Reading Attitudes in English 5
Swedish Pupils’ Attitudes towards Reading in English
Abstract
The aim of this essay is to investigate Swedish upper secondary pupils’ attitudes towards reading in English. 190 pupils from three different schools in southern Sweden have answered a questionnaire in order to find out about what they think about reading in English and where they think the importance lies. The results show that a majority of the pupils find reading instructive, and generally a positive attitude is shown. When it comes to the importance, many pupil regard reading as a tool for them to develop their language, since the reading gives them new vocabulary, and an understanding for grammar and sentence structure. The results also show minor differences between girls and boys, and between the pupils who study a vocational programme and those studying an academic programme.

Keywords
Reading attitudes, upper secondary school, questionnaire, approaches to literature.
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1 Introduction

The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English increases the individual’s opportunities to participate in different social and cultural contexts, as well as in global studies and working life.

These are the first two lines of the syllabus in English for the upper secondary school, established in 2011 by the Swedish government. You do not have to spend many hours in Sweden before you realise that English is a prominent language in the country. Although it has no official status, English is the most important foreign language in Sweden. Just like in several other Scandinavian countries (Rindal 241-242; Jeeves 271-272), English films and series are rarely dubbed to Swedish, unless they are for children, and most music played on the radio is in English. This means that Swedes get exposed to the language every day in many situations.

When it comes to the syllabus in English, it is based on providing the pupils with all-round communicative skills, meaning that the pupils should be able to receive and produce the language in different ways. In order to do so, the English subject is based on four pillars; listening, writing, speaking, and reading. Reading is a big part of all literate humans’ everyday life. We are exposed to texts every single day of our lives, whether we think about it or not. Some people read several books each month, some watch films and series in another language, and rely on subtitles, whereas some might read hundreds of Instagram captions, Facebook statuses or tweets every day. Reading is unavoidable for most people and therefore an important skill to learn.
Because of the frequency of both English as a language and because reading is one of the pillars of the English subject, the main purpose of this essay is to find out what attitudes upper secondary pupils have towards reading in English. Additionally, the purpose is also to see if gender, education and family have a significant effect on the pupils’ attitudes. Furthermore, since people are surrounded by various kinds of texts every day, and the syllabus also states that pupils should be able to read different text types, this essay will primarily focus on attitudes towards reading in general, and not on specific kinds of literature, or texts. The purpose of this essay is also to compare the pupils’ attitudes to Gillian Lazar’s three approaches to literature to see if any of them agree with the pupils’ approaches.

1.1 Research Questions

In order to fulfil the purpose of the essay, two research questions have been created.

- What are English 5 pupils’ attitudes towards reading in English and what aspects do pupils consider to be the important aspects of reading in English?
- Do the attitudes differ based on the pupils’ education, gender, and their families’ reading habits?

1.2 Hypothesis

When e-mailing teachers asking if they were willing to let their groups participate, they were very positive to the investigation itself. However, even though there was positivity, some teachers also mentioned what they thought of the outcome, and their thoughts have affected the hypothesis of the study. This means that the hypothesis of the study is that most pupils will respond negatively to the questions in the survey and portray a negative view on reading, no matter the gender or family background. These
assumptions are partly true since the results of the study show that negative attitudes exist amongst the boys as well as the girls. This study also show that the differences between the two genders are not as big as previous research stated nor that the pupils’ influence their reading as much as research claim. Furthermore, when it comes to differences amongst the different programmes, the hypothesis is that the academic programmes’ pupils have a better attitude towards reading than the vocational programmes’ pupils. However, the result show that these differences are not as big as my assumptions thought they would be.

1.3 Material

The material of this study is a questionnaire\(^1\) handed out to 193\(^2\) pupils from three different schools. 95 of the pupils are boys, 93 girls, and four decided not to give their gender away. The pupils all study English 5, and they represent 11 of the 18 national programmes available in the Swedish upper secondary school. The choice of programmes has been totally random, meaning that I have chosen to conduct the study in all of the programmes I have had access to. This also means that some programmes occur twice in the essay. The respondents represent the academic as well as the vocational programmes, six vocational and four academic ones. The questionnaire itself contains seven questions, and it is written in Swedish in order to minimize misunderstandings. The questions of the survey are based on the purpose of this essay. This means that the questions the pupils answer are constructed to result in material that can be analysed in order to answer the essay’s research questions.

\(^1\) See Appendix A for the original questionnaire in Swedish and Appendix B for an English translation.
\(^2\) Only one of the 193 pupils refused to respond, meaning that the total number of respondents is 192.
The questionnaire contains two questions where the pupil can answer yes or no; if their families read much and if the pupils think it is important to read in English. There is also one question which needs a slightly longer answer, since the pupils are asked to justify why they think reading is important or not important. The pupils are also asked three questions where a short answer is needed, which programme they study, their gender, and which their mother tongue is. Furthermore, the pupils are also asked to circle three words that are representative of their opinions when it comes to reading in English. The questionnaire also contains a question where the pupils get five statements that they should rank how well these statements agree with their opinions. The pupils also have the chance to write as much or as little as they want. In effect, some pupils have written extensively about what they think about literature, texts, and reading whereas some only have written what they have to write, or even less.

1.4 Limitations

The essay has been limited to some extent. First of all, the survey has only been conducted in upper secondary schools, this choice is based on the assumption that these pupils are more used to reading. Another reason for choosing upper secondary schools as the field of investigation is because of the previous articles written about the same subject. Most of the found articles carried out their investigation in secondary schools, and not in upper secondary schools. Furthermore, the one that did carry out the investigation in an upper secondary school did not take the differences between programmes into consideration. Moreover, another limitation that has been made is the number of classes to which the questionnaire has been handed out. Several teachers were asked if they had the time to let me visit their classes, whereof six invited me to one or several of their groups, something that might have changed the outcome. Depending on pupils’ answers, a change in sample would have occurred if more or
fewer teachers agreed to contribute with pupils. Another limitation that has been made is the level in which the survey has been conducted. In Swedish upper secondary schools, there are three different levels of English, 5, 6 and 7. This survey has only been conducted in English 5, meaning that the pupils study their first year in upper secondary school. In addition, English 5 is the only level of English that is mandatory for all pupils, both those who study the vocational programme as well as the academic programmes. This means that the limitation to only English 5 pupils gives me the opportunity to conduct the survey in different programmes with different kinds of pupils. Lastly, as already mentioned, three schools have been participating in the questionnaire, meaning that a limitation has been made when it comes to the choice of schools, where I decided to choose schools that are not too far away from the university and schools I have some kind of personal relationship to.

1.5 The Schools

The schools that have been chosen are all situated in southern Sweden, in the province Småland and they are situated in two different counties of Småland, one in the county of Jönköping and two in the county of Kronoberg. The school from the county of Jönköping is the only upper secondary school in a quite small town. From this school, 77 pupils answered the questionnaire and the pupils represent the programmes Business management and economics, Building and construction, Natural sciences, and the Technology programme. In this essay, the school will be referred to as School A.

The first school from the county Kronoberg is one of nine upper secondary schools in the city. 61 of the school’s pupils answered my questionnaire. The pupils who answered the questionnaire represent the programmes Business and administration, Hotel and
tourism, and the Handicraft programme\(^3\). In this essay the school will be referred to as School B.

The second school in Kronoberg is a smaller school in a small town. This school is the only upper secondary school in the municipality. It is quite a small school and, according to the school’s scheduler, in order to have as many programmes as possible, the school is organised in a way where mixed classes are common in the subjects where it is possible. The number of respondents from this school is 54, and they represent the programmes Child and recreation, Health and social care, the Technology programme, Natural sciences, the Industrial technology programme, Social sciences, and the Business and economics programme. In this essay, the school will be referred to as School C.

2 Previous Research

This section presents various studies where attitudes to reading, and social factors related to reading have been investigated. The studies have been focusing on reading in the pupils’ mother tongue unless stated otherwise.

2.1 Pupils’ reading attitudes

Almost all of the articles presented above focus on pupils in secondary school, rather than upper secondary school, and also on reading attitudes in Swedish, the language which surrounds the pupils all the time. My essay, on the other hand, will focus on Swedish upper secondary pupils’ attitudes towards reading in English, and because of lack of previous studies in this field, the articles above were the most relevant I could

\(^3\) The handicraft programme has several orientations, these pupils have either the national orientation hairdresser or the local beauty and health orientation. However, the essay will analyse these orientations as one.
find. These articles still investigate the same area as mine, only with a different focus and different methods.

Aziz and Macic have done a study, *Har elever en negativ attityd till skönliteratur?*\(^4\) (2010), where they interview eight Swedish secondary school pupils about their attitudes towards reading fiction. The results show that six pupils of the eight, both boys and girls, describe reading as ‘fun’, meaning that the majority of these pupils have a positive attitude towards reading in general. However, although these pupils are reported to have positive attitudes towards reading, only one of them reads in their spare time, meaning that school and approaches to literature teaching play an important role in pupils’ attitudes towards reading. The negative view on reading seems to be based on the noise level in the classroom as well as on the schools’ compulsory reading. The pupils find the noise level in the classroom too boisterous in order to be able to read, and if the books do not suit them the reading motivation decreases (21). In their study, Aziz and Macic also bring up the aspect of the importance of reading. All of the eight pupils think it is important to read, and some of the aspects of importance that are mentioned are that the pupils improve their language, get more knowledge about the world and different cultures and that reading can increase knowledge about life (20).

Olle Nordberg has conducted an investigation of Swedish 18 year-olds’ attitudes towards reading fiction before and after the digital revolution by looking at essays written for the Swedish National Test, or as practice for the same. Nordberg’s findings show that pupils, both male and female pupils generally have a positive attitude towards reading fiction both before (data from 2000) and after (data from 2012) the digital revolution (73). However, Nordberg chose not to analyse his results based on

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\(^4\) English title: Do pupils have a negative view on fiction? Translated by E. Petersson 2016-03-10
programme or gender, meaning that his results focus on the reading attitudes alone (35).

In the study *Good Readers but at a Cost? Attitudes to Reading in England* (2004), Twist et al investigate several countries’ attitudes towards reading, Sweden is one of the highest achieving countries participating in the study. According to the results, only 7 per cent of the Swedish pupils expressed a negative attitude towards reading, and the study also showed that the boys had a higher percentage of negativity than the girls had, with 11 per cent compared to girls’ 3 per cent (399).

There has been plenty of research where focus lies on boys and their attitude towards reading. Nilsson and Svensson investigate this by interviewing twelve Swedish 14-15-year old boys about their relation to reading and books. The result of the interviews showed that none of these boys enjoyed reading very much, but that they still think it is important to be able to read. The main reason for not enjoying reading is, according to the interviews, that the boys think it is boring and that they would rather spend their time doing other things.

2.2 Families influence on reading attitudes

‘The apple does not fall far from the tree’ is a common proverb that can be heard in all possible situations. When it comes to research, studies have been made to see whether or not parents influence their children’s attitudes towards reading.

Chiu and Chow are two of those who have conducted such research, which is presented in *Classmate Characteristics and Student Achievement in 33 Countries: Clasmates’ Past Achievement, Family Socio-economic Status, Educational Resources, and Attitudes*
toward Reading (2015). They conducted a questionnaire about reading in 33 countries all over the world, Argentina, Romania, Moldova, Singapore, Norway, and Sweden amongst others (156). Chui and Chow focus on several aspects in their study, for example economics, classmates, and parents. The aspect of parents’ influence on the pupils’ reading showed that if the parents have positive attitudes to reading, or read much themselves, it is a bigger chance that the children like reading as well (161). However, an aspect of Chow and Chiu’s study is that even though they look at 33 different countries with different socio-economic backgrounds, they do not compare the countries to each other more than saying that the link between the pupils’ reading scores and the parents’ influence was greater in wealthier countries (161).

The socio-economic influence can also be seen in Berika Shukakidze’s study Comparative Study: Impact of Family, School, and Students Factors on Students Achievements in Reading in Developed (Estonia) and Developing (Azerbaijan) Countries (2013). Shukakidze compares the 2009 PISA results with reading scores from two different countries, to see what effect different variables have on the pupils. The study shows that the pupils in Estonia are more influenced by their parents’ achievements and attitudes than the pupils in Azerbaijan (139, 141).

3 Theoretical Framework

The following section presents theories from which this essay takes its point of departure. The theories are relevant for the analysis of the outcome of the questionnaire, especially Lazar’s theory of approaches from her book Literature and Language Teaching: A Guide for Teachers and Trainers (2010), which will be used when
analysing the importance of reading in English.

3.1 The concept of literature

The wide concept of literature can include several aspects, depending on who you ask. This study takes its definition of literature from Robert Eaglestone who defines literature as something undefinable:

> It is easier to understand literature not as something that can be defined, but as something that overflows or escapes from any attempt to limit it or put it in a box. As you try to give it a definite meaning, literature slips through your fingers like water. But then, perhaps literature is not a ‘thing’ at all, which is why it slips away when you try to categorise it. (50).

What Eaglestone means with this wide definition is that all popular definitions of literature, such as fiction, or texts that bring out emotions can be questioned. This means that Eaglestone defines literature to also contain genres such as factual books, and books that might not touch everybody on an emotional level (49-50).

3.2 Lazar’s approaches to literature

Just like Robert Eaglestone, Gillian Lazar has her definition of literature. According to Lazar, literature is defined in a traditional way, meaning that literature consists of fiction, poems etc (5). This means that there is a collision between Lazar’s definition, and Eaglestone’s, and also the essay’s definition of literature. I have decided to use Eaglestone’s definition of literature, because it suits my own definition best, but I still use Lazar’s approaches to literature in the classroom. Lazar’s approaches give good
descriptions of different ways of looking at and working with literature, and can therefore be seen as important literature didactical aspects to consider, no matter how you define literature. As previously stated, Lazar’s definition of the term ‘literature’ is too narrow to fit with my own definition, therefore only her three approaches are used, but not her definition of literature.

Lazar divides literature in the classroom into three different approaches. These approaches are called ‘language-based approach to literature’, ‘literature as content’, and ‘literature for personal enrichment’ (23-24). Lazar defines the language-based approach to literature as an approach where the language of a literary text is in focus. By analysing the language of a text, the pupils will get tools to make relevant interpretations or be able to evaluate the text in a different way. Lazar also claims that the language-based approach helps increase the pupils’ general awareness and understanding of English. The pupils are also motivated to use their grammatical or lexical knowledge to make judgements about the text. This matters when material is chosen, where stylistic features of the language play a big part in the material, and not only its literary relevance. (Lazar 23).

The most traditional approach to literature teaching, according to Lazar, is the approach where literature itself is the content of the course. The course focuses on literary movements, together with history and characteristics. Other important aspects of the approach are the social, political and historical backgrounds to a certain text, as well as different literary genres. Amongst others, pupils acquire English by concentrating on literary content and criticism related to the chosen literature. The pupils’ mother tongue can be used for discussions about the text, or be used in translating text from one language to another. Texts that are used when teaching according to this approach are
chosen based on their importance in the context of tradition or a literary canon (Lazar 24). When defining literature wider than Lazar, sources around the novels, poems or other “traditional literature” is important in order to understand what the traditional literature is reflecting upon. Sources like these can also be seen as literature in a wider definition. This means that in order for the traditional approach to be relevant, pupils need other texts and sources to understand, such as factual books, which Eaglestone defines as literature.

According to the approach of literature for personal enrichment, literature can be used as a tool pupils can use in order to work with their own personal experiences, feelings and views. By using literature, pupils can get more intellectually as well as emotionally engaged in learning English. This means that whether or not material is appropriate for the pupils and coherent with their interests are important aspects when it comes to choosing literature to work with. Both literature such as fiction and non-literary material can be used when working with this approach, since it is often organised thematically (24).

3.3 The syllabus

As previously stated, the Swedish upper secondary school contains three levels of English, English 5, 6 and 7. Out of these three levels, English 5 is the only one mandatory for all pupils, no matter which direction their education has. English 6, on the other hand is only mandatory for the pupils who study an academic programme, whereas English 7 is a completely optional course. The current curriculum and syllabi for the Swedish upper secondary school have been used since 2011. When it comes to the frequency of literature in the syllabus for English 5, the core content states that the teaching should include fiction and other kinds of literature. The teaching should also
contain various kinds of texts for different purposes such as manuals and reports. Furthermore, the syllabus states that English 5 must teach the pupils form and content in various forms of fiction as well as how words and phrases in written communication can create structure. The syllabus shows that the schools should not only teach according to Lazar’s traditional approach, but also according to her language-based approach. When it comes to the approach of personal enrichment, there is no requirement that the pupils work with this in literature. However, their education should contain content connected to views, thoughts and emotions, and this content could very well be literature of various kind. Moreover, the purpose of the subject is that pupils should get all-round communicative skills, meaning that they should be able to both produce and receive the language, which means that the pupils must be able to read, understand and interpret different kinds of texts to fulfil the purpose of the subject (Skolverket 2011).

4 Method

As previously stated, the questionnaire has been handed out in three different schools in different parts of Småland, in southern Sweden. The schools belong to three different municipalities and are therefore not connected to each other in any way. The three schools have been chosen based on convenience; none of the schools lies more than an hour and a half drive away from Linnaeus University. However, the schools are also chosen based on a personal relationship, since I have contacts at all three schools.

Before answering the questionnaire, the pupils have been assured that their answers are confidential and that no one, not even myself, can track their answers back to them. The pupils are also assured that answering the questionnaire is optional. Since the pupils are
all over 15, parents’ permission has not been asked. However, the schools have given their permission for the study to be conducted. Furthermore, I have been present in all groups in which the questionnaire has been answered, handing it out in paper form, because I hope it will increase the answering rate, compared to an online survey where the pupils might not meet the researcher. The reason for choosing to conduct a study based on a questionnaire is because the study will reach many respondents in a short space of time, compared to an interview for instance. However, a negative aspect of the chosen method is that there is no room for follow-up questions, meaning that the answers to the questionnaire are the final answers (Denscombe 227).

The analysis of the results from the questionnaires are analysed in a qualitative way as well as in a quantitative way. Charts for questions 2 and 3 are constructed in a quantitative way, in order to get an overview of the responses. When creating the charts for whether or not the pupils come from families where reading is common, I have chosen to divide the answers in four categories, yes, no, affirmative but not yes, and negative but not no. In the last two categories, I include answers such as “so-so”, “not so much but my mum reads sometimes”, “they might read a book occasionally”, and answers similar to these. This means that I have interpreted the answers to be either more towards a yes answer or a no answer. The answers to Question 5, if the pupils find it important to read in English and why/why not, will be analysed based on Lazar’s approaches to literature which are mentioned in the theory section. The reason for analysing this question according to Lazar’s approaches even though we do not share the definition of the concept of literature, is because I believe the approaches are useful for the analysis since they are also coherent with the syllabus since all of the approaches either are present in the syllabus or can be interpreted to suit the syllabus.
Before the study was conducted, I had a clear view of all the aspects I wanted to investigate: orientation of programme, gender, family influence and mother tongue. However, as the process went on, the essay had to be shortened and an aspect removed, which resulted in the removal of the pupils’ mother tongues as a feature of the essay. However, the question is still a part of the questionnaire since this decision was made after the pupils answered the questionnaire.

The reliability of the essay can be questioned, because three schools in southern Sweden cannot represent all the 1124 upper secondary schools in Sweden. Another aspect of reliability is the pupils’ answers, it is uncertain if the answers from the questionnaires are honest, or if the pupils have seen it like there is a right or wrong answer. Even though I have stressed that it is a questionnaire that I use for my essay and that no one, not even I, will be able to track the answers to them, there is still a risk that the pupils have given me the answers they think I want. If this is the case, it would affect the essay’s outcome in a way that shows a more positive view than what reality might show. However, since it is impossible to know if a pupil tells the truth or not, I have decided to have a naïve view on the answers and believe the pupils tell the truth, unless their answers are so contradictory that they must be untrue. Additionally, my presence in the classroom might also have contributed to the pupils’ answers, which means that a variation of the observer’s paradox is created. This could have been avoided by having an online questionnaire and not meeting any of the pupils, but as previously stated, an online questionnaire might not have generated the same answering rate.
As previously stated, 192 pupils agreed upon answering the questionnaire. However, two of the respondents’ answers are not sufficient in order for me to draw any conclusions, leaving the total number of questionnaires analysed 190.

5 Results

This chapter presents the results of the answers from the questionnaires. As previously stated, 192 pupils have responded to the questionnaire, and the pupils’ answers will be presented categorised according to school and programme, and in alphabetical order. Charts and other information can be found in the appendices C-P.

5.1 The Building and Construction Programme School A

15 pupils from the Building and Construction programme were asked to participate in the study, whereof 14, 12 boys and 2 girls, answered the questionnaire.

Two pupils from this class, both male pupils, ranked the statement “I read English texts in my free time” with the number 5, meaning that they agree with the statement. Of these, Pupil 1, had circled the words “fun”, “simple”, and “instructive” whereas Pupil 2 circled “challenging”, “instructive” and that the pupil is “unaccustomed to reading”. The two boys’ family backgrounds differ as well, Pupil 1 comes from a family who reads much whereas Pupil 2’s family does not read much. They both thought it is important to read English in order to understand the language better and to improve their communication skills.

13 of the 14 pupils, no matter their social background, or what attitudes they have shown in the earlier questions in the questionnaire think that it is important to read in
English in order to communicate with people all over the world, and many pupils refer to English’s current status as a lingua franca. The fourteenth pupil is the only one who claims that it is not important to read in English, and he justifies this by stating that he lives in Sweden. This pupil is also one of three who has circled “unnecessary” together with “difficult” and “unaccustomed to it”, he does not come from a family that reads much and he also claims that reading is not his thing and that he only reads in English when he has to.

5.2 The Business and Management Programme School A

18 pupils from the Business Management and Economics programme were asked to participate in the study, and all the pupils agreed to do so. In this class, the results vary very much. However, all the boys have in common that no one finds reading unnecessary or difficult, whereas two of the female pupils find reading in English unnecessary. However, even though these two young women circled the word unnecessary, they both find it important to read in English because its status as a global language and because reading is part of learning a language. Another pupil, a boy, added that reading books is not something he likes, but that he reads much when he is gaming and that reading is English is essential when playing games online. Apart from the gaming, the boy claims that he only reads in English when he has to. One girl in the class answered that she does not think it is that important to read in English. She wrote: “You have to, in order to be able to read in English. Otherwise, no.”

Eight of the 18 pupils, both male and female plus one who did not want to be identified by gender, claim that they read different kinds of English texts in their free time. Five of these have stated that their families read much or at least some, whereas three claim

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5 See chart in Appendix D
they come from a non-reading family. Six out of these eight have also circled the word
easy or added “fairly easy depending on text” in question 2. Other common words that
are circled are instructive, fun and time consuming. Two of these pupils who claim that
they read texts in English have also rated a 4 or a 5 on the statement “Reading is not my
cup of tea at all”. One of these two mentioned games to be his main source of texts
written in English, whereas the other one did not specify anything outside of the
questionnaire. Apart from the reason of English being a global language, which many
pupils in the Business Management and Economics class stated was an important factor
of reading in English, two of the boys stated that it is useful for gaming. Furthermore,
six of the girls and the one who did not identify their gender, wrote that it is useful to
read because they learn sentence structures, grammar, and vocabulary by reading in
English.

5.3 The Natural Sciences Programme School A

28 pupils studying the Natural Sciences programme were asked to respond to the
questionnaire, and all of the pupils handed in their responses. Over all, the attitudes
towards reading seem to be quite positive in this class. 60 per cent of all the pupils
circled the word fun in the second question, whereas only one pupil circled the word
unnecessary. One pupil mentioned that she reads much in English in her spare time and
that she often reads comic books in English, whereas other pupils said that they do not
read at all if they do not have to.

Many pupils wrote that the globalised world, and English being the global language
were reasons why it is important to be able to read in English. Other pupils mentioned
new vocabulary, grammar structures and increase of linguistic knowledge as important
aspects of reading. One pupil elaborated this and stated the following:
It is a global language and we need it in most parts of our everyday life because we use twitter, Facebook etc. where many follow people who are famous and use English. In this world English is incredibly important.\(^6\)

A female classmate to the boy quoted above wrote the following answer to the question if she thinks it is important to read in English: “Yes, I do. It gets much easier to understand other people and that leads to a more open way of thinking when it comes to other cultures and ways of living.”

5.4 The Technology Programme School A

The Technology programme contributed answers from 17 pupils, 2 female and 15 male. Nine of the pupils, both boys and one of the girls stated that it is important to read texts in English because English is the global language and therefore the language to use on social media, and when being abroad. Furthermore, five of the pupils seem to have a more language based approach to literature, since they answer question 5 by saying that reading in English helps them understand grammar, sentence structure, and increases their vocabulary. However, even though a majority of the pupils mention that they learn much from reading, or that they think it is useful because of English’s status in the world, a few of the pupils have a slightly more negative view. One pupil writes: “Because you learn a lot when reading, but it is better to watch English movies instead.” This pupil is not alone in being slightly sceptical. Two pupils, both boys, state that they do not think reading in English is important at all. One of the boys, argues that he believes “you learn just as well, if not better through online games / internet”. The other

\(^6\) Translated by E.Pettersson 160123
boy who does not think reading is important states: “You don’t learn anything else about English just because the text is in English.”

These last two boys who have a more negative view on the importance of reading in English have both circled the same three words in question two, that is unnecessary, time consuming and simple. Both boys also state that they come from families who read much. The main differences between these boys lay in their answers to question 4. Boy 1 claims that he reads texts in English in his spare time, most likely texts connected to online games or the internet based on what he stated in the following question. Boy 2, on the other hand, only reads English texts when he really has to, and not in his spare time.

5.5 The Business and Administration Programme School B

There are 17 respondents from the Business and Administration programme, six of whom are male and eleven female. Most of the class claim that they think reading in English is important for various reasons. Some state that reading is a tool for learning English better, and some identify the learning aspects to vocabulary, grammar and sentence structures. The status of English as a global language is another reason for why it is important to read in English, the ability to communicate with people all over the world. One pupil states that she thinks it is important to read in English, but it is difficult, and adds that it is a huge language and useful for communication. Another reason for why reading is important is mentioned by a male pupil who connects English as a global language with his own education by writing: “It is good to know English in commerce in order to speak to a number of different people.”
One pupil states that it is important to read in English because: “You learn and get more used to it”. This pupil also states that she only reads in English when she has to, but still finds it instructive and quite fun, this shows that that the pupils can find it useful and instructive even though they might not love reading. Her argument that it is important to read in order to get used to it, can mean that if she gets even more used to it, she will like it even more and learn more from it. Another example of a similar pupil is a boy who thinks reading is time-consuming, boring and unnecessary, comes from a reading family, but who only reads in English when he has to and states that reading is not his cup of tea. However, this boy still finds reading in English important in order to learn the language properly.

One female pupil has a slightly more negative view on reading in English. She states: “Well,7 One language is enough”. This pupil has a quite positive view on reading in general. However, the answers to question four hints about her rather reading in Swedish than in English. She does not agree at all with the statement “reading is not my cup of tea”, but strongly agrees with the statement “It is much more difficult to read in English than in Swedish.” The pupil also states that in her family, only her mother is a reader, and that she thinks that it is unfamiliar to read in English.

5.6 The Handicraft Programme School B

22 pupils, 2 boys and 20 girls, from the Handicraft programme were asked to answer the questionnaire and all of the pupils agreed to contribute their answers to the essay.

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7 The pupil wrote the Swedish word “nja”, which is a doubting word, indicating somewhere between yes and no. Well is the word best suited, even though they are not 100 per cent equivalent
In this group, four pupils ranked a 4 or 5 (meaning that they agree or strongly agree) on the statement “I read texts in English during my spare time”. Two of these pupils also say that they come from a family who reads much whereas the other two answer more negatively on that question. One of the pupils even adds “No, I am the only one of my four siblings who likes to read, and my parents don’t read much either.” Two of these four pupils give the increase of vocabulary, and understanding for words as arguments for why it is important to read. The male pupil also mentions understanding as a reason but puts it in a slightly different way than his classmates: “It is just as important as reading in Swedish. You get an understanding for the language easier than if you would just study words.” The fourth pupil of these four has a view on the importance of reading that differs from the rest of the class. She writes: “Yes, in order to learn more. I think it is easier to learn English during the spare time, with books, films, and the internet. Then, you can choose to watch/read fun things.”

Many of the Handicraft pupils agree with many of the other programmes’ pupils, the importance of reading in English lies within the status as a lingua franca, and that the pupils learn vocabulary, sentence structure and grammar by reading. However, there are a few more pupils with different views. One female pupil writes: “I am interested in the English language, and believe there are better expressions in English, and that the linguistic structure feels more natural and fluent.” Another female pupil develops her thoughts on books: “You learn contexts, and new words, but longer books are, according to me, unnecessary. Use shorter texts little by little, so that you won’t feel that much pressure.”

Three of the pupils, all girls, have a slightly more negative view on reading skills. All three girls state that their families read some, from time to time, and the girls all say that
they only read in English when they have to. To the question if they think it is important to read in English, girl 1 answers “No, a little perhaps. To know the basics. Am not in need of it.” The second pupil is slightly more positive than her classmate. She writes: “It depends. If there is someone who learns from it, then it is great!” The third girl on the other hand writes: “It is boring, and I don’t think you learn that much from it.”

5.7 The Hotel and Tourism Programme School B

22 pupils from the Hotel and Tourism programme were asked to participate in the study, all of them agreed. However, one pupil’s answer can be seen as insufficient, leaving 21 respondents.

The most common argument for why it is important to read in English is that English makes it possible to speak with people all over the world and that the pupils find it easier to learn vocabulary, grammar, and sentence structure through reading. To this, one of the female pupils in the class adds that English is important for the pupils’ direction of education, implying that English is a resource when working with tourism. Moreover, one of these 21 pupils expressed a negative view on reading. On the question “Do you think it is important to read in English? Why/Why not?” the pupil answered: “No, as long you can speak, you understand everything.” This pupil also circled the words “difficult”, “unaccustomed to it”, and “unnecessary”. She also wrote that she only reads in English when she must, and that in her family, only her mother reads.
5.8 The Child and Recreation Programme and Health and Social Care

Programme School C

In total, 18 pupils answered the questionnaire. However, one pupil’s answers were not sufficient for the investigation to carry on. Amongst these 17 pupils who answered properly, eleven of them study the Child and Recreational Programme, and six the Health and Social Care programme.

All of the Health and Social Care pupils believe that it is good to read in English in order to learn the language and because it is a lingua franca. Two of the pupils had ranked the statement “I read in English in my spare time”, as a number four, meaning that they agree quite strongly with the statement.

Amongst the Child and Recreation pupils, the most common reason for why it is important to read is that it is important to know English when going abroad, and that it is good for the learning process. In this group, four of the eleven pupils, two boys and two girls, wrote that they do not think it is important to read in English at all. One of the boys stated that reading in English is not important because “we are in Sweden”. One of the female pupils had a similar view and wrote: “because in Sweden, Swedish is spoken and you only use it when you’re abroad”. The other two pupils saw the issue from a learning point of view. Boy 2 wrote: “No I think it is more important to talk.” The second girl wrote: No, it is only important to learn. You can learn without reading.” Out of these four pupils, only one wrote that they have a family member who reads. Boy 2 wrote: “My mum reads a lot, but no one else”. The other three stated that no one in their families read at all.

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8 It is however uncertain if the pupil means that it is only important to learn in general, or that it is only important to learn how to read and then not do anything with the ability of reading.
5.9 The Natural Sciences Programme, Industrial Technology Programme and Technology Programme School C

13 pupils from the Natural Sciences programme, Technology Programme and Industrial programme answered the questionnaire. Six of these pupils represent the Natural Science programme, four the Industrial Technology programme, and three pupils study the Technology programme.

To the question “Do you think it is important to read in English? Why/Why not?” all thirteen pupils answered positively. All pupils find it important because English is a global language used all over the world, and useable when going abroad. However, some pupils expressed themselves slightly different when answering the question. A male pupil who studies the Industrial Technology programme wrote: “Because it is fun and good, you can speak with more people from different countries, and it is good to understand when buying things abroad.” This boy does not come from a reading family, but reads English texts in his spare time, and also rather reads in English than in Swedish. Another male pupil who studies the Technology programme explains why he finds it important to read in English: “Because then you can read and communicate with people internationally, for example in computer games, and English shows on the telly.” Furthermore, a boy who studies the Natural Sciences programme mentions that he is different compared to his family. On question 3, whether or not his family reads, he answers: “No, I might be the first person who studies at the university”. This answer also reflects his answer in question 5: “Because you have to read a lot at university. It is a language that can be used everywhere.” This pupil seems to already know that he might have to read course books and such in English when continuing on to a higher level of education, and he therefore knows it is important that he learns how to read in
English. Another boy who studies the Natural Science programme wrote: “The more I read in English, the better I learn the language. Since English is a global language, it is good to learn to read in English”.

5.10 The Social Sciences Programme and Business Management and Economics Programme School C

The group consisting of pupils from the Social Sciences programme and Business Management and Economics programme contributed with 23 respondents, 10 studying Business Management and Economics, and 13 studying the Social Sciences programme.

Amongst the Business Management and Economics pupils, everybody thinks that it is important to read in English. Half of the pupils, five, mentioned that the increase of vocabulary and greater understanding for the language as reasons for it being important. One pupil of these five developed her answer further by writing: “Yes, sometimes, for example movies in English with English subtitles are a good way of learning. You learn, it’s fun. You learn how to spell several words, and it gets easier with time”. The other five pupils studying Business Management and Economics mentioned English’s status as a global language as a reason for it being important to read in English.

The Social Sciences pupils differ slightly from the Business Management and Economics programme. Six pupils wrote that they think it is important to read in English because of the language’s status in the world. One pupil answered that he thinks it is important because he learns spelling and vocabulary by reading in English. Two female pupils wrote something similar, but not as detailed as the boy. The two girls wrote that they think it is important to read in English because: “You learn a lot from it”; what they learn is however unclear. Another pupil, a boy, think it is important
because “learning a new language is fun”; still this boy does not read any texts in English in his spare time. A girl who circled the word “unnecessary” in question still thinks it is kind of important to read in English. She answered: “Yes, kind of. It is good to know if you have to use it.” However, not all the Social Sciences pupils are as positive as the pupils mentioned above. One female pupil, who circled the word “unnecessary” and also added the word “boring”, and answered the third question of the questionnaire by saying “yes, unfortunately” wrote: “Yes, and no. It is good to understand and read a text. You learn more by talking and listening in English.” Another female pupil thinks it is both fun and instructive to read in English, and she reads English texts in her spare time, and prefers reading in English. However, her answer to question 5 differs quite much compared to other pupils with the same answers on the first questions. This girl wrote: “No, if you aren’t interested there’s no reason”.

6 Discussion
This chapter discusses the results of the questionnaires and connects the answers to the previous research and the theories previously presented in the thesis. These connections will result in the answers to the research questions.

6.1 What are pupils’ attitudes towards reading in English and what aspects do they consider important?

According to Aziz and Macic’s study that investigates pupils’ attitudes towards reading, a majority of the asked pupils find reading fun. The questionnaire however, results a different outcome than Aziz and Macic’s interview. 44 per cent of the pupils who answered the questionnaire circled the word “fun”. Two thirds of all the pupils, 66 per cent, however find reading instructive, which is the most popular opinion. This rather positive attitude also agrees with Nordberg’s research, meaning that pupils from the
digitalised generation still find reading important and useful. According to the results given by the questionnaire, the most common approach to reading does not agree with any of Lazar’s approaches per se, but can be connected to the language-based approach. Circa 44 per cent of all the pupils find English’s status as a global language as the most important reason for why it is important to read in English. This can be connected to Lazar’s language based approach by stating that the pupils actually learn English therefore also read in English because it is a global language. 20,5 per cent of all the pupils state the same thing in a more concrete way. These pupils mentioned that they find it important to read because it helps them increase their vocabulary, and their knowledge about how to use grammar and the English sentence structure. This agrees with Lazar’s approach because it includes literature as a help for teachers to teach and learners to learn English linguistics through literature. Just like the pupils contributing their answers to this questionnaire, Lazar suggests that literature can increase general awareness of the language. Since Lazar expresses her beliefs in this way, the pupils who answered the question about the importance of reading by saying: “yes because you learn”, or something similar, can also be included to share Lazar’s approach. This group consists of circa 19 per cent of the pupils. Only one of the 190 pupils mentioned culture and greater understanding of other people as a reason for reading in English. This pupil’s opinions can be connected to the traditional approach, because culture can be a part of the bigger context, such as political science and history. Furthermore, the pupil’s opinions can also be connected to the approach of personal enrichment, because “a more open way of thinking when it comes to other cultures and ways of living” might develop the views, and it can be seen as an intellectual or emotional engagement of learning English.
Both the pupils who find reading important because of the ability to communicate with people all over the world and those with a more linguistic, or cultural point of view, correspond well with the syllabus. The Swedish syllabus for the English language emphasises that pupils need an all-round communicative skill, meaning that they should be able to both receive and produce various kinds of information. In relation to this, the aspect of language learning and the global aspect are two of the main points seen as important by the pupils in Aziz and Macic’s study as well.

Furthermore, based on Eaglestone’s definition of literature being all kinds of possible texts, some pupils have shown that they have an open mind to other texts as well. Some of the boys have mentioned that most English texts they get exposed to are online, either on sites or in online games. A few pupils, both male and female, have mentioned social media as their first-hand source of reading in English. A handful mention that they like to read novels in English, and one pupil mentioned that she prefers reading comics in English. 66 pupils ranked the statement “I read texts in English during my spare time” with a 4 or 5, meaning that 34 per cent of all the pupils read English texts intentional on a regular basis.

6.2 Do the attitudes differ based on the pupils’ education, gender, and families reading habits?

The following chapter is divided in three sub-chapters, presenting and discussing each part of the research question individually.

6.2.1 Gender and reading

Twist et al claim that even though Swedish pupils overall have a positive attitude towards reading, boys tend to have a slightly more negative view on reading. The questionnaire both verifies and contradicts Twist et al’s findings. When it comes to the
circling of words in question 2, 13 boys circled the word ‘unnecessary’, which can be seen as the most negative sounding word in the questionnaire. This means that 13,9 per cent of all the respondent boys find reading in English unnecessary.

Amongst the girls participating in the study, only 10 circled the word ‘unnecessary’, which is equivalent to 10,7 per cent of all the girls. This means that there is a small difference in 3,2 percentage points between the male pupils and the female, a smaller difference than the one Twist el al presented in their study. A similar difference between the genders also occur when it comes to the word ‘boring’. In total, six people added the word to the questionnaire. Five of these were boys, representing 0,53 per cent of all the boys. The sixth one was a female pupil, she represents 0,1 per cent of all the girls.9 Even though the boys are over-represented when it comes to the usage of the words ‘unnecessary’ and ‘boring’, things look slightly different when it comes to the importance of reading in English.

There are not many pupils who find it unimportant to read in English, but some of them have responded to have this opinion. Amongst the 93 boys, five pupils thought it was not important to read in English for various reasons, this is equivalent to 0,53 per cent of all boys. Amongst the girls on the other hand, seven thought reading in English was unimportant, which is a total of 0,75 per cent of all the girls. Even though they are not many compared to the total number of respondents, the female pupils think it is slightly less important than the boys. This result can be compared to Nilsson and Svensson’s findings that boys might not enjoy reading, but still find it important (2005). Similarly, the results of the questionnaire show that boys find reading more boring and

9 However, another female pupil gave boring as a reason for why she does not find reading important, but did not add it to the question where the pupils were supposed to circle words.
unnecessary than girls. However, the result that a few more girls found reading unimportant than the boys also affirms the previous research.

6.2.2 Do the families’ reading habits affect the pupils’ attitudes?

As previously stated, research shows that families’ reading habits and attitudes have an impact on the pupils’ attitudes to reading. Amongst the pupils, 82 stated that they come from families who read much. 34 of the 82 ranked high\textsuperscript{10} scores on the question “Do you read English texts in your spare time?” A majority of these 34 also ranked low scores on the question “Reading at all is not my cup of tea”, which means they disagree with the statement and therefore implying that they somewhat like to read. As stated above, 34 of the pupils in the “yes group” read in their spare time, leaving 48 not to read English texts as frequently. Furthermore, 82 pupils stated that they do not come from a reading family. In the “no group”, 28 ranked to agree strongly with the statement “I read English texts in my spare time”, whereas 55 ranked to disagree or only to agree to some extent. Furthermore, there is also a third group of 22 respondents who answer that one of their parents read, or answered nor positive nor negative. 16 of these 22 stated that they do not read much in English in their spare time, whereas six pupils stated that they do.

The questionnaire shows that the pupils who come from reading families tend to read slightly more in English during their spare time than the other pupils do. However, since the differences are so minor, it seems as if the families reading habits do not affect pupils as much as previous research showed.

\textsuperscript{10} High scores = ranking the statement a 5 or 4. Low scores = ranking the statement a 3, 2, or 1.
6.2.3 Direction of education and reading attitudes

190 pupils from eleven of the national programmes in the Swedish upper secondary school have answered a questionnaire. 95 pupils study a vocational programme and 95 study an academic programme. The results of the questionnaires show that there are some differences between the vocational and the academic programmes. When it comes to reading in English, 40 of the vocational programmes’ pupils answered that they only do it when they have to. Another 40 of the pupils did however answer that they did not agree with that statement, and 15 of the pupils agreed to some extent with it. When it comes to the academic programmes, more pupils stated that they did not agree with the statement compared to those who did agree with it, 46 did not agree with the statement whereas 31 did agree with it, and 16 agreed to some extent\(^\text{11}\). Furthermore, differences can also be seen when it comes to whether or not the pupils find it important to read in English. Amongst the vocational programme pupils, nine of 95 mentioned that they do not think it is important to read in English, whereas only four of the academic programmes’ pupils thought the same. Additionally, the circling of the words in question 2 indicated some differences, but also some similarities. A majority of the pupils both studying vocational and academic programmes think that reading in English is instructive, over 60 per cent of all pupils circled that word. Furthermore, the second and third most common words circled by the vocational programmes’ pupils were challenging and simple, whereas the academic programmes’ circled simple and fun. When it comes to the word unnecessary, it was circled 12 times by the vocational programmes’ pupils, and nine times by the academic ones. The word boring was added three times by both vocational and academic programmes, leaving a total of six times.\(^\text{12}\)

\(^{11}\) Two pupils studying the Natural Science programme did not answer the question, leaving the number of respondents to question 4 to 93 from the academic programmes.
\(^{12}\) For the entire presentation of circled words divided by vocational and academic programmes see appendix Q.
7 Conclusion and suggestions for further research

When it comes to reading in English, the general attitude amongst Swedish upper secondary school pupils is that reading is instructive. Most pupils have a positive attitude towards English literature and other texts, and most pupils find reading important and valuable even though some do not enjoy it. When it comes to Lazar’s approaches to literature, the results indicate that 20.5 per cent agree with Lazar’s approach to literature as a help to learn the language. However, the most popular opinion about English being a global language can also be seen as a variation of the language based approach, since that can be seen as the major reason why English is taught in school. The other two approaches, the traditional approach and the approach of personal enrichment, were much more invisible than the language based approach, but could be seen in one pupil’s answers. The pupils who generally have the most positive attitudes towards reading are the ones who study an academic programme, whereas the pupils who study a vocational programme have slightly less positive attitudes.

Similarly, the results show that the pupils are somewhat influenced by their parents’ reading habits and their attitudes to reading.

Compared to what previous research says about gender and reading, boys have a slightly more negative view toward reading in English. However, the results show that the differences are not that big; the boys circled the most negative sounding words, but the girls found reading less important. Furthermore, the results indicate that the pupils apply and develop reading skills not only by reading novels. Subtitles, comics, online gaming and social media are examples given of where the pupils use and develop their reading.
This area of investigation can be developed further. The questionnaire can be handed out to schools all over the country, making the results more reliable. The investigation can also be developed by interviewing pupils about reading in English, which can give better answers than a questionnaire because of the limitation of a questionnaire as a method. Another idea of further investigation is to look at if the teacher’s approaches to literature and reading affect the pupils who only read when they have to, and if so in what way the teacher affects the pupils. Furthermore, other aspects of reading can also be investigated, in order to see if the attitudes differ depending on the genre of literature, or situation. The removed aspect of this essay, the pupils’ mother tongues, is also an important and interesting point of view to investigate in any future project in this field. This essay only presents the general attitudes towards reading, the possibilities for development can therefore be infinite.
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Appendices

Appendix A Questionnaire Swedish

Enkät om elevers attityder till läsning av engelskspråkiga texter


1. Vilket gymnasieprogram läser du?

2. Ringa in TRE ord av de nedanför som beskriver din generella uppfattning av läsning på engelska. Saknas det ord som beskriver din uppfattning får du gärna skriva dit passande ord.

<table>
<thead>
<tr>
<th>Utmanande</th>
<th>Svårt</th>
<th>Onödigt</th>
<th>Roligt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tidskrävande</td>
<td>Ovant</td>
<td>Enkelt</td>
<td>Lärorikt</td>
</tr>
</tbody>
</table>

Egna exempel:

3. Kommer du från en familj som läser mycket?
4. Rangordna följande påstående från 1-5, där 1 står för instämmer inte alls, 3 står för instämmer delvis och 5 står för instämmer helt. Samma siffra kan användas till flera påståenden.

Jag läser hellre texter av olika slag på engelska än på svenska
Jag läser engelskspråkiga texter på fritiden
Jag läser bara på engelska när jag måste
Läsning överhuvudtaget är inte min grej
Det är betydligt svårare att läsa på engelska än svenska

5. A) Tycker du att det är viktigt att läsa på engelska?

B) Varför/Varför inte?

6. Kön?

Man Kvinna

7. Vilket är ditt modersmål?

_Tack för att du tog dig tid att svara 😊_
Appendix B Questionnaire English

Questionnaire about pupils’ attitudes to reading texts in English

By answering and handing in this questionnaire, you give your permission for me to use your answers in my essay. The questionnaire is completely anonymous and the answers cannot be connected to you in anyway. This means that you can be completely honest and that no one knows that you have answered.

1. Which programme in the Upper Secondary School are you studying?

2. Circle THREE words of those below that represent your general view on reading in English. If there are words missing, feel free to add words that suit your opinion.

   Challenging     Difficult     Unnecessary     Fun
   Time consuming  Unaccustomed to it  Simple    Instructive

Other Suggestions:

3. Do you come from a family who reads much?

4. Rank the following statements from 1-5, where 1 means do not agree, 3 means agree somewhat, and 5 means agree completely. You can use the same number for several statements.

   I rather read various texts in English than in Swedish.
   I read English texts during my free time
   I only read in English when I have to.
Reading is not my cup of tea at all

It is much more difficult to read in English than in Swedish.

5. A) Do you think it is important to read in English?
   B) Why/Why not?

6. Gender?

| Male | Female |

7. Which is your mother tongue?

Thank you for taking the time to answer 😊
Appendix C Building and Construction Programme School A

Number of respondents: 14.

Male: 12
Female: 2

The chart shows the number of times an answer has been circled. The suggestion from the female pupil was “just enough”.

**Mother tongues:**

Swedish: 10
Croatian: 1
Kurdish: 1
Swedish/Thai: 1
Unknown: 1
Appendix D Business Management and Economics Programme School A

Number of respondents: 18

Male: 6
Female: 11
Unknown: 1

The chart shows words that were circled. Other suggestions that were given: “stiff”, and “scary”.

Mother tongues:
Swedish: 17
Swedish / Russian: 1
Appendix E Natural Sciences Programme School A

Number of respondents: 28

Male: 17
Female: 11

The chart shows the words that have been circled. The added words were, “exciting”, and “average” (female pupils) and “good” (male pupil).

**Mother tongues:**

Swedish: 18
Arabic: 6
Somali: 2
Albanian: 1
Swedish/Persian: 1
Appendix F Technology Programme School A

Number of respondents: 17

Male: 15

Female: 2

Male pupil | Female Pupil | Column1
--- | --- | ---
Challenging | 4 | 2
Difficult | 1 | |
Unnecessary | 3 | |
Fun | 6 | |
Time consuming | 6 | 2
Unaccustomed | 1 | 1
Simple | 11 | |
Instructive | 9 | |
Other suggestions | 2 | |

Other suggestions: “Boring”, and “slightly demanding”.

Mother tongues:

Swedish: 14

Dari/Persian: 2

Arabic: 1.
Appendix G Business and Administration Programme School B

Number of respondents: 17
Male pupils: 6
Female pupils: 11

The chart show the words that have been circled. The other suggestions given were “boring” (male pupil), “relaxing” (two female pupils), and “quite fun” and “quite easy” (female pupil).

Mother Tongues:
Swedish: 11
Albanian: 1
Arabic: 1
Somalian/Arabic: 1
Mother tongue unknown: 3
Appendix H Handicraft Programme School B

Number of respondents: 22

Male: 2

Female: 20

The chart shows the circled words. Other suggestions were “relaxing”, “too simple”, “tiring”, and “head ache giving”.

Mother tongues:

Swedish: 19

Albanian: 1

Hungarian: 1

Mother tongue unknown: 1
Appendix I Hotel and Tourism Programme School B

Number of respondents: 21 pupils

Male: 5
Female 15
Unknown Gender: 1

Mother tongues:
Swedish: 17
German: 1
Norwegian: 1
Croatian: 1
Swedish/Romanian: 1

Reading in Family

Yes  No  Affirmative but not yes  Negative but not no

0 2 4 6 8 10 12 14

Question 2

Male pupils  Female Pupils  Unknown Gender

0 2 4 6 8 10 12 14

Challenging  Difficult  Unnecessary  Fun  Time consuming  Unaccustomed to it  Simple  Instructive  Other suggestions

Reading in Family

Yes  No  Affirmative but not yes  Negative but not no

0 2 4 6 8 10 12 14

Challenging  Difficult  Unnecessary  Fun  Time consuming  Unaccustomed to it  Simple  Instructive  Other suggestions

Male pupils  Female Pupils  Unknown Gender
Appendix J Business Management and Economics Programme School C

Number of respondents: 10
Male: 7
Female: 3

Other suggestions from the pupils were: “Easy”, and “Not more difficult than reading Swedish books”

Mother tongues:
Swedish: 9
Unknown: 1
Appendix K Child and Recreation Programme School C

Number of respondents: 11

Male: 6

Female: 5

The other suggestion made by a male pupil was “boring sometimes”.

**Mother tongues:**

Swedish: 10

Unknown: 1
Appendix L Health and Social Care Programme School C

Number of respondents: 6

Male: 3

Female: 2

Unknown: 1

Other suggestion: “Boring”

Mother tongues:

Swedish: 3

Arabic: 1

Spanish: 1

Unknown: 1
Appendix M Industrial Technology Programme School C

Number of respondents: 4

Male: 4
Female: 0

Mother Tongues:
Swedish: 1
English: 1
Unknown: 2
Appendix N Natural Sciences Programme School C

Number of respondents: 6
Male: 3
Female: 3

Other suggestion given by female pupil: Necessary

Mother Tongues:
Swedish: 1
Arabic: 1
Dari: 1
Persian: 1
Chechen/Russian: 1
Unknown: 1
Appendix O Social Sciences Programme School C

Number of respondents: 13

Male: 5

Female: 7

Unknown: 1

Both the male pupil and the female added “Boring”.

**Mother Tongues:**

Swedish: 12

Unknown: 1
Appendix P Technology Programme School C

Number of respondents: 3

Male: 2
Female: 1

Suggestions given by male pupil: “Necessary”, and “Less fun”

Mother Tongues:
Swedish: 2
Persian/Dari: 1
Appendix Q Word choice done by academic and vocational programmes

The following table shows how many times the words in question 2 got circled. Please note that the pupils could circle up to 3 words, and therefore does not the number of times the words were circled add up to the total amount of respondents.

<table>
<thead>
<tr>
<th>Word</th>
<th>Vocational Programme</th>
<th>Academic Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging</td>
<td>50</td>
<td>31</td>
</tr>
<tr>
<td>Difficult</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Unnecessary</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Fun</td>
<td>33</td>
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<td>Pupils who added boring</td>
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