarding motivation in school and earlier experiences with learning English. The students had five options to choose from depending on how they felt the statement related to their experience and motivation: disagree, partially disagree, neither agree or disagree, partially agree or agree. The statements are presented in the left column while the answer choices are at the top of each column. The total number of answers and how many students chose which option is also presented in numbers and percentage in the tables below.

	DISAGREE ▼	PARTIALLY DISAGREE ▼	NEITHER AGREE OR DISAGREE ▼	PARTIALLY AGREE ▼	AGREE ▼	TOTAL ▼
▼ English is important to know in today's society	0,00% 0	12,00% 3	0,00% 0	4,00% 1	84,00% 21	25
▼ My experience with learning English earlier has been good	4,17% 1	0,00% 0	20,83% 5	25,00% 6	50,00% 12	24
▼ My experience with learning English earlier has been bad	56,00% 14	32,00% 8	4,00% 1	0,00% 0	8,00% 2	25
▼ English is interesting to learn	4,00% 1	0,00% 0	16,00% 4	36,00% 9	44,00% 11	25
▼ I got good grades in middle school	12,00% 3	8,00% 2	8,00% 2	44,00% 11	28,00% 7	25
▼ I worked hard and was motivated to learn English	8,00% 2	0,00% 0	20,00% 5	36,00% 9	36,00% 9	25
▼ Prior experiences with English motivates me to learn more	8,00% 2	0,00% 0	24,00% 6	28,00% 7	40,00% 10	25

*Table 1: Motivational choices in the GS class*

Almost everyone from the GS class answered these statements, except for 1 student on the statement about positive earlier learning experience. I assume this is just the student being in a hurry and forgot to answer, seeing as every other statement was answered. 21 students, 84%, think that English is important to know today. This is reflected in their previous answers from questions 1 and 2 as well. 3 students however partially disagree with this statement. There are undoubtedly more positive responses towards learning English than negative. 11 students, 44%, agree that English is interesting to learn. 9 students, 36%, partially agree and 4 students, 16% neither agree nor disagree. Only 1 student disagrees with this statement and does not find English interesting to learn about in school.

An interesting part of these results are that many answered that their experience has been good, and that they are motivated to learn English based on their earlier results in middle school. Is this true for the BC class as well? My prediction was that the GS students would be more motivated to learn English than the BC students.

	DISAGREE ▼	PARTIALLY DISAGREE ▼	NEITHER AGREE OR DISAGREE ▼	PARTIALLY AGREE ▼	AGREE ▼	TOTAL ▼
▼ English is important to know in today's society	0,00% 0	7,69% 1	7,69% 1	23,08% 3	61,54% 8	13
▼ My experience with learning English earlier has been good	0,00% 0	23,08% 3	7,69% 1	46,15% 6	23,08% 3	13
▼ My experience with learning English earlier has been bad	30,77% 4	30,77% 4	23,08% 3	15,38% 2	0,00% 0	13
▼ English is interesting to learn	0,00% 0	0,00% 0	38,46% 5	23,08% 3	38,46% 5	13
▼ I got good grades in middle school	15,38% 2	0,00% 0	38,46% 5	46,15% 6	0,00% 0	13
▼ I worked hard and was motivated to learn English	0,00% 0	7,69% 1	23,08% 3	53,85% 7	15,38% 2	13
▼ Prior experiences with English motivates me to learn more	0,00% 0	7,69% 1	23,08% 3	46,15% 6	23,08% 3	13

Table 2: Motivational choices in the BC class

As we see, this is not the case with the BC class to the same extent as the GS class. More students chose that they only partially agree that their experience with learning English earlier has been good (46%). In the GS class there were only 25% that partially agreed, while 50% completely agreed with the statement. Furthermore, table 2 shows that in the BC class 0% agree that they got good grades in middle school compared to the 28% in the GS class. Do the students in the BC class have higher standards for what they perceive as good grades, or are they just not happy with their results? 61,5% in the BC class state that English is important to learn which matches with the answers they provided in questions 1 and 2. However, I noticed that not one student from the BC class disagreed with the statement that English is interesting to learn in school. 5 students (38,5%) were impartial and neither agreed nor disagreed, but the rest either agreed or partially agreed to this statement. In the GS class, 1 student (4%) did not think English was interesting to learn, while only 4 students (16%) were impartial to this statement.

Another important thing to notice when comparing these two tables is that the motivation to learn English in upper secondary school is related to prior experiences with learning English.

From the **GS** class: 10 students (40%) agree that their prior experiences with English is a motivating factor when learning English today.

From the **BC** class: 3 students (23%) agree that their prior experiences with English is a motivating factor when learning English today.

There are high numbers in the partially agree section of this statement as well, but comparing those who completely agree, we see that there are some differences. There are a higher percentage of students who chose the indifferent option of neither agreeing nor disagreeing with the different statements from the BC class than the GS class. This finding can support the claim that the BC class has less specific motivation for learning English other than knowing that it is important to learn. The GS students seem like they base their motivation for learning English on previous positive experiences. However, the BC class seem more motivated to learn English than predicted in my main research question.

Question 6 was another question targeting motivation, but more specifically asking the students what they wanted to learn from the English subject in school. Several different choices were presented and students could answer in the same way they did on question 5: that they were not motivated, partially not motivated, indifferent, partially motivated or motivated.

	NOT MOTIVATED	PARTIALLY NOT MOTIVATED	INDIFFERENT	PARTIALLY MOTIVATED	MOTIVATED	TOTALT
English grammar	8,00% 2	32,00% 8	8,00% 2	24,00% 6	28,00% 7	25
English history	4,00% 1	16,00% 4	20,00% 5	28,00% 7	32,00% 8	25
English language theory	4,35% 1	17,39% 4	30,43% 7	21,74% 5	26,09% 6	23
English literature	4,17% 1	12,50% 3	25,00% 6	37,50% 9	20,83% 5	24
English words and expressions in a specific field (ex. building and construction)	0,00% 0	16,00% 4	24,00% 6	36,00% 9	24,00% 6	25
English politics and society related issues	4,00% 1	12,00% 3	36,00% 9	20,00% 5	28,00% 7	25
English culture	4,00% 1	4,00% 1	12,00% 3	40,00% 10	40,00% 10	25

Table 3: Different topics and how motivated students are to learn about these: GS class

The first thing to notice is that one student has answered “not motivated” on all of these statements except for one. It is safe to assume that this is probably the same student, who simply does not enjoy the English subject at all. There is a high percentage of students not wanting to learn English grammar in the GS class. A combined percentage of 48% are either not motivated, partially not motivated or indifferent to English grammar. This is very interesting seeing as my prediction for the grammar test is that the GS class has higher English proficiency. On the other end of the scale, a total of 20 students (80%) are motivated or partially motivated to learn about English culture. The highest numbers are undoubtedly on the positive side of motivation, and the GS class seems all around motivated to learn about various parts of the English subject.

	NOT MOTIVATED	PARTIALLY NOT MOTIVATED	INDIFFERENT	PARTIALLY MOTIVATED	MOTIVATED	TOTALT
English grammar	23,08% 3	0,00% 0	38,46% 5	30,77% 4	7,69% 1	13
English history	23,08% 3	0,00% 0	15,38% 2	38,46% 5	23,08% 3	13
English language theory	7,69% 1	0,00% 0	38,46% 5	30,77% 4	23,08% 3	13
English literature	15,38% 2	0,00% 0	30,77% 4	46,15% 6	7,69% 1	13
English words and expressions in a specific field (ex. building and construction)	0,00% 0	7,69% 1	15,38% 2	53,85% 7	23,08% 3	13
Engelsk politikk og samfunnsrelaterte temaer	23,08% 3	7,69% 1	30,77% 4	15,38% 2	23,08% 3	13
English culture	15,38% 2	7,69% 1	38,46% 5	15,38% 2	23,08% 3	13

*Table 4: Different topics and how motivated students are to learn about these: BC class*

These numbers are a bit different than those from the GS class. The highest percentages are found in the middle of the table, in the “indifferent” and “partially motivated” columns. There are 3 students (23%) that are highly motivated to learn about all subjects except for literature and grammar, so I assume these three are the same students on each statement, but I could be wrong. 4 students (30%) are partially motivated to learn English grammar and 5 students are indifferent (38,5%). Only 1 student from the BC class (7,5%) is motivated to learn grammar as opposed to the 7 students (28%) from the GS class. This can be a deciding factor for the grammar part of the survey. These numbers show that the overall motivation for the different subjects are higher in table 3, and more students in the BC class are indifferent to what they learn about as shown in table 4. One thing worth mentioning is that I predicted a higher number of students from the BC class to be motivated to learn about English words and expressions in a specific field like building and construction, but only 3 students (23%) chose “motivated”. However, 7 students (54%) are partially motivated to learn about this topic so the numbers are overall positive.

Question 7 was the last question about motivation that provided me with tangible data. The question was as follows: **What is your main motivation for learning English? Choose the answer best suited for you.** Here, the students could only choose one of the different answers.



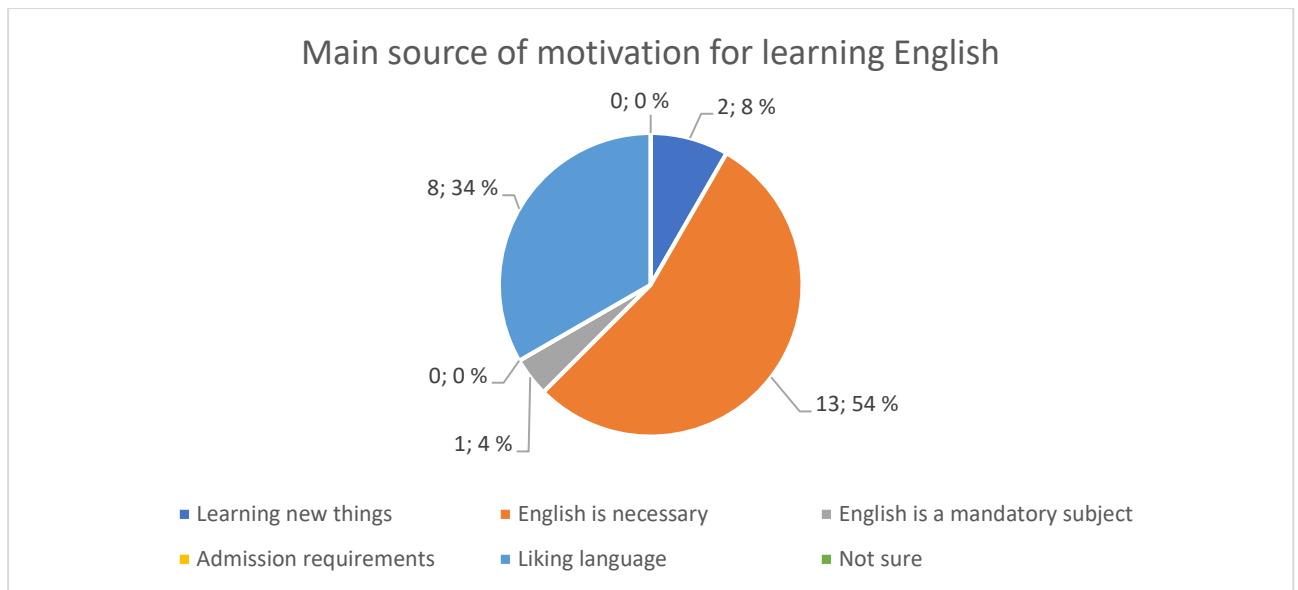


Figure 4: Main source of motivation for learning English: GS class

SVARVALG	SVAR	
▼ I like learning new things	8,33%	2
▼ I know English is necessary	54,17%	13
▼ English is a mandatory subject	4,17%	1
▼ Admission requirements for further education requires English	0,00%	0
▼ I like language	33,33%	8
▼ Not sure	0,00%	0
<b>TOTALT</b>		<b>24</b>

Table 5: Main source of motivation for learning English: GS class

As figure 4 and table 5 show, the main motivation for the GS class is that today's world requires a great understanding of the English language. The most shocking statistic for me here is that 0% thinks that further education requires English. As assumed in my research question, I expected at least some students to pursue higher education in English and thought this would be a motivating factor. This is clearly not the case, thus proving my assumption wrong. 13 students (54%) state that English is necessary and 8 students (33%) state that them

liking language is the most motivating factor. These numbers could have been completely different had I included other statements as well. Maybe some students felt that none of these were very well suited for their personal motivation to learn English and just chose one that kind of related to them.

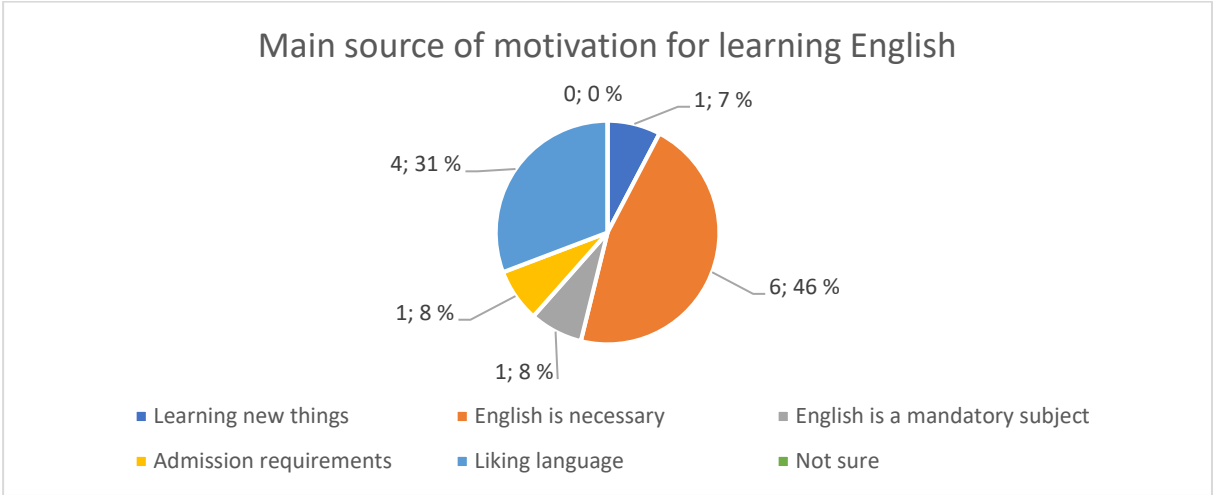


Figure 5: Main source of motivation for learning English: BC class

SVARVALG	SVAR	
I like learning new things	7,69%	1
I know English is necessary	46,15%	6
English is a mandatory subject	7,69%	1
Admission requirements for further education requires English	7,69%	1
I like language	30,77%	4
Not sure	0,00%	0
<b>TOTALT</b>		<b>13</b>

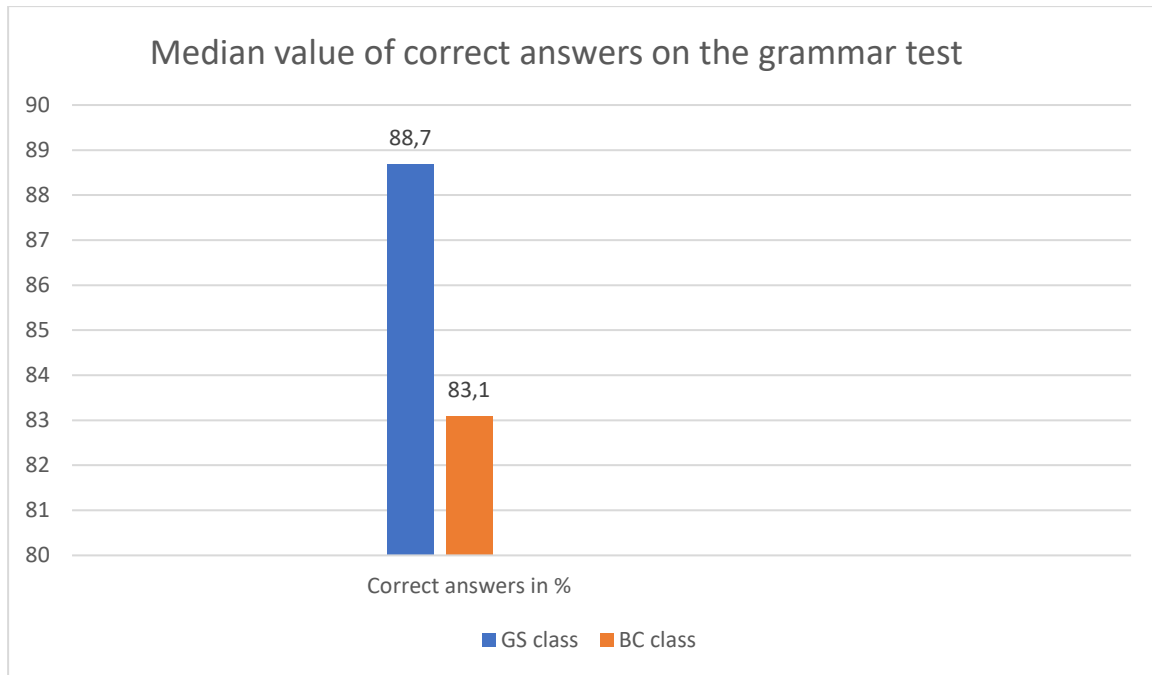
Table 6: Main source of motivation for learning English: BC class

These numbers are very similar to those presented in table 5 from the GS class. The students in the BC class also feel that English being necessary to learn is their main source of motivation (6 students, 46%). A general liking of language is also chosen as the main source of motivation for 4 students (31%). There is however one student that chose the “admission

requirements for further education requires English” option in the BC class. As previously stated, I expected this option to be selected by a few students at least in the GS class. This was not the case; instead one student in the BC class is mainly motivated by further education requiring English. Again, these numbers could have been different if a bigger variety of options were available for the students to choose from, but it is interesting to see what they chose from the ones offered. This is however conflicting with my research question about motivational differences. Yes, there are differences in motivation between the two classes when it comes to the English subject, the different topics they want to learn more about and how motivated they are in relation to their earlier experiences with English, but as we see from tables 5 and 6, their main sources of motivation are very similar.

The last question in the survey gave the students the option to answer freely if there was anything else they would like to add about their motivation regarding learning English in school. Most of the answers were simply “no”, but some students answered that they think English is important because it is spoken in very many different countries.

After answering the motivational part of the survey, both the GS class and BC class were presented an identical Grammar Proficiency Test. The test contained 10 grammatical questions that have been explained in section 4.1 of this thesis. The goal was to look at the results and see if there were any major differences in grammar proficiency between the two classes. 10 questions are admittedly not very much data to base a conclusion on, but it can at least give some insight as to where their grammar proficiency level is.



*Figure 6: Median value of correct answers in percentage (%)*

The median value for correct answers in the GS class with 25 participants was **88,7 %**

The median value for correct answers in the GS class with 13 participants was **83,1%**

Even though there are more students in the GS class, they still had a higher percentage of correct answers as opposed to the BC class, proving this part of my research question correct. However, both classes have over 80% of the answers correct which is a very high number. I expected a bigger discrepancy between these two classes in the grammar section of the survey, but both classes did very well and got high scores. This is of course very positive in terms of their English proficiency, but these results proved my initial prediction wrong.

## 6. Comparing the textbooks

The next section of the thesis is where the two textbooks used in the GS and BC classes are compared. The comparison of the two textbooks lays the foundation of expectations to whereas the difference in motivation and proficiency between the GS and BC classes are related to differences in their textbooks. The two textbooks used at the upper secondary school where the classes studied in this thesis attend are these:

- *Targets*: English for vg1 General Studies in upper secondary school.
- *Skills*: English for vg1/vg2 Building and Construction in upper secondary school.

### **6.1 The textbook *Targets***

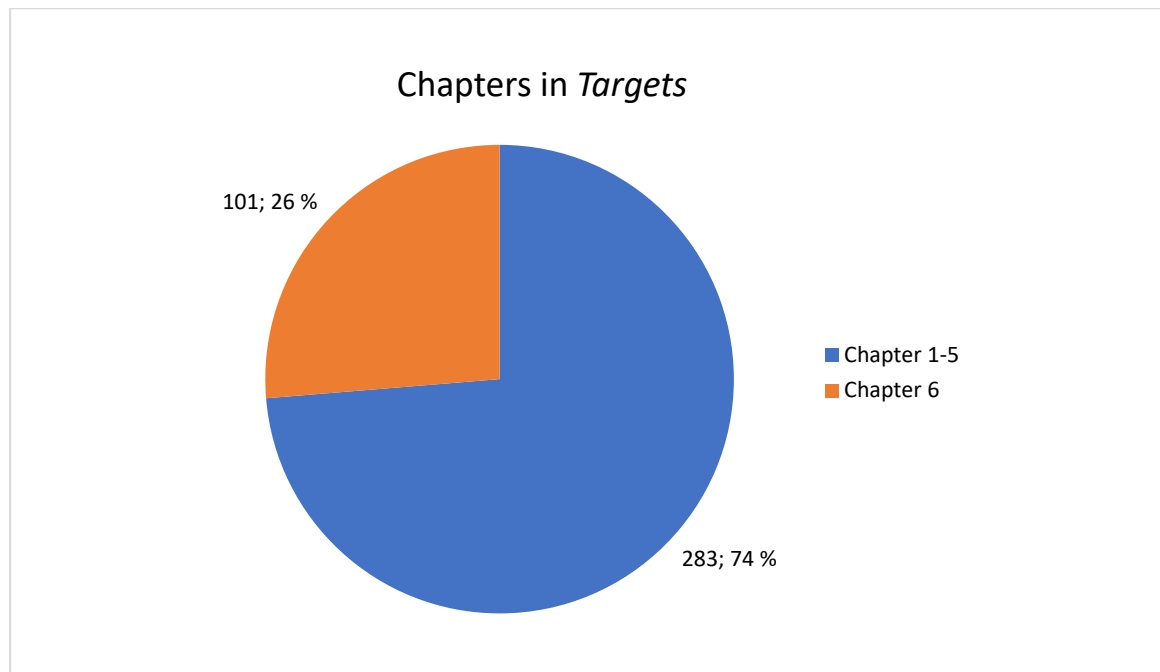
The book used in the GS class is called *Targets* (Balsvik *et al.*, 2015). The book itself is 394 pages long and is split in two parts. The largest portion of the book goes from page 9 through 292 and contains chapters 1 through 5. The smallest portion of the book goes from page 293 to page 394 and contains only chapter 6 called “Words, Sentences and the Rules of English” (Balsvik *et al.*, 2015, p. 4).

The different chapters in *Targets* revolve around important parts of English language, culture, geography and history, except for chapter 6. This chapter is solely grammar-focused and makes up 26% of the whole textbook.

These are the respective chapters as presented in the “Contents” part at the start of the book (Balsvik *et al.*, 2015, p. 1-4):

- Chapter 1 – Let’s Communicate!, page 9 - 35
- Chapter 2 – The English Language, page 39 - 78
- Chapter 3 – The UK and Ireland, page 81 - 138
- Chapter 4 – The USA and Canada, page 141 - 224
- Chapter 5 – Around the World, page 227 - 292

- Chapter 6 – Words, Sentences and the Rules of English, page 293-394



*Figure 7: Number of pages displayed for the different chapters in Targets.*

As figure 7 shows, the chapter dedicated solely to grammar is 26% of the whole book. This strengthens the assumption that the GS students will spend a reasonable amount of time learning grammar and should be relatively proficient in English grammar.

One thing that is easy to notice about *Targets* is its design. It has a lot of bright colors, and all the chapters are divided into their own distinctive colors, ex: Chapter 1 is orange, chapter 2 is green and so forth. The purpose of this is perhaps to make it easier for students to associate the different chapters with colors to help them memorize better, or perhaps only to separate the chapters from each other.

All chapters are divided into two main parts: Language and Communication as the first part and Culture, Society and Literature as the second part. This gives the teacher and students a clear depiction of how to approach each chapter and what to expect when working with the textbook. The different chapters contain a lot of information about English speaking countries like the UK, the USA, Australia etc. and the textbook wants students to get to know these countries and their traditions better. The capitol, national dish, most common sport and

celebrities of the respective country are the main focal points in the culture part of the chapters.

The book has a small section at the end of each unit as well that focuses on the important aspects of the chapter. There are also a lot of pictures in the book, approximately one each page. The pictures differ in size but are always relevant to the text placed next to them. My thoughts are that the book is designed this way to keep it interesting for students to read, as well as using pictures as a visual aid when memorizing the contents of the chapter. There is also a small glossary on almost every page that translates the most important and/or most difficult words on each page from English to Norwegian.

The book is also very focused on oral tasks, encouraging students to not only write English but also speak the language and communicate with their fellow students and teacher. This is to ensure that the students do not focus solely on the grammatical aspect of the language, seeing as most students find grammar tasks boring and tedious. The book clearly follows the bullet points from section 2.4 in this thesis, and contains more than enough information and assignments to fulfil the requirements needed to reach the competence aims for upper secondary school English. The chapters are also very focused on how “English is a global language because it is a **lingua franca**, a common language that enables people from diverse backgrounds and ethnicities to communicate when they have different native tongues.”

(Balsvik *et al.*, 2015, p. 56). Globalization and affiliation are also two very important themes in the textbook and are constantly mentioned throughout the different chapters. There is a lot of focus on English culture, which suits the GS class well seeing as 80% of the students were interested in learning about English culture as discovered in section 5, table 3 of this thesis.

## 6.2 The textbook *Skills*

The second textbook is used in the BC class and is called *Skills* (Hellesøy *et al.*, 2013). The book is 427 pages long and has a different setup for its table of contents as opposed to *Targets*. Chapters 1, 2, 3, 5, 7 and 9 revolve around culture, literature, being young, globalization and affiliation just like *Targets* (Balsvik *et al.*, 2015). However, chapters 4, 6, 8 and 10 revolve around workplace safety, tools, materials, building and construction. This textbook does not have a dedicated grammar-chapter, but has 2 or 3 pages with grammar rules at the end of each chapter instead:

- Chapter 1 – Expectations, page 10 – 43

- Chapter 2 – Looking Back, page 44 – 77
- Chapter 3 – That’s Life, page 78 – 121
- Chapter 4 – Safe and Sound, page 122 – 159
- Chapter 5 – Cultural Affairs, page 160 - 213
- Chapter 6 – Tools and Materials, page 214 – 259
- Chapter 7 – Global Challenges, page 260 – 299
- Chapter 8 – Going Pro, page 300 – 333
- Chapter 9 – Other Voices, page 334 – 395
- Chapter 10 – Tomorrow and Beyond – page 396 – 427

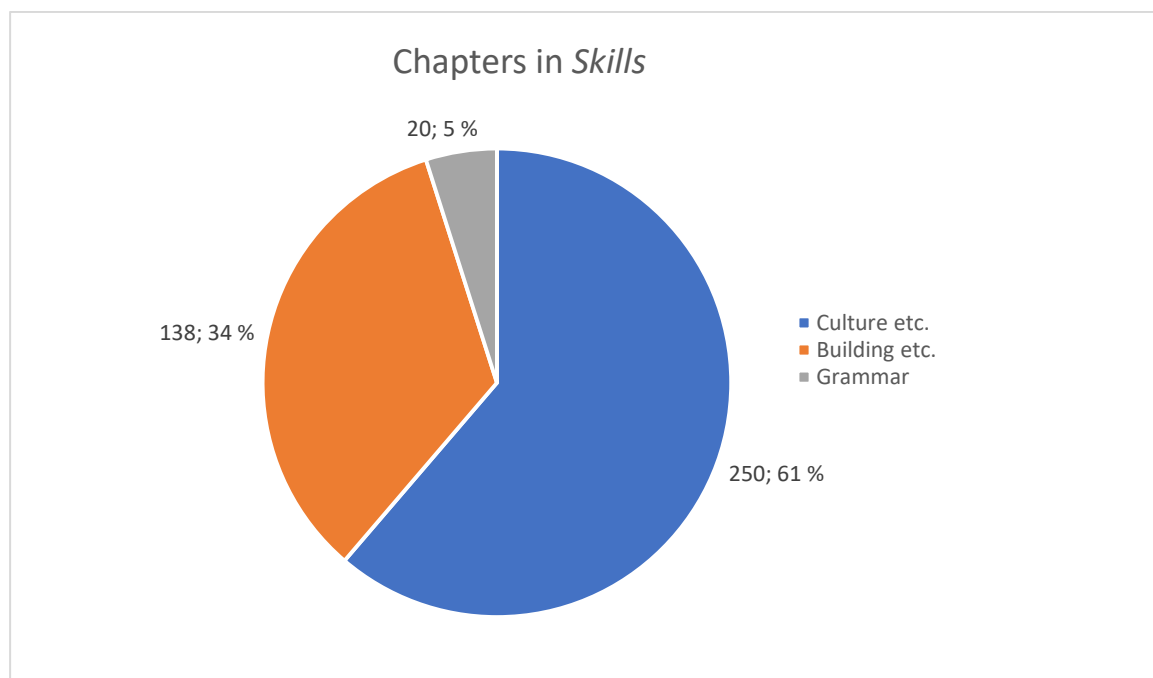


Figure 8: Number of pages displayed for the different chapters in Skills

This figure shows a huge difference between *Targets* and *Skills*. Whereas 26% of *Targets* was about grammatical rules and learning grammar, only 5% of *Skills* focuses on grammar. This can be explained by the building and construction chapters being given priority over grammar. There is however a convincing majority of chapters revolving around culture,



literature and history, giving the impression that this is heavily emphasized in the competence aims and prioritized in the classroom.

The textbook for the BC class has more pages than the one made for the GS class because of the parts made specifically for the building and construction portions of the curriculum. The interesting part to note about this book as opposed to *Targets* is the design. It has a very different approach than *Targets* and feels almost like reading an instruction manual. This could very well be intended seeing as a BC class should learn how to navigate very efficiently when reading a guidebook. There is also information about level of difficulty for each chapter ranging from 1 – 3, and a description of what types of texts are presented in the specific chapter (ex. interview, factual text and novel excerpt). This is a very tidy way of showing the students what to expect from the chapter they are working with, and I really think that having variety throughout the book will keep the BC students interested. If the whole textbook was purely building and construction-focused or purely language and culture-focused, it is possible that students who have chosen this field of study would quickly become disinterested.

This book also follows the bullet points meant to guide students and help them complete their competence aims and follows the knowledge promotion from K06 just like *Targets*. There are therefore more similarities than differences between the two textbooks, apart from the obvious differences in number of pages dedicated to grammar.

### **6.3 Analysis and comparison of *Targets* and *Skills***

The first and most important thing that stands out when comparing the books is that the expected difficulty level gap between the two books was much smaller than first assumed. It came as a bit of a shock, because my expectations were that the BC class had a simplified version of the curriculum the GS class worked with, and then compensated that with having sections specifically made for building and construction work. These expectations can partially be explained by a prejudice towards vocational students being tired of theoretical subjects and wanting to work with manual labor. There are however several interesting similarities and differences to consider when looking at the contents presented in the books.

### **The opening chapters**

The opening chapter in *Targets* (2015) is called “Let’s Communicate!”. It revolves around getting the GS students to improve their note-taking skills, exploring various methods on how to expand their vocabulary on writing paragraphs. (Balsvik *et al.*, 2015, p. 8). Something that also stood out was the part where students had to learn a wide vocabulary related to social media. This is a section that most likely would not have been included in a textbook from 10 years ago, but seeing as *Targets* was published in 2015, it was a very fascinating inclusion that students probably find very interesting. The reason for this assumption is that social media is an integral part of young adults’ lives and learning about it in school may seem appealing to some students. The rest of the chapter has a short text by Pete Hamill called “Going Home” and the tasks related to the text include answering questions about the text, having a conversation with fellow students about the text and grammar exercises about the indefinite article (Ibid, p. 11). This chapter clearly focuses on the communication aspect of the English language, both in written and oral form and encourages students to think about the way they communicate in a formal way (i.e at school) and in an informal way (i.e on social media).

The first chapter presented in *Skills* (2013) has a different way of introducing the BC students to the subject as opposed to *Targets* (2015). The chapter is called “Expectations” and also includes a section about communicating in different situations (Hellesøy *et al.*, 2013, p. 11), but the main focal points are learning new words and learning why English is useful. This is an interesting difference between the two textbooks. *Targets* expects that GS students acknowledge that English is a big part of their everyday lives and that they want to expand their knowledge of the subject because of this. *Skills* however, has a section dedicated to explaining why English is useful and how learning new words and working with the language is valuable. This is because, as predicted in my primary research question, English as a subject is probably not as interesting for the majority in a BC class as opposed to a GS class. *Skills* therefore wishes to start the book by getting more students motivated to learn English through explaining the usefulness of the language. The difficulty level of the tasks presented is however very similar in both books, and the expected knowledge level in the introductory chapters is close to undistinguishable.

### **Geography and different cultures**

Both textbooks have a lot of chapters which primarily focus on other cultures and English-speaking countries. *Targets* has Chapter 3 – “The UK and Ireland”, Chapter 4 – “The USA and Canada” and Chapter 5 – “Around the World”. *Skills* has a section in Chapter 5 – “Cultural Affairs” about the USA (5 pages) and the UK (4 pages), a section in Chapter 7 – “Global Challenges” about English-Speaking Africa (4 pages) and a few other sections in Chapter 9 – “Other Voices” about Canada (5 pages), Indigenous Peoples (8 pages), New Zealand (4 pages) and Australia (4 pages).

*Targets* has whole chapters dedicated to different English speaking countries, while *Skills* only dedicates small sections to them. The contents and tasks are very similar in difficulty, but *Targets* provides a much greater insight into the cultures and geography of the respective countries. This may be due to space limitations in the *Skills* textbook because of the building and construction-chapters are important as well and take up a lot of pages with pictures and instructions. It can however be argued that *Targets* emphasizes the importance of learning about different English speaking countries at a different level than *Skills*. The recurring tasks in both books about these topics are analyzing factual texts, working with novel excerpts and obtaining a greater understanding of foreign cultures. The difficulty of the tasks varies from chapter to chapter, but the overall conclusion is that the bigger assignments such as writing a film review and analyzing short stories expect more insight and more excessive use of advanced English to obtain the highest score possible in *Targets* compared to *Skills*. Perhaps the average student is expected to work harder in a GS class and the effort put into their assignments is rated accordingly.

### **Grammar sections**

This is an interesting part of the comparison, seeing as it would make sense for the grammar sections’ difficulties to line up with the expected level of grammatical knowledge in both classes. *Targets* has a whole chapter at the end of the book that only focuses on grammar: Chapter 6 – “Words, Sentences and the Rules of English” and the chapter makes up 26% of the whole textbook as shown earlier in figure 7. This chapter is interpreted as a chapter the teacher accesses from time to time during the school year when learning grammar is the main part of the lesson. Assumedly, this chapter is not taught at the end of the school year after all the other chapters have been completed, but integrated in the other chapters and worked with when necessary. The chapter teaches verbs, nouns, adjectives and different grammar aspects of English. It also includes instructions on how to use dictionaries, word formation and rules

on how to properly construct an English sentence

(Balsvik *et al.*, 2015, p. 295). *Skills* does not have a dedicated grammar-chapter, but has small grammar sections around 2 pages long located at the end of each chapter instead. They are a bit short and not as advanced, dealing with basic grammar such as nouns, verbs, adverbs and adjectives. I believe this to be a consequence of the building and construction chapters taking up 34% of the book's pages and the focus on grammatical rules is therefore given a lower priority in *Skills* (5%) compared with *Targets* (26%).

### **Conclusive remarks on the textbook comparison**

As stated at the beginning of this comparison, the expected knowledge level of English in the two different classes was a lot closer to each other than I had thought. Even though there were some apparent differences in expected grammar-proficiency, the overall impression is that both textbooks assume that students who start at upper secondary school in Norway should be proficient enough in English that grammar and basic language-tasks should present no significant problems. The textbooks are without a doubt different in their approach to the subject, and with good reasons. *Targets* aim to further strengthen the students' English knowledge and give them an interesting learning experience by teaching them about foreign cultures, important aspects of the language and necessary grammatical rules. *Skills* on the other hand manages to include the main parts of foreign cultures and English language, even giving these topics 61% of the books' total pages, but the most important parts of the textbook are undoubtedly the chapters regarding building and construction. These chapters are important not only because of their content and relevance to the BC students' education, but because they keep students not very interested in English grammar or language involved in the subject through appropriate labor-related topics.

The textbooks should both serve their purpose of guiding students through the competence aims for upper secondary school English and the associated curriculum well, but there are of course other factors that can intervene with a student's capability to enjoy the subject.

Extrinsic motivators such as the teacher and the class environment can be crucial, as well as intrinsic motivators such as the students' own ambitions and will to learn.

The conclusion of this analysis and textbook comparison is that the expected English proficiency in the textbooks *Skills* and *Targets* was much closer in skill-level than first assumed, and this can explain why there was less discrepancy between the two classes in the

grammar part of the survey than I expected, even though there is a huge gap between pages dedicated to grammar between the two textbooks. Additionally, this is an interesting standpoint and might help prove that motivation for learning English grammar and grammar efficiency in the two different classes do not correlate at all.

## 7. Discussion and conclusion

This part of the thesis discusses the results presented in section 5 and 6, and tries to answer the research questions in section 3 based on the data from these results. I will first answer my primary research question:

**Do the motivation and proficiency when learning English differ between a General Studies upper secondary school class and a Building and Construction upper secondary school class?**

My prediction was yes. The results from the data collected show that both motivation and English proficiency differs between these two classes. However, it does not differ as much as I predicted and results show that the sources of motivation are different than I expected. Not one student from the GS class was motivated to learn English based on the requirements of further education which I assumed they would. Also, both classes had similar choices when asked about their main source of motivation for learning English.

The biggest difference in motivation was regarding earlier experiences with English where the GS class had more positive responses than the BC class. Both classes preferred oral English to written English as well. There were more similarities between their motivation for learning English than differences and this makes my prediction sort of wrong. I expected a larger discrepancy in motivation and proficiency than the results showed. There were however motivational differences and proficiency differences in the data collected, proving that differences between these two classes do exist to some extent.

A possible reason for the discrepancies not being as large as I expected can be that both these classes have just finished middle school and have close to the same foundation of English knowledge based on the curriculum and K06. Even though the GS class were more motivated to learn English based on earlier experiences than the BC class, this did not show that the BC class were less proficient in English based on the results from the grammar test. This study was also done at the beginning of the semester. If a similar study had been performed at the

end of the semester, the results could have been completely different both from a motivational and a proficiency point of view.

I had two secondary research questions. One of them was:

**Do the textbooks *Targets* and *Skills* used in the two different classes expect different levels of English knowledge and aptitudes?** My prediction was yes.

The books were analyzed and compared in section 6 of this thesis, and the conclusion was that there are indeed differences, but not in the way I had predicted. My initial thoughts were that the textbooks were going to differ a lot in content, which they did not. The biggest difference was the number of pages spent on grammar and grammatical tasks. As section 6 covered, both books expected the English knowledge of both classes to be good enough to learn about the same topics. The conclusion of this comparison is, as previously stated in section 6, that the expected English proficiency in the textbooks *Skills* and *Targets* was much closer in skill-level than the prediction based on my research question anticipated. This can be a possible explanation to why there was less discrepancy between the two classes in the grammar part of the survey even though there is a big difference in pages dedicated to grammar between the two textbooks.

My third research question was: **Are motivational issues towards learning English grammar relatable to a lower score on the grammar test that is included in the survey?**

I predicted that this could possibly be true, and this prediction was proven correct in the data presented in tables 3 and 4 in section 5 of this thesis. There was a correlation between the grammar score on the test and motivation to learn grammar.

The goal of this study was to see if there are motivational differences and English proficiency differences between a GS class and BC class at the upper secondary level in Norway. While I discovered that there are some differences when it comes to motivation, there are not as many as first assumed. The biggest differences were found in the data collected about how motivated the students were to learn English based on their previous experiences with the subject. The biggest similarities were found in that both classes answered how “English is necessary” and that they “like language” were the main sources of motivation for learning English. The textbooks used in both classes were also compared and the same results were found. There are differences, especially in pages dedicated to grammar (26% of the book for the GS class, 5% of the book for the BC class), but there are more similarities in terms of

content and difficulty than first assumed. This can be answered by the fact that both classes have just started upper secondary school and have roughly the same basis of English knowledge.

## 8. Works cited

- Anjomshoa, Leila and Sadighi, Firooz: “The Importance of Motivation in Second Language Acquisition”, 2015, p. 126 – 137 <https://www.arcjournals.org/pdfs/ijsell/v3-i2/12.pdf>
- Balsvik, Lillian, Bratberg, Øivind, Henry, James Stephen, Kagge, Julia, Pihlstrøm, Rikke,.: *Targets*, H.Aschehoug & Co. (W. Nygaard), 2015
- Cook, Vivian: *Second Language Learning and Language Teaching*, Hodder Education, 2008
- Diaz, R.M: The intellectual power of bilingualism. *Quarterly Newsletter of the Laboratory of Comparative Human Cognition* 7(1), p. 16-22, 1985
- Dörnyei, Zoltán and Ushioda, Ema: *Teaching and Researching Motivation*, Pearson Education Limited, 2011.
- (Ellis, Rod: *Task-based Language Learning and Teaching*, Oxford University Press, 2003)
- Gardner, R.C: “Motivation and Second Language Acquisition”, University of Western Ontario, 2007, p. 1 – 20 <http://publish.uwo.ca/~gardner/docs/SPAINALK.pdf>
- (Halliday, Michael A.K: *Spoken and Written Language*, Oxford University Press, 1985)
- (Harmer, Jeremy: *How to Teach English*, Harlow: Longman, 1998)
- Hellesøy, Sidsel, Langseth, Janniche, Lokøy, Gro, Lundgren, Hege: *Skills*, Gyldendal Norsk Forlag AS, 2013

- Kitsantas, Anastasia: “Studying Abroad: The role of college students’ goals on the development of cross-cultural skills and global understanding”, George Mason University, 2004  
<http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=f84645de-fe10-461e-87bd-b91c9f49bcc7%40sessionmgr4006&bdata=JnNpdGU9ZWZwhvc3QtbGl2ZQ%3d%3d#AN=14669496&db=ehh>
- Maslow, Abraham H: *Motivation and Psychology*, Harper, 1954
- Maslow’s hierarchy of needs picture:  
[https://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs#/media/File:Maslows\\_HierarchyOfNeeds.svg](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs#/media/File:Maslows_HierarchyOfNeeds.svg)  
(Accessed on 09.10.2017 at 11.24)
- Moskal, Barbara M. & Leydens, Jon A.: “Scoring Rubric Development: Validity and Reliability – Practical Assessment, Research & Evaluation”, Colorado School of Mines, 2000
- Piaget, Jean: *The Psychology of the Child*, Ingram Publisher Services US, 1972
- Regjeringen.no:  
<https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/kunnskapsloftet/id534689/>
- Ryan, Richard M. & Deci, Edward L. “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions”, University of Rochester, 2000, p. 54-67  
<https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
- St. George International: The Language Specialist:  
<http://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english> (Accessed on 29.08.2017, at 12.26)
- *Straightforward* Quick Placement & Diagnostic test, Second edition copyright Macmillan Publishers Limited 2012
- SurveyMonkey Inc. Copyright © 1999-2017 SurveyMonkey  
<https://no.surveymonkey.com/>
- (Thompson, George: *Child Psychology*, Houghton Mifflin, 1952)



- Utdanningsdirektoratet (The Norwegian Directorate for Education and Training):  
Competence aims after Vg1 – programmes for general studies and Vg2 – vocational education programmes  
<https://www.udir.no/laring-og-trivsel/lareplanverket/finn-lareplan/#engelsk&englishundefined>  
(Accessed on 03.10.2017 at 10.02)
- (Veenman, S.: Perceived problems of beginning teachers. *Review of Educational Research* 54: 143 – 78. 1984)
- Wikipedia, Kunnskapsløftet: <https://no.wikipedia.org/wiki/Kunnskaps1%C3%B8ftet>  
(Accessed on 03.10.2017 at 12.05)

## 9. Appendix

### 9.1 The survey regarding motivation

#### Motivasjon for å lære engelsk

⊕ Sidetittel

1. Synes du det er viktig å lære engelsk?

- Ja
- Nei

2. Er engelsk et relevant fag for din videre utdanning?

- Ja
- Nei

3. Synes du skriftlig eller muntlig engelsk er viktigst?

- Skriftlig
- Muntlig

#### 4. Hvorfor skriftlig/muntlig?

#### 5. Hvor enig er du i utsagnet?

	Veldig uenig	Delvis uenig	Hverken enig eller uenig	Delvis enig	Veldig enig
Engelsk er viktig å kunne i dagens samfunn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min erfaring med å lære engelsk tidligere har vært god	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min erfaring med å lære engelsk tidligere har vært dårlig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk er interessant å lære	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg fikk gode karakterer på ungdomsskolen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg jobbet hardt og var motivert til å lære engelsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tidligere erfaringer med engelsk motiverer til videre læring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 6. Motivasjon: Hvor motivert er du til å lære...?

	Umotivert	Delvis motivert	Hverken motivert eller umotivert	Delvis motivert	Veldig motivert
Engelsk grammatikk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk historie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk språkteori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk litteratur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelske ord og uttrykk i et fagområde (f.eks bygg og anlegg)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk politikk og samfunnsrelaterte temaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsk kultur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Hva er hovedmotivasjonen din for å lære engelsk? Velg det svaret som passer best.

- |   |   |
|---|---|
| <input type="radio"/> Glad i å lære                           | <input type="radio"/> Opptakskrav til videre utdanning krever engelsk |
| <input type="radio"/> Jeg vet det er nødvendig med engelsk    | <input type="radio"/> Jeg er glad i språk                             |
| <input type="radio"/> Engelsk er et obligatorisk fag i skolen | <input type="radio"/> Usikker   |

8. Er det noe mer du vil tilføye om din motivasjon til å lære engelsk på videregående?

## 9.2 The grammar test

English Placement & Diagnostic test - hvilket alternativ er grammatisk riktig?

⊕ Sidetittel

1. \_\_\_\_\_ seen fireworks before?

- a) Did you ever
- b) Are you ever
- c) Have you ever
- d) Do you ever

2. We've been friends \_\_\_\_\_ many years.

- a) since
- b) from
- c) during
- d) for

3. You \_\_\_\_\_ pay for the tickets. They're free.

- a) have to
- b) don't have
- c) don't need to
- d) doesn't have to

4. In England \_\_\_\_\_ time of year is usually from December to February

- a) coldest
- b) the coldest
- c) colder
- d) cold

5. Where \_\_\_\_?

- a) works Tom
- b) Tom works
- c) Tom does work
- d) does Tom work

6. It's my birthday \_\_\_\_ Friday.

- a) on
- b) in
- c) at
- d) by

7. Harry \_\_\_\_\_ his father's car when the accident happened.

- a) was driving
- b) drove
- c) had driven
- d) has been driving

8. Did you hear what happened to Kate? She \_\_\_\_\_.

- a) is arrested
- b) arrested
- c) has been arrested
- d) is being arrested

9. If you \_\_\_\_\_ me, what would you have done?

- a) was
- b) would be
- c) were
- d) have been

10. I \_\_\_\_\_ TV every evening.

- a) watch
- b) look at
- c) see
- d) hear

### 9.3 Answer key for the grammar test

- 1) C = Have you ever
- 2) D = for
- 3) C = don't need to
- 4) B = the coldest
- 5) D = does Tom work
- 6) A = on
- 7) A = was driving
- 8) C = has been arrested
- 9) C = were
- 10) A = watch