Abstract
The present study aims to investigate Swedish learners’ knowledge of English grammar. The investigation is based on an English translation test and a questionnaire given to 60 students in four upper secondary schools. Four error types were chosen to be investigated in the study: prepositions, concord with lexical items, tense, generic use of zero article. Moreover, individual differences such as motivation and attitudes to English studies and especially grammar were looked at to see how these will affect the result. Finally, gender differences were also investigated.
A Study of Swedish Students’ Knowledge of English Grammar

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1. Introduction

Since it is through language that we are able to communicate with other people all over the world it is important to know English well, the geographically most spread language. Nearly 400 million people have English as their mother tongue and due to this many languages, including Swedish, are also influenced by English, especially within areas such as sport, technology and film. This study focuses mainly on Swedish learners' mastery of one specific aspect of the English language, namely grammar. Furthermore, the study investigates the students’ attitudes to English studies in general and grammar learning in particular since when students study a second language at school their motivation and attitudes are crucial factors for what they will learn (Yule 2003). To investigate this the students answered a questionnaire in addition to the actual test. Furthermore, gender differences were also investigated.

The research questions can thus be defined as follows:
1. How good are young Swedish students at English grammar?
2. Have the students positive or negative attitudes to English grammar studies?
3. Are there connections between test results and attitudes to English studies and grammar learning?
4. Do the result show any difference between genders?

2. Theoretical background

In this section an introduction to, and different theories of, second language acquisition will be given. Also, a discussion of the language learner and different factors affecting language learning will be presented. Lastly, a short presentation of the grammatical features used in the present study will be given to the reader.

2.1 An introduction to second language acquisition

Since this essay is about second language acquisition (henceforth referred to as SLA), it must be made clear what it is and how it differs from first language acquisition. SLA can refer to any language you learn that is not your mother tongue. Consequently, it is not the second in meaning of the second one you learn, but can also refer to the third or fourth language you learn (Ellis 1997:3). According to Yule, when learning a second language there are four main differences from learning a first language: In SLA you
already have a first language, learning a second language is more voluntary, the learner is aware that he/she is learning, and the learner is able to compare the first language and the second language (Yule 1996:191). The last statement is relevant and very important for the present study and should be remembered throughout this investigation.

The two terms ‘acquisition’ and ‘learning’ also need to be briefly explained. One common definition is that ‘acquisition’ is a subconscious process of picking up a language by using it naturally in a naturalistic setting, i.e. the language is learnt through communication that takes place in natural social situations. ‘Learning’, on the other hand, is the conscious process of studying the vocabulary and grammar of a language, i.e. an instructional/educational setting. Those who have learnt their second language (henceforward L2) in an educational setting normally do not develop the same proficiency that those who have acquired their L2 (Ellis 1994:11-14).

2.2 Different theories of SLA
The reader will now be given a short presentation of different views on, and terms within, SLA, which are relevant for this study.

By way of introduction, the difference between linguistic (or mentalist) accounts of SLA and cognitive accounts of SLA needs to be stated. The linguistic accounts are describing the learners’ proficiency as a complicated system of rules that is behind the performance. They are concerned with what learners ‘know’ not what the learners ‘do’. On the contrary, cognitive approaches look at knowledge as inseparable from the actual use – ‘what you do is what you know’ (Ellis 1994:348). A cognitive view on SLA considers language learning as almost the same kind of learning as learning how to ride a bicycle (Ellis 1994:295), but more complex.

2.2.1 Cognitive theories
Cognitive psychologists see SLA as learners building up systems of knowledge that later can be used automatically for speaking and for understanding. At first learners have to pay attention to every part of the L2, but gradually the learners become able to use certain parts of their knowledge so quickly and automatically that they are not even aware that they are doing it (Spada 1998:5).
An important term in cognitive theories is ‘interlanguage’, i.e. a language, which contains a large number of errors, produced by a learner. This language is an in-between system used by L2 learners and is considered to be the basis of all L2 production.

Another key term is ‘fossilization’, which means that sometimes learners fail to reach competence within a specific area in the target-language. That is, learners stop learning a certain rule despite further instructions in the target language (Spada 1998:119, Ellis 1994:703). Fossilisation is not to be mixed up with the term ‘backsliding’ which means when a learner knows a grammatical feature and thus normally uses the correct forms but on some occasions fails. Backsliding can occur for example when the learner is under some pressure or has to express opinions on a difficult subject (Ellis 1994:694).

2.2.2 Contrastive theory
A key term within contrastive theories is ‘transfer’, i.e. some errors that L2 learners make are due to the transfer of expressions or structures from the L1. Consequently, if the L1 and the L2 have similar features the learner may be able to benefit from the positive transfer of his or hers L1 knowledge. On the other hand, transferring an L1 feature that is different from the L2 results in negative transfer. This is common in the early stages of L2 learning and normally decreases as the learner develops familiarity with the L2 (Yule 2003:194). If this occurs in the present study remains to be seen.

2.3 The language learner
The question of ‘the good language learner’ has always been an interesting issue for SLA researchers. Researches have shown that five main and important characteristics appear to affect our SLA: intelligence, learning style, aptitude, personality and motivation.

Several researchers have been reporting for many years that there is a strong link between intelligence and second language learning. Recent studies confirm this since they have found that intelligence are strongly related to certain kinds of abilities useful in SLA such as reading, vocabulary and writing. These studies also show that certain forms of learning styles can help some people develop a better L2, e.g. some learners achieve better vocabulary by reading English novels, while some learners achieve better vocabulary when listening to English speakers (Spada 1998:50-55). There is also
evidence that some individuals have an exceptional aptitude for language learning and it is thought that learners will be more successful (or, at least, the learning process will be easier) if they have characteristics such as the ability to identify and memorize new sounds, the ability to figure out grammatical rules from language samples and memory for new words. (Spada 1998:53)

Moreover, studies have found that personality characteristics such as assertiveness (i.e. strong confidence), adventurousness and uninhibited personality traits (risk-taking etc.) are all likely to have a positive effect on L2 learning. An L2 learner who is not afraid of making mistakes, whether talking or writing, will achieve greater success than the learner who does not. When it comes to motivation, it is, needless to say, motivated learners that will be more successful than learners who are unwilling to learn. Of all factors combined in the profile of a successful L2 learner – motivation to learn is one of the most important because motivation very much affects the learning. For example, high motivation is likely to help low competence and it is also likely that low motivation will lead to weak results even if the capacity of the student is average or even above average (Yule 2003:195).

2.4 Factors affecting SLA
All normal children are successful in the acquisition of their first language but this is, needless to say, not the case with learners of a second language. L2 learners differ enormously in many ways: how quickly they learn, the type of proficiency they acquire, the level of proficiency they achieve etc. The differences become very obvious if we look at the following examples: a pre-school child learning an L2 from playmates in a bilingual setting, an adolescent student learning an L2 formally in a foreign language classroom, and an adult immigrant learning the L2 in an informal language learning setting (at work and in daily life). These obvious differences are the result of a combination of all the external factors that the learner is influenced by. The external factors can be divided into two groups: psychological factors (often named learner attitudes) and social factors, where the former was stated in section 2.3 (Ellis 1997:73).

Even though the learners’ attitudes are very important in SLA, the major influence on the L2 comes from social factors, which shape the learners’ attitudes and therefore also influence the results of the learning. The main social factors are: age, social class, ethnic
identity and sex, where the latter is the one with importance for this essay, although a brief explanation of the others will also be given. It is important to point out that the relationship between these four factors and L2 learning is very complex and it is not one of these factors alone that determines L2 proficiency, but a combination of all these factors.

With regard to age it has been found that younger learners are generally more successful than older learners and this is possibly the case because they are less threatened by target-language norms. Learners who begin learning an L2 after the beginning of puberty (about the age of 15) are unlikely to acquire a native-speaker accent and are less likely to develop as much grammatical ability as those who begin before. There is also evidence of a relationship between social class and learning. An individual’s social class is normally measured by income, level of education and occupation. Therefore a middle class childhood can make middle class children more familiar with education and more expected to educate themselves. Consequently, they also become more familiar with L2 learning (Trudgill 2000:70-80).

Another factor is ethnic identity and there is a consensus that ethnic identity can have a deep influence on L2 learning. One important aspect is the effect of cultural distance on L2 learning: learners who are close (e.g. a Danish woman) to the target language culture (England) are likely to outperform those who are more distinct (e.g. a Chinese woman) (Ellis 1994:201-205).

When you meet a new person, the person’s sex is one of the first things you notice. In today’s society, our sex, more or less, plays a major role and even our language is sometimes sex-bound. Gender differences in language occur because language is a social phenomenon closely related to social attitudes. Some languages, like Spanish and French, are very specific when it comes to whether it is a male or a female speaking or referred to by using grammatical features in the language. However, this is not the only difference. Linguistic research has shown that the use of language differs due to the sex of the speaker, e.g. in more than one language women speak in a more conservative way than men.
In English, the differences in the language are less obvious and much smaller compared to, for example, some American Indian languages. However, English today contains a number of words and phrases which are ‘sex-bound’ and most of these tend to be exclamations. It is a fact that it is traditionally more acceptable in our society for men to swear and use taboo words than it is for women. Secondly, most differences within English are phonetic and phonological and here we cannot use taboo as an explanation. Much of the evidence we have for gender differences in English comes from a great amount of sociolinguistic research and it all shows the same thing: female speakers of English tend to use linguistic forms which are considered better (closer to the standard) than male speakers. Many societies expect a higher level of adherence to social norms (better behaviour) from women than they do with men and upper-class children are expected to behave better than working-class children from an early age. This can easily be compared to the difference in speech in connection with social class, where high-class speakers are closer to the standard than low-class speakers (Trudgill 2000:70-80).

Another reason for women to speak in a correct manner is because it gives them status and a higher value in society. (Men do not need to gain status through their language because they already have it.) To make this difference even clearer we use the terms ‘under-report’ and ‘over-report’. In this case we have women in one category and men in the other. Women are ‘over-reporters’ which means that they, when tested or asked about their speech, claim to use more statusful speech than they actually do while men are the opposite, i.e. ‘under-reporters’ (Trudgill 2000:70-80). The gender question will be discussed further in section 3.

Perhaps it is necessary to consider sex differences in language learning in relation to what learners know (where women are normally superior) and how they use this knowledge (where men sometimes are superior). Although, it will not always be the case that females outperform males. One example of this is Asian men in Britain who generally achieve higher level of proficiency in L2 English than Asian women do for the simple reason that their jobs bring them into contact with English-speaking people, while women often spend more time at home. Consequently, as pointed out before, sex often interacts with such factors as age, ethnic identity and in particular social class in determining L2 proficiency (Trudgill 2000:23-80).
2.5 The four grammatical features chosen for the study

In order to acquaint the reader with the grammatical features tested in the study, the following sections will give a short presentation of these four features: prepositions, concord with lexical items, tense and the use of the zero article. (The reader will also be given explanations of the grammatical terms used in this essay.) For more information about the sentences (selections, sources etc) see section 4.3 (method and material) and the appendices.

2.5.1 The selection of error types

The aim was to investigate the most common errors among Swedish learners of English and there are several studies which unanimously and clearly show what these are. Karlsson lists several studies which show that prepositions, the use of zero article and concord are the most common errors Swedish learners make (Karlsson 2002:8). An error type that was not among the most common errors, according to studies referred to above, was also to be investigated. Therefore a fourth type of error, tense, was also added.

2.5.2 Prepositions

Prepositions is a part of the English language which often creates difficulties. In *Progression and Regression* (Karlsson 2002) English prepositions are divided into three different categories: basic prepositions, systematic prepositions and idiomatic prepositions.

The basic prepositions are easy to describe, explain and draw pictures of. They are, thus, easy to learn and accordingly it is rare that learners of English make errors involving basic prepositions. However, this is not the only reason for basic prepositions creating few problems for Swedish learners of English. The most important reason may be that the basic prepositions in English often correspond directly to specific Swedish prepositions expressing the same basic meanings, i.e. *Ann was in the water.* (Sw: *i*) (Karlsson 2002:97-99) In this study three basic prepositional uses were included: *between, to, on.*

Systematic prepositions, on the other hand, are more complicated and as Karlsson writes: … systematic prepositional uses are not as predictable as ‘basic’ uses but their
uses are generalisable, and therefore more predictable than ‘idiomatic’ uses… (Karlsson 2002). Most of the systematic prepositions are governed by rules such as ‘when referring to a point in time use at’, e.g. \textit{at} seven o’clock, or ‘when referring to periods longer or shorter than a day use in’, e.g. \textit{in} the morning (Karlsson 2002:101-102). In this study 3 systematic prepositions were investigated: \textit{by bus, on the 20th of April, a map of}.

When it comes to idiomatic prepositions it is impossible to use other prepositions than the ones given, i.e. the prepositions are, in each case, bound to a specific verb, noun or adjective in question (Karlsson 2002:106). The three idiomatic prepositions investigated in the study were: \textit{interested in, commented on, translate into}. Consequently, the idiomatic prepositions are hard to learn and create much difficulties for learners of the English language.

2.5.3 Concord with lexical items

According to Karlsson, the most common error made by Swedish learners of English is concord (Karlsson 2002:8). A concord error is when the relationship between two grammatical features does not conform, e.g. \textit{The boy are happy}. However, even if concord as a whole is a complicated section one can go even further and investigate only one kind of all concord types. What Karlsson clearly shows is that ‘subject-verb concord with contrastive lexical heads as subject’ is one of the most difficult features to learn for an L2 learner. For example, \textit{furniture} is a count noun in Swedish (Sw: \textit{en möbel, två möbler}) but is a noncount noun in English. Consequently, in English one sees \textit{furniture} as singular in the following sentence: \textit{The furniture consists of a writing table and a bed}. Swedish, on the other hand, sees \textit{furniture} as plural (Karlsson 2002:48). Six lexical items were tested in this study, three words that always are plural in English: \textit{people, trousers, scissors}, and three words that always are singular: \textit{news, advice, money}.

2.5.4 Tense

At first, the reader must be aware of the fact that the use of tense in English and Swedish often corresponds. However, one should note that sometimes there are central differences between the use of tense in English and Swedish, some of which will be explained in this section.
2.5.4.1 Present tense in English/ past tense in Swedish

In some cases where Swedish employs the past tense, e.g. *Det var en god kaka*, English requires the use of the present tense, e.g. *This is lovely cake*. This happens when the speaker describes his/hers personal feelings or impressions (Svartvik & Sager 1996:92).

2.5.4.2 Past tense in English/ present tense in Swedish:

English applies the simple past for a finished event which occurred in the past and since the event is considered completed it is seen as irrelevant for the present, e.g. *Both text and melody were written by John Lennon*. Swedish, on the other hand, views this event as relevant for the present and therefore uses the present tense, e.g. *Både text och musik är skrivna av John Lennon* (Quirk et al. 1985:183).

2.5.4.3 Sentences starting with the expression 'It’s about time'

Clauses beginning with *it’s about time* always take the past tense. This is a so called fixed rule within the English language (Ljung 1992:78). One example of this is *It is about time you called a cab*, while it is in Swedish would be, *Det är på tiden att du ringer en taxi*.

2.5.4.4 Expressions including the prepositions since/for

English clauses containing the prepositions *since* and *for* warrant the use of the present perfect, e.g. *The house has been empty since the fire* whereas in Swedish the correct form would be *Huset är (har varit) tomt sedan branden* (Ljung 1992:78).

2.5.5 The generic use of the zero article in English

The rules for the generic use of nouns are relatively straight forward in English, whereas the Swedish generic system is much more complicated. It is therefore almost entirely due to the influence from the first language that the learners go wrong within this area. One of the major differences between the two languages is that Swedish very often can express genericness with two forms (the definite and indefinite) both in the singular and plural. English, on the other hand, normally cannot. This will clearly be shown in the next sentences which all refer to cats in general:
- En katt har vassa klor. – *A cat has sharp claws.*
- Katten har vassa klor. – *The cat has sharp claws.*
- Katter har vassa klor. – *Cats have sharp claws.*
- Katterna har vassa klor. – *Cats have sharp claws.*

(Karlsson 2002:131-132)

The last sentence exemplifies the difference between the two languages, you cannot use the definite plural (the cats) when referring to cats in general. Here Swedish learners go wrong and often use the definite article due to negative transfer from their native language. Five different cases of the generic use of the zero article were tested in the present study. The study also includes exceptions to the rule, e.g. the environment which always takes the definite form even if it expresses genericness.

3. Previous research

There is no unanimous evidence which shows which gender is the best at learning an L2 but a great amount of research has been made within that area and the research tends to show the same things: young girls often have better results, especially within vocabulary and spelling. One investigation made in Sweden by Balke includes 3,400 Swedish children in their fifth year in school (around 11 years old) and is a partial report within a large national evaluation of Swedish primary and secondary school. The children’s knowledge of English was investigated in 8 tests, e.g. reading, vocabulary, listening, writing (free production). A questionnaire was handed out together with the tests and the purpose was to investigate the children’s motivation, attitudes, time spent on homework, English activities etc. Three relevant results were found: the girls were better at writing, spelling and coherent text writing (e.g. free production, answers with full sentences). This means that girls were always better when a productive answer is required and if a difference between boys and girls existed it was almost always positive for the girls (who often outperformed the boys). Despite this, the boys were more secure when using English outside school, more active in the classroom and had a much higher self-confidence when using English in school than the girls did. The boys also used English often in their spare time (e.g. computers, TV) while the girls did not. The boys marked themselves as ‘good’ or ‘very good’ at English which is much better than what the girls did. This is a surprising result due to the fact that the girls often outperformed the boys on the tests. All children held a positive attitude to English and learning
English although only the girls had a strongly positive attitude towards school and especially homework where the girls almost always had higher results (Balke 1990). If the students in the present essay hold the same opinions and attitudes remains to be seen.

Other research pointing in the same direction was made by Burstall (1975) who also investigated gender differences. Her study of some 6,000 children beginning L2 French at 8 years old in English primary schools reported that the girls achieved a significantly higher result than the boys on all tests measuring their knowledge of French throughout the period of the study. Furthermore, a number of studies also show that females have more positive attitudes towards learning an L2 than males. Burstall notes that low-achieving boys tended to drop French to a much greater extent than low-achieving girls from the age of 13 onwards (Balke 1990).

Although the research about the language learner seems clear and straightforward, there are several difficulties, for example in motivation, where the research cannot show if the successful learners are motivated because they are successful or if they are successful because they are motivated. As mentioned before, we need to keep in mind is that research on individual learner characteristics is not entirely reliable because it is the learners themselves that give the information (in the questionnaires) on which the studies are based (Spada 1998:34-50).

4. Method & Material

4.1 The students in the present study

A test was given to 60 Swedish students in the upper secondary school\(^1\). All students belonged to a class in the social science programme (Sw: samhällsprogrammet) and had all taken both the A and B course in English. The purpose of the study was to investigate the grammatical knowledge of young people since they, normally, have been less influenced by the English language than more advanced students. Also, they have not spent much time abroad (worked or studied) and not read as much English literature as older people. The only thing the students knew before taking the test was that it was a translation test investigating their grammatical knowledge (more information about the

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\(^1\) 14 students, with other mother tongues than Swedish, were excluded from the study.
test in section 4.3) and no time limit was set but all students finished within 35 minutes (both test and questionnaire).

4.2 The questionnaire
In addition to the test, a questionnaire was given to all students. Questions about their gender, age and how much time they spend on homework during a week and when they started reading English were asked. They were also encouraged to give their personal opinions of the importance of English and grammar, the degree of difficulty in learning grammar, and, finally, all students had to grade themselves in English. See more about this in appendix 2.

The teachers also received a questionnaire in which they were asked about their opinions of student attitudes, their own teaching of grammar, e.g. methods and frequency, and this is discussed and analysed in section 5.4.

4.3 The test
The test is a translation test consisting of 27 sentences where 9 sentences tested prepositions, 6 the zero article, 6 tense and, finally, 6 tested concord with lexical items. When constructing the test the aim was to make it as clear as possible in that all sentences were ‘easy’ and with a simple vocabulary since it was only the knowledge of grammar that was to be tested.

4.4 The marking of the tests
The results were analysed by counting the number of correct sentences and the maximal score was 26. Per cent is used to show the results. When marking the tests it became clear that, despite the careful choice of sentences and vocabulary, some of them caused problems, especially sentence number 5. This sentence was excluded from the study because all students rewrote the sentence and thus avoided the systematic preposition that was being tested.

The only thing that was looked at when marking the sentences was the grammatical part which was tested in the particular sentence. Firstly, an answer was accepted in the marking as long as it was understandable what word the student meant. If a spelling error made it unclear if the student knew the grammar or not the sentence in question
was excluded. Secondly, grammatical errors outside the part that was being tested was not counted either. Thirdly, due to the fact that many features that were tested sometimes depended on special words, the exact translation was needed, otherwise the sentence was excluded. For example, in sentence 5 (mentioned above) where the preposition *went by bus* was tested, all students avoided the problem simply by using *I took the bus*. If a student “rewrote”, and thus avoided the complicated part, it is not sure if the student knew the grammatical feature or not. Fourthly, just as the rule above, if the student avoided the complicated part by not writing anything at all (or leaving a gap) these were not seen as an error. It is impossible to tell if the student left a gap because he or she did not know the correct answer or if it was due to other reasons. These answers were also excluded from the investigation. For example in sentence 9 many students left an empty gap for *arbetslösheten* (translation: *unemployment*) and because the zero article was being tested together with this particular word, it is impossible to tell if these students knew that they should not use the definite article. When a sentence was excluded from the study, due to the different factors explain above, it was called ‘invalid’. In the next section, result and analysis, the invalid answers are shown and analysed.

**5. Results and discussion**

In this section an analysis will be given of the results of the present study. The primary objective is, as stated in the introduction, to investigate Swedish learners’ knowledge of English grammar. Later this question will be put in relation to the other research questions.

**5.1 Students’ result**

First a short presentation of the results will be given, one grammatical feature at a time. As pointed out before, 60 students participated in the study and their results are given below:
60 students participated in the study, 42 girls and 18 boys. The maximum score was 26 correct answers and the average score was 9.1. As can be seen, 4 students are weak with only 3 or 5 correct translations and 3 students have good results with 13, 14 or 15 correct translations.

5.1.1 Prepositions

5.1.1.1 Basic prepositions

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Invalid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The little ball is <strong>between</strong> two big balls.</td>
<td>58</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7. She walked <strong>to</strong> the tree and touched it.</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. The cat is sitting <strong>on</strong> the car.</td>
<td>55</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>173/180</td>
<td>7/180</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 1. Correct, incorrect and invalid translations.

Basic prepositional uses created almost no trouble at all for the students. Seven translations were wrong (out of 180 sentences). The incorrect answers occurred in sentence 2, *The little ball is in the middle of two big balls*, and in sentence 22, *The cat is sitting above/ under/ a top/ in the car*. These errors are not considered as serious
mistakes, but minor word errors and careless mistakes. You could also consider these incorrect translations as errors due to ‘backsliding’, see section 2.2.1.

5.1.1.2 Systematic prepositions

<table>
<thead>
<tr>
<th>Sentence:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. He visited the old man on the 20th of April, 2001.</td>
<td>15</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>24. Nicole made a map of the long and difficult road.</td>
<td>10</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Summary (correct shown in %):</td>
<td>25/120 = 21%</td>
<td>95/120 = 79%</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2. Correct, incorrect and invalid translations.

In the category of systematic prepositional uses 79 % of the students made incorrect translations. Most incorrect answers in sentence 15 were without the preposition, *He visited the old man the 20th of April, 2001*. Other incorrect answers had another preposition: *at/ in the 20th of April, 2001*. All incorrect answers in sentence 24 included the same error, *Nicole made a map over the long and difficult road*.

Clearly influenced by their native language, the students made these mistakes due to negative transfer from their mother tongue, see section 2.2.2. It is obvious that these students do not know the grammatical rules for these two systematic prepositions and their teachers had only had a ‘quick run-through’ within this area. This should then explain why the students, after the B course, do not know that the preposition *on* should be used before a date. Although, the incorrect translations of sentence 15 that included a preposition (*at/ in the 20th of April, 2001*) may show that these students recognise that there is supposed to be a preposition before a date but then choose the wrong preposition. (For more information about the teacher’s comments see section 5.4.)
5.1.1.3 Idiomatic prepositions

<table>
<thead>
<tr>
<th>Sentence:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The teacher commented on her article.</td>
<td>8</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>20. He was always very interested in politics.</td>
<td>39</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>27. You are now supposed to translate some sentences into English.</td>
<td>28</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Summary (correct shown in %):</td>
<td>75/180 = 42 %</td>
<td>94/180 = 52 %</td>
<td>11/180 = 6 %</td>
</tr>
</tbody>
</table>

Table 3. Correct, incorrect and invalid translations.

More than half of the students wrote incorrect translations of idiomatic prepositional uses. Most incorrect answers occurred in sentence 11 where many students omitted the preposition, *The teacher commented ___ her article.* Although a few incorrect answers included the wrong preposition, *The teacher commented at her article.* Invalid answers occurred either when the students left a gap (probably did not know the word for Sw: *kommentera*: *The teacher ___________ her article,* or sentences with rewritings, e.g. *The teacher was talking about her article.* It is therefore impossible to claim that these students do not know that the verb *comment* always takes the preposition *on.*

The incorrect answers given in sentence 20 were *interested for politics,* *interested about politics,* *interested of politics,* *interested by politics.* The only invalid answer came from a student who used the verb *fond of* (which is correct but could not be used in this study).

Moreover, half of the students gave the incorrect answer in sentence 27, *You are now supposed to translate some sentences to English.* The two invalid answers were students which had left a gap (the whole sentence).

As predicted, the basic prepositions created almost no difficulty at all while systematic and idiomatic prepositions gave a weak result. As mentioned before, the teachers had only had a quick run-through of this part and it is clearly not enough because the
students do not seem to master these prepositions at all. However, the students seem to know that the verb *interested* should be followed by *in*. 39 students out of 60 made correct translations and almost all incorrect answers were followed by a preposition, although sometimes the wrong one. Thus, the students seem to recognize that *interested* is a word that needs to be followed by a preposition. This was not the case with sentence number 11 where most students incorrectly omitted the preposition after *comment* which creates a serious grammatical error. The incorrect translations to sentence 11 may be negative transfer from the Swedish language where you say *Läraren kommenterade hennes artikel*. In other words, in Swedish you omit the preposition after the verb *comment* and Swedish people therefore need to learn that in English you must have a preposition after *comment*.

Furthermore, *interested in* and *translate into* showed rather good results; they are verbs that a Swedish learner of English often learn very early in connection with the first English phrases you learn, such as *I am interested in football* or often hear in the classroom *Translate these sentences into English*.

<table>
<thead>
<tr>
<th>Basic:</th>
<th>Systematic:</th>
<th>Idiomatic:</th>
<th>All together:</th>
</tr>
</thead>
<tbody>
<tr>
<td>173/180</td>
<td>25/120</td>
<td>75/180</td>
<td>273/480</td>
</tr>
<tr>
<td>= 96 %</td>
<td>= 21 %</td>
<td>= 42 %</td>
<td>= 57 %</td>
</tr>
</tbody>
</table>

Table 4. The correct answers/number of answers (correct answers shown in %).
5.1.2 Concord with lexical items

<table>
<thead>
<tr>
<th>Sentence:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A lot of people <em>were</em> at the game.</td>
<td>41</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>6. Where have you put the money? It <em>is</em> on the table.</td>
<td>9</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>10. These trousers <em>are</em> much too large.</td>
<td>53</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>14. The scissors <em>are</em> under the chair.</td>
<td>14</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>19. The latest news <em>is</em> about the war.</td>
<td>39</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>23. She gave him good advice but he did not follow it.</td>
<td>2</td>
<td>57</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>158/360 = 44 %</td>
<td>183/360 = 51 %</td>
<td>19/360 = 5 %</td>
</tr>
</tbody>
</table>

Table 5. Correct, incorrect and invalid translations.

Two different types of incorrect answers were given in sentence 1, *A lot of people was at the game last night.* / *There was plenty of people at the game last night.* The five invalid answers were all rewritings: *Much folks were..., It was very crowded..., Much people at the game, Many people attended..., Lots of people saw....*

Both sentences 6 and 10 had only one type of incorrect answer, *Where have you put the money? They are on the table* (sentence 6) and *These pants is way too big* (sentence 10). The invalid answer in sentence 6 came from a student who omitted the words *it is* and only replied with *On the table.*

Furthermore, in sentence 10 most students preferred the word *pants* (before *trousers*) which is a common synonym of *trousers* in American English and it does not matter in this study since both are lexical items which always take plural.

Sentence 14 gave many incorrect answers where the students wrote an incorrect word for ‘scissors’, often *The scissor is under the chair.* Only a few students knew that correct word, *scissors*, but then wrote the wrong form of *be: The scissors is...*. The invalid answers were different suggestions of the word *scissors: The sax is under the chair. The wizzor is under the chair. The cuter is under the chair.* In all these cases it
was impossible to figure out if the student knew that scissors always are plural (because the students didn’t use the word scissors).

All incorrect answers in sentence 19 and 23 included the same error, The latest news are about the war (19) and She gave him good advice but he didn’t follow them (23). Several students made the grammatical error even worse by making advice plural: She gave him good advices but he didn’t follow them. The invalid answer is a student who omitted the word advice. Five invalid answers occurred in sentence 19 where the students omitted the verb: The latest news __ about the war.

Initially, it is needed to point out that all teachers claimed that they had carefully explained lexical items and the students had also worked with it a lot. Nevertheless, the result is weak. Sentence 10 (trousers/pants are) has the best result with 53 correct translations (out of 60.) Words like pants and trousers that ends with an s (which is the normal plural ending) seem to be easier to translate successfully. Compare this to another noun in plural people where 41 students (rather good result) wrote a correct translation. In this case it may be harder to see that the word is plural.

The third plural word was scissors and the weakest result occurred here. Only 20 students knew the correct word for Sw: sax (6 of these got the wrong form of be). Most students wrote scissor (without the s) and, as seen above, suggestions such as cuter, wizzor and sax were also given If the students had known the correct word (with the ending s) most of them would probably have created correct translations since they seem to find it easier to remember these words as plural.
5.1.3 Tense

<table>
<thead>
<tr>
<th>Sentence:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. This <strong>is</strong> lovely cake!</td>
<td>1</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>8. Both text and melody <strong>were written</strong> by J. Lennon.</td>
<td>0</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>12. It is about time you <strong>called</strong> a cab.</td>
<td>0</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>16. Where <strong>did you learn</strong> how to cook?</td>
<td>13</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td>21. The house <strong>has been</strong> empty since the fire.</td>
<td>1</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>25. If it should rain tomorrow we <strong>would stay</strong> here.</td>
<td>26</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Summary:</td>
<td>41/360 = 11 %</td>
<td>319/360 = 89 %</td>
<td>0/360 = 0 %</td>
</tr>
</tbody>
</table>

Table 6. Correct, incorrect and invalid translations.

As one can see, this section did not include many correct answers, only 41 sentences out of 360 were correct. In sentences 8 and 12 all students created erroneous translations, *Both text and melody is /are written by J. Lennon* (8) and *It’s about time you call a cab* (12). Almost all students also gave wrong answers in sentences 3 and 21, *This was lovely cake!* (3) and *The house is empty since the fire* (21). Although, in sentence 16, 13 students employed the correct form but the others incorrectly used the following form: *Where have you learned how to cook?*2

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2 This sentence can, in some cases, be correct, although it is not the correct translation to this Swedish sentence.
Sentence 25 created most difficulty. Over 20 different suggestions were written and all together 26 students were right. The most common error made by the students was not including will, e.g. *If it should rain tomorrow we stay here*.

Again, clearly prompted by their native language the students almost every time applied the same tense in their translations as in their mother tongue. The result, 89 % incorrect answers, is of course a weak result, although it has a clear explanation: The teachers had either ‘never once touched’ the subject about differences in tense between Swedish and English or only mentioned it ‘when it came up’.

5.1.4 Zero article

<table>
<thead>
<tr>
<th>Sentence:</th>
<th>Correct:</th>
<th>Incorrect:</th>
<th>Invalid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>Food</strong> is expensive in Norway.</td>
<td>0</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>9. He promised to create new jobs in order to lower <strong>unemployment</strong>.</td>
<td>3</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>13. I am very interested in <strong>Swedish culture</strong>.</td>
<td>1</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>17. Give <strong>peace</strong> a chance!</td>
<td>27</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>22. <strong>Prices</strong> are going up all the time.</td>
<td>2</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>26. It is important to protect the <strong>environment</strong>.</td>
<td>42</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Summary:</td>
<td>75/360 = 21 %</td>
<td>232/360 = 64 %</td>
<td>54/360 =15 %</td>
</tr>
</tbody>
</table>

Table 7. Correct, incorrect and invalid translations.

All students made incorrect translations in sentence 4 and they all wrote: *The food is very expensive in Norway* and only 3 students translated sentence 9 correctly where 25 students gave an inaccurate translation with the definite article, e.g. *He promised to create new jobs in order to lower the unemployment*. All invalid answers did not include the correct word for Sw: *arbetslösheten* (translation: *unemployment*). Most students left an empty gap but a few students used a rewriting, e.g. *He promised to create more jobs to lower the working situation when there were many without jobs right now.*
Also in sentence 13 almost all students made incorrect translations, I’m very interested in the Swedish culture. Half of the students also incorrectly applied the definite article in sentence 17, Give the peace a chance! The invalid answer here came from a translation where the student had written fred instead of peace.

Furthermore, all but two students gave an erroneous translation in sentence 22, The prices are going up all the time. The two invalid answers were both omitting the word for prices.

Sentence 26 had no incorrect answers but 19 invalid answers where it was impossible to tell if the students knew that environment is an exception to the rule about genericness or not. Instead of using the word environment, the students wrote: It is important to safe the nature, It is important to protect our environment, It is important to protect the wood, or We must protect the culture. Two gaps were also considered invalid.

Again, a weak result can be seen despite the fact that the teachers claimed that they had ‘explained’ the zero article (genericness), although ‘not very much’. The only positive result in this section were sentence 17 (Give peace a chance!) and sentence number 26 (the environment) where 42 students made correct translations and. However, it is possible that the students do not know the grammatical rules for the zero article since the environment is an exception to the rule. The reason for 27 correct translations for sentence 17 (Give peace a chance!) could be that this is a common sentence and the students can hear what sounds correct. In other words, the 27 students that wrote correct translations probably did not think about the rules for the zero article when writing.

5.1.5 Summary students’ results

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Concord</th>
<th>Tense</th>
<th>Zero article</th>
<th>All types:</th>
</tr>
</thead>
<tbody>
<tr>
<td>273/480=</td>
<td>158/360 =</td>
<td>41/360 =</td>
<td>75/360 =</td>
<td>547/1560 =</td>
</tr>
<tr>
<td>57 % (correct)</td>
<td>44 % (correct)</td>
<td>11 % (correct)</td>
<td>21 % (correct)</td>
<td>35 % (correct)</td>
</tr>
</tbody>
</table>

Table 8. Shows the summary of the students’ results
5.2. Summary of the questionnaire

All students were 18-19 years old and had studied English in school almost the exact same number of years and from the same age (around 8-9 years). 5 students had been to an English-speaking country for 1-2 weeks but they were included in the study because it should not have influenced them noticeably.

5.3 The students’ attitudes

Initially, it feels necessary to emphasise that most questions discussed below are answered with a scale of 1-5. Number 1 is always the most negative answer and 5 is always the most positive answer. For more information about the questionnaire see section 4.2.

5.3.1 General attitudes

It clearly shows that many students think it is ‘important’ (4) to be good at English and as many as 37 out of 60 (62 %) think English is ‘very important’ (5) to know. No students found English ‘not important’ (1) or ‘not that important’ (2) and thus motivation to work hard with English should therefore exist. Grammar, on the other hand, has not as clear results. Here, the students are divided into different groups. The majority of the students think grammar is ‘important’ (4) and 12 students find grammar ‘very important’ (5) and these 12 students are also in the top 15 in the study. However, there are also students who think grammar is ‘not that important’ (2) or only ‘rather important’ (3). This might influence the students’ interest in grammar lesson and consequently also their knowledge and result and in most cases this shows in the students’ results (who all had fewer than 10 correct answers).

When the students graded their grammar teaching most students considered it ‘bad’ or ‘very bad’ and stated that they ‘never’ or ‘once during the term’ had grammar teaching. (In section 5.5 the teachers’ questionnaires are discussed and all teachers stated that they had at least one grammar lesson per month.) Later, the students also had to grade themselves and most students appear to know their level, but several boys over-reported (see section 2.4) and claimed that they were ‘very good’ (5) at English but had only 6 to 8 correct translations. Also, the top three students (all girls) all slightly under-reported and claimed that they were only ‘good’ (4) at English. In many cases you can see that the boys feel more secure of themselves when using English than the girls do.
What is especially interesting with the answers in the questionnaire is that most students think that English is ‘fairly easy’ or ‘very easy’ and think grammar is ‘hard’ or ‘medium hard’. The interesting part here is why the students separate grammar and English – they clearly like English but dislike grammar. Many students also seem to have bad experiences of grammar teaching and they cannot see it as something challenging and fun to learn. This is something the teachers really should change because it does not have to be that way.

One question is about how much time the students spend on studies and homework in their spare time and the majority answered 2.5 hours/week (30 minutes every day) but 19 students (32 %) answered that they spent 10 hours/week (2 hours every day). These 19 students are not the students with the top results, but these are mostly students who received 10 or 11 correct answers. In other words, the most hard working students are consequently the ones that think English is rather difficult to study but their motivation helps them to receive good results. The top students (with 15, 14 and 13 correct answers) spent 2.5 or often fewer hours on homework which means that these students are very quick at learning. This means that we should pay more attention to these students who often do not get as much attention as the “good” and “bad” students, because they are the ones that, according to my study, work the hardest. Several students stated that they spent ‘no time at all’ on studies outside school, these were all boys and the majority of these students were among the weakest students.

When connecting the results of the questionnaire with the results of the test, as one might expect, some links between the results and the motivation and the experience of difficulty can be seen.

5.3.2 The weakest students
4 students distinguished themselves from the others by their weak results – two boys and two girls. One boy had only 3 correct translations and the other three students had 5 correct translations. When the questionnaires were investigated many similarities were found. For example they all gave English (as a subject in school) the mark 3 i.e. ‘medium fun’. They also marked the next question, how easy English is to learn, with 3 i.e. ‘medium hard’ and had been given a G in both the A- and B course. Comparing to
the average opinions these students consider English more boring and more difficult than the others. The thing that did not differ between these four students and the rest was how important it was with English and grammar, even the weakest student considered English and grammar as ‘important’ (4). They also stated that they spent approximately 2.5 hours/week on studies outside school which is, as pointed out before, the average result in the whole study (one student claimed that he spent ‘no time at all’ on homework).

The most important findings here are that the weak students had very bad self-confidence when it came to English. They graded themselves in English and grammar as 2, i.e. ‘rather bad’ and also answered that they will absolutely not study any language in the future. Their bad confidence also shines through when you read their translations, which are filled with invalid answers. This means that these students often left gaps when they did not know a word, i.e. they did not even try.

6 more students distinguished themselves as weak students with 6 correct translations and again it can be seen that the attitudes and results are closely related. In this group, which consists of 2 boys and 4 girls, the students had mostly received a G in both courses but three students had received a VG in the A course. The attitudes in this group to English do not differ much from the weakest students’ attitudes, they also think it is ‘medium fun’ (3), ‘medium hard’ (3), but graded their own knowledge as ‘average/medium’ (3) which is better than the weakest group’s grading of themselves. Moreover, these 6 students will ‘probably not’ study any language in the future and also here the attitudes are clearly connected with the results.

5.3.3 The most advanced students

The top three students (all girls) had 15, 14 and 13 correct translations (out of maximum 26) and all three thought English were ‘very fun’ (5) and ‘very easy’ (5). Furthermore, their attitudes towards grammar were also very positive – ‘fairly easy’ (4) and ‘important’ (4). Their positive attitudes produce good results when they were the best students in the present study and also had received MVG in both courses. Despite this all three students under reported their knowledge and considered themselves as ‘good’ (4) at English.
Six students had 12 correct translations (5 girls and 1 boy) and they also held positive attitudes towards English and grammar, although they marked 4, i.e. ‘quite fun’ and ‘fairly easy’ instead of 5. These six students had either MVG or VG in their A- and B-course and marked themselves as ‘good’ (4) at both English and grammar.

Lastly, it is important to point out that it is impossible to know if the negative attitude influences the result or the other way around. The weakest student may have negative attitudes towards English because he considers English hard and he often gets weak results, although he could also have formed the bad results due to his negative attitude. Often these factors, results and attitudes, create a vicious circle.

5.4 Gender differences
To begin with, the number of boys and girls were very uneven: out of 60 students only 18 were boys (30 %), and 42 were girls, which makes it difficult to discuss this question in a fair way. However, an attempt will be given: The boys had an average score of 8.33 and the girls had the average score of 9.48. (Compare this numbers to the average score of all 60 students: 9.12.) We can clearly see that the girls scored better in this test than the boys did. Looking at the individual results, the top three students, as mentioned before, are all girls and 5 (out of 6) students that had 12 correct answers were girls. Consequently, we have only one boy within the 9 best students (11 %). Within the group of weak students (3-6 correct answers), we have 11 students where 5 are boys (45 %).

However, other gender differences were found in the study, e.g. differences in attitudes towards homework and education. The boys had more negative attitudes towards homework and several boys stated that they spend ‘no time at all’ or ‘only 1 hour/week’ on studies outside school and no boy stated that he spent ‘10 hours/week’ on homework outside school. The boys often also gave comments, such as ‘boring’ and ‘unnecessary’, on their education. As discussed in section 2.4, it is not seen as important for the boys to be good in school as it is for the girls. Even if this test is anonymous the boys still keep up the cool and tough façade and stated that they care very little about their education. Also, a difference within the attitudes towards language studies was found.
As mentioned in section 2.4, according to Trudgill, females care more about being good and acting correct and also pay much more attention and effort in their education to be able to gain status in society. Males do not need that and should also care less about their results in school (2000:70-80). In section 2.4 and section 3 arguments for the female students to outperform the male students in the present study were stated and it can be seen that the present study gave the same result.

When it comes to language studies in the future ‘absolutely not’ was a common answer among the boys. In fact, several stated that they do not need language studies because they learn better on their own from e.g. computers, the internet and movies. This is also seen in the question about ‘where do you learn the most English’. The boys were very critical of school and often claimed that they learnt ‘nothing’ in school or they had learnt ‘the least’ in school. Conversely, the girls stated that they have ‘learnt some things’ or ‘learnt many things’ in school. Although, the girls also claimed that they had learnt much English from other things, such as movies and music, but they do not spend as much time on computers and movies in their spare time as the boys do.

5.5 The teachers
All teachers had very much the same opinions and answers in the questionnaire, they all think that most students are motivated to learn English and grammar and the teachers also consider grammar as ‘rather important’ or even ‘very important’. In spite of this they only spent approximately 1 lesson (out of 8) or 2 lessons (out of 12) per month on teaching grammar. The teachers also explained that they almost never go through grammar in front of the whole class, instead they try to point out the grammatical errors in the students’ individual work such as essays and speeches.

6. Conclusion

The chief aim of the present study is to investigate Swedish students’ knowledge of English grammar. It is evident that upper secondary school students’ mastery of grammar is weak and when looking at the results we can see that especially within the two grammatical features of tense and the use of the zero article the results are very weak - the students will graduate upper secondary school without knowing that there
exist differences in tense between Swedish and English. In connection to this, this study also shows that English teachers at upper secondary schools seem to focus very little, if at all, on grammatical elements and the present study and its results strongly suggest that upper secondary school teachers should focus more on grammar. Only to ‘go through briefly’ is not enough – to know how or when to apply it in speech or remember it after some time has elapsed need recurrent and plenty of work.

Both the second and the third research question are concerned with students’ attitudes and here almost every student find English ‘important’ or ‘very important’ and, as predicted, in this study the students’ attitudes clearly have a link to their results. As pointed out before, high motivation can help low capacity while low motivation can lead to bad results even if the capacity of the student is average (or above) average. The findings show that a majority of the students are highly motivated for English studies, even if students below average are slightly less motivated than those above average.

The fourth research question concerned with gender differences and some of the findings are confirmed by what Balke (1990) found in her investigation of Swedish students’ attitudes towards English studies: the boys were more secure of themselves when using English than the girls were and the boys also used English more often in their spare time (e.g. computers, TV). The boys marked themselves as ‘good’ or ‘very good’ at English which is generally better than the girls did and this is a surprising result due to the fact that the girls actually received better results on the test. Furthermore, all students held positive attitudes to English and English learning although only the girls had a strong positive attitude to school and especially homework.

To conclude, negative transfer is highly evident in young learners of English and there are clear links between the students’ errors and their native language. The students do not seem to remember the grammatical rules when translating sentences like this. Backsliding was something that also frequently occurred in the test. Probably most students would know the correct answers in the sentences testing prepositions and lexical items if they were reminded or if they knew what was being tested. It would therefore be interesting to see if there would be any differences if the students did
another test where slots/gaps were left instead of whole sentences. Then the students would know what was being tested and remember to think of the rules.

Another aspect is that the students maybe did not care very much about the result. The test was voluntary (although not in the students spare time but taken in a lesson) and the result would not affect their grade in the course. If the test had been graded by their teacher and thus had affected their grade maybe the students would have made less mistakes. Also, maybe they would have tried harder to find the correct words instead of leaving gaps. (The number of invalid answers were higher than expected, 84 suggestions were excluded from the study.)

Also, a follow-up study after teaching the students these grammatical features would be an interesting field for further research.
7. List of References


Karlsson, Monica *Personal papers*


www.wikipedia.org
The test

1. Mycket folk var på matchen igår kväll.

2. Den lilla bollen är mellan två stora bollar.

3. Det här var en god kaka!

4. Maten är dyr i Norge.

5. Före lunch tog jag bussen för att hälsa på min flickvän Jenny.


7. Hon gick till trädet och nuddade det (rörde vid det).

9. Han lovade att skapa nya jobb för att sänka arbetslösheten.

10. Dessa byxor är alldeles för stora.

11. Läraren kommenterade hennes artikel.


16. Var har du lärt dig att laga mat?

17. Ge freden en chans!

18. Katten sitter på bilen.

19. De senaste nyheterna är angående kriget.

20. Han var alltid väldigt intresserad av politik.


22. Priserna går upp hela tiden.

24. Nicole gjorde en karta över den långa och svåra vägen.

25. Om det skulle regna i morgon stannar vi här.


27. Du skall nu översätta några meningar till engelska.
Frågeformulär elever
Tack för din medverkan!

Ålder: _____

Kön:
Tjej ___ Kille ___

Har du svenska som modersmål?
Ja ___ Nej ___

Har du varit i ett engelsktalande land?
Ja ___ Hur länge? ________________ Var? ________________
   Varför var du där? ________________
   Nej ___

Har du varit på språkresa (engelska språket)?
Ja ___ Hur länge? ________________ När? ________________
   Nej ___

Använder du dig ofta av engelska förutom i skolan?
T ex engelska vänner/släktingar, reser mycket, datorspel.
Ja ___ Var/Hur? ________________
   Nej ___

Hur gammal var du när du började läsa engelska? ______

Vad fick du för betyg i kursen Engelska A? _____

Vad fick du för betyg i kursen Engelska B? _____

Hur mycket tid lägger du på studier/läxor utöver tiden i skolan?
Ingen tid alls ___
   1 tim/vecka ___
   2,5 tim/vecka (30 min /dag) ___
   10 tim/vecka (2 tim /dag) ___
   Mer än 10 tim/vecka ___
Var har du lärt dig mest engelska?

1=lärt mig minst
2=lärt mig lite
3=lärt mig några saker
4=lärt mig mycket
5=lärt mig mest

Skola ___
Film, musik ___
Kompisar ___
Rest utomlands ___
Anat ___ Vad? ____________________

Tycker du det är roligt med engelska?

___ Tråkigt
___ Sådär
___ Helt ok
___ Ganska roligt
___ Mycket roligt

Tycker du det är lätt med engelska?

___ Mycket svårt
___ Svårt
___ Medel
___ Ganska lätt
___ Mycket lätt

Hur bra tycker du att du är på engelska?

___ Dålig
___ Ganska dålig
___ Medel
___ Bra
___ Mycket bra
Tycker du att det är viktigt att kunna engelska?

___ Inte viktigt alls
___ Inte speciellt viktigt
___ Ganska vikigt
___ Viktigt
___ Mycket viktigt

Tycker du det är viktigt att kunna grammatik?

___ Inte viktigt alls
___ Inte speciellt viktigt
___ Ganska vikigt
___ Viktigt
___ Mycket viktigt

Hur bra tycker du att du är på grammatik?

___ Dålig
___ Ganska dålig
___ Medel
___ Bra
___ Mycket bra

Är det svårt med grammatik?

___ Mycket svårt
___ Svårt
___ Ganska svårt
___ Lätt
___ Mycket lätt

Hur tycker du att din grammatikundervisning var under kurs B?

___ Mycket bra

___ Bra
___ Sådär
___ Dålig
___ Mycket dålig
Hur ofta hade ni grammatikundervisning?
Aldrig ___
Någon gång/termin ___
1 gång/månad ___
Varannan lektion ___
Varje lektion ___

Är det troligt att du kommer att studera språk i framtiden?
___ Absolut, det vill jag göra
___ Troligtvis, det hade varit roligt
___ Troligtvis inte, kommer nog inte att göra det
___ Absolut inte, det vill jag inte göra
Frågeformulär lärare

Alla frågorna gäller aktuell samhällsklass under deras engelska kurs B. ”Kommentar” använder du om du vill förklara något vidare etc.

Verkar studenterna motiverade till att lära sig engelska?
___ De flesta är det
___ Hälften verkar vara det
___ Några få är motiverade

Kommentar:

Verkar studenterna motiverade till att lära sig grammatik?
___ De flesta är det
___ Hälften verkar vara det
___ Några få är motiverade

Kommentar:

Hur viktigt tycker du det är med kunskap inom grammatik?
___ mycket viktigt
___ ganska viktigt
___ inte så speciellt viktigt
___ inte alls viktigt

Kommentar:

Ungefär hur mycket tid lägger du ner på grammatikundervisning?

Aldrig ___

Någon gång/termin ___
1 gång/månad ___
Varannan lektion ___
Varje lektion ___

Kommentar:
Har du gått igenom följande 4 grammatiska områden med eleverna?
För mer info se det bifogade testet.
Frågan ”När?” besvaras endast om det är möjligt (t ex A kurs ht 03).

Lexical items?
Att vissa substantiv alltid är singular eller plural. Vissa substantiv är singulara i svenska i svenska medan de är plurala i engelskan och vice versa.
Jag testade: people, trousers, scissors, money, news, advice.

___ Har gått igenom noggrant När? __________
___ Har förklarat/nämnt det någon gång När? __________
___ Har inte gått igenom detta

Kommentar:

Prepositions?
Jag testade: 3 basic: is between, walked to, sitting on
3 systematic: by bus, on the 20th of April, Map of
3 idiomatic: interested in, commented on, translate into

___ Har gått igenom noggrant När? __________
___ Har förklarat/nämnt det någon gång När? __________
___ Har inte gått igenom detta

Kommentar:

Tense?
Att det skiljer mellan svenska och engelskan på många olika sätt.
Jag testade följande:

1. Det här var en god kaka!
This is lovely cake!

2. Både text och musik är skrivna av John Lennon.
Both text (lyrics) and melody were written by John Lennon.

It is about time you called a cab.
4. Var har du lärt dig att laga mat?
Where did you learn how to cook?

5. Huset är tomt sedan branden.
The house has been empty since the fire.

6. Om det skulle regna i morgon stannar vi här.
If it should rain tomorrow we would stay here.

___ Har gått igenom noggrant När? _________
___ Har förklarat/nämnt det någon gång När? _________
___ Har inte gått igenom detta

Kommentar:

**Articles?**
När det skall användas artikel och när det inte skall användas.
Jag har testat allmän syftning (generic) där bestämd artikel inte används och ett undantag (the environment).

___ Har gått igenom noggrant När? _________
___ Har förklarat/nämnt det någon gång När? _________
___ Har inte gått igenom detta

Kommentar:

Tack för din medverkan!
Key to the test

1. Mycket folk var på matchen igår kväll.  
A lot of **people were** at the game last night.

2. Den lilla bollen är mellan två stora bollar.  
The little ball is **between** two big balls.

3. Det här var en god kaka!  
This **is** lovely cake!

4. Maten är dyr i Norge.  
**Food** is expensive in Norway.

5. Före lunch tog jag bussen för att hälsa på min flickvän Jenny.  
Before lunch I went **by** bus to visit my girlfriend Jenny.

Where have you put the money? **It is** on the table.

7. Hon gick till trädet och nuddade det (rördes vid det).  
She walked **to** the tree and touched it.

Both text (lyrics) and melody **were** written by John Lennon.

9. Han lovade att skapa nya jobb för att sänka arbetslösheten.  
He promised to create new jobs in order to lower **unemployment**.

10. Dessa byxor är alldeles för stora.  
These trousers **are** much too large.

11. Läraren kommenterade hennes artikel.  
The teacher commented **on** her article.

**It is** about time you **called** a cab.

I am very interested in **Swedish culture**.

The scissors **are** under the chair.

He visited the old man **on** the 20th of April (on April 20), 2001.

16. Var har du lärt dig att laga mat?
Where **did** you **learn** how to cook?

17. Ge freden en chans!  
Give peace a chance!

18. Katten sitter på bilen.  
The cat is sitting **on** the car.

19. De senaste nyheterna är angående kriget.  
The latest news is about the war.

20. Han var alltid väldigt intresserad av politik.  
He was always very interested **in** politics.

The house has been empty since the fire.

22. Priserna går upp hela tiden.  
**Prices** are going up all the time.

She gave him good advice but he did not follow it.

24. Nicole gjorde en karta över den långa och svåra vägen.  
Nicole made a map of the long and difficult road.

25. Om det skulle regna i morgon stannar vi här.  
If it should rain tomorrow we **would** stay here.

It is important to protect the environment.

27. Du skall nu översätta några meningar till engelska.  
You are now supposed to translate some sentences **into** English.
The selection of the sentences

1. Mycket folk var på matchen igår kväll. A lot of people were at the game last night. Gleerups Engelska Grammatik
2. Den lilla bollen är mellan två stora bollar. The little ball is between two big balls. Progression & Regression
3. Det här var en god kaka! This is lovely cake! Gleerups Engelska Grammatik
4. Maten är dyr i Norge. Food is expensive in Norway. Gleerups Engelska Grammatik
5. Före lunch tog jag bussen för att hälsas på min flickvän Jenny. Before lunch I went by bus to visit my girlfriend Jenny. Progression & Regression
6. Var har du lagt pengarna? De är på bordet. Where have you put the money? It is on the table. Monica Karlsson private
7. Hon gick till trädet och nuddade det (rörde vid det). She walked to the tree and touched it. Progression & Regression
8. Både text och musik är skrivna av John Lennon. Both text (lyrics) and melody were written by John Lennon. Monica Karlsson private
9. Han lovade att skapa nya jobb för att sänka arbetslösheten. He promised to create new jobs in order to lower unemployment. Gleerups Engelska Grammatik
10. Dessa byxor är alldeles för stora. These trousers are much too large. Gleerups Engelska Grammatik
11. Läraren kommenterade hennes artikel. The teacher commented on her article. Monica Karlsson private
12. Det är på tiden att du ringer en taxi. It is about time you called a cab. Monica Karlsson private
14. Saxen ligger under stolen. The scissors are under the chair. Monica Karlsson private
He visited the old man on the 20th of April (on April 20), 2001.

16. Var har du lärt dig att laga mat?
Where did you learn how to cook?

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