Contemporary Languages in high school

A study among high school students in the county of Jämtland, Sweden

Bárbara Carlota Cabarga Garriga
Abstract

The purpose of this study is to investigate what students in high school think of contemporary languages studies and to understand their motivation to continue or not continue with them. The work is relevant, as fewer students continue to study contemporary languages at high school, despite international globalization and society’s need for people who speak more than one foreign language. The survey methodology is quantitative with some qualitative elements. Electronic surveys were sent to students in high school in the county of Jämtland in the north of Sweden. There were 226 respondents to the survey and in their answers I can appreciate that several of them think that it’s enough to speak English and are not interested in any other languages. However, more than half, 174 students in this study find the advantages and enjoy learning another language. The majority of those who don’t continue with their contemporary languages studies think that the burden of studies is too much. They think that the lessons or/and the teachers are not motivating, the expectations are too high and they don’t get the same support from the school as they get in other subjects. They feel that maybe the school should give better information and adapt the courses to the students, get better teachers, make the lessons easier and provide more help to the students in the contemporary languages area.

Keywords: contemporary languages, learning motivation, student’s attitudes, desertion, drop out.
Sammanfattning

Syftet med studiet är att undersöka vad gymnasieelever tycker om moderna språk studier. Detta för att förstå vad som påverkar elevernas motivation att fortsätta eller inte fortsätta att studera moderna språk. Arbetet är relevant, eftersom färre studenter fortsätter studera moderna språk i gymnasiet, trots internationell globalisering och samhällets behov av personer som talar mer än ett främmande språk. Undersökningens metoden är kvantitativ med vissa kvalitativa inslag. Elektroniska enkäter skickades till gymnasieskolan elever i Jämtlands län i norra Sverige. Jag fick 226 svar, enkäten och resultaten av undersökningen visade att flera av respondenterna tycker att det räcker med att kunna engelska och de är inte intresserade att lära sig något annat språk. Trots detta är mer än hälften av undersökta elever i studien (174 elever) intresserade av att lära sig ytterligare ett språk. De ser fördelarna med det och de tycker även om språk. Majoriteten av dem som inte fortsätter med sina samtida moderna språk studier anser att moderna språkstudiernas börda är för mycket, de finner inte tillräcklig motivation i lektionerna och/eller lärarna. Dessutom tycker de att förväntningar är för höga och att de inte får samma stöd från skolan som de får i andra ämnen. De tycker att skolan kanske bör anpassa kurserna till studerande, skaffa bättre språklärare, göra lektionerna enklare och ge mer stöd i contemporary språk till de eleverna som behöver det.

Nyckelord: moderna språk, lärandes motivation, studerandes attityder, avhopp.
# TABLE OF CONTENTS

1. Introduction................................................................................................. 1
   1.1 Purposes ................................................................................................. 2
   1.2 Questions at issue .................................................................................. 2

2. Literature and theory.................................................................................... 3
   2.1 Language studies statistics according to the Swedish Agency of Education..... 3
   2.2 Differences between second language and foreign language........................... 3
   2.3 Difference between acquiring and learning a language................................. 3
   2.4 Causes of desertion in contemporary languages studies................................. 5
   2.5 Attitudes and motivation ......................................................................... 5
   2.6 Language learning and teaching .................................................................. 7
   2.7 The education plans and the curricula ......................................................... 8

3. Method........................................................................................................... 9
   3.1 Selection of the method............................................................................ 9
   3.2 Selection of the group ............................................................................. 10
   3.3 Instrument/materials ............................................................................... 11
   3.4 Processing the results ............................................................................. 11
   3.5 Ethical principles ..................................................................................... 11
   3.6 Reliability and validity ............................................................................ 12

4. Results analysis............................................................................................ 12
   4.1 Presentation of the results ....................................................................... 12
   4.2 Survey results ......................................................................................... 13

5. Discussion..................................................................................................... 21
   5.1 Discussion of the method ....................................................................... 21
   5.2 Discussion of the results ......................................................................... 21

6. Suggestions for future research................................................................. 24

References........................................................................................................ 25
Digital Resources.............................................................................................. 26
Appendices
1. INTRODUCTION

The importance of languages has increased in the last decades. Communication between nations has become easy, fast and extended. Today’s world demands people with multilingual competences. Casually I must say that I’ve been struggling with my assignments at the university the last 10 years because it isn’t easy for me to write in Swedish, so when I heard that it was possible to write this investigation in English I chose to do so, because English is my second native language and it was a lot easier than writing in Swedish.

Sweden is a country with a complete bilingual tradition: the population speaks English as well as Swedish. Sweden is member of the European Union, and this institution has the aim to protect linguistic diversity and promote the knowledge of languages. The goal is a Europe where everyone can speak at least two other languages in addition to their own mother tongue. Moreover the European Commission document on multilingualism (2011) states that language learning not only promotes communication and understanding, but also gives equal opportunities and enhances tolerance and democracy between countries. The Swedish National Agency for Education (Skolverket) has issued a new mandatory school plan Lgr-11 in which it points out the importance of learning a foreign language, besides English. In Sweden, already in the sixth grade, the children may begin to learn what is called a contemporary or modern language in its basic stage and may continue to study it until the student graduates from high school. The Swedish National Agency for Education has issued a recommendation about the mandatory character of learning a third language in the basic compulsory school and also expresses that “this will contribute to reach the national and international education goals” (Skolverket, 2010).

There have been some commentaries regarding the fact that students who choose contemporary languages in compulsory school has diminished (see appendix 3) and many students don’t continue language studies in high school or abandon them in the early stages. The Swedish National Agency for Education also recognizes that in learning other foreign languages, the students will develop the ability to compete in the global marketplace and will acquire knowledge that will broaden the understanding and tolerance for cultures other than their own. Also the new education plan Lgr-11 (2.3 Ansvar och inflytande) mentions among its goals that every student should take responsibility and should have influence in his/her own education. It’s important to help the students analyze the reasons why they don’t continue their extra language studies. Despite that, an extra language
increases their acceptance to the universities. Swedish students that complete the C-level of contemporary languages studies in high school get extra points in their final results. Contemporary languages are now included in the most significant high school programs because knowledge of a foreign language increases the chances to get job in a more international market (Gy 2011).

I’m a Spanish teacher in the compulsory school and I love languages. I want to know what makes a student eager to study a new language in 6th grade, to become bored or disillusioned with language learning 3 or 4 years after. I hope I may be able to make a difference and to contribute to make languages education better. I aim to help with the national goal so all the children can learn a third language and maybe more. I think that once we know where the problem lies, we can begin to make the changes needed to improve third language education in our town and maybe even in our municipality.

1.1 Purposes

The main purposes of this study are to investigate how many high school students in the county of Jämtland continue or abandon their contemporary language studies in the last three years, when do the students dropout of contemporary languages studies and what are the main reasons for doing so.

1.2 Questions at issue

- How many students continue to learn a contemporary language in high school?

- When and why do most students leave contemporary languages studies?

- What do students consider could be done to motivate them to continue with contemporary languages studies?
2. LITERATURE AND THEORY

In learning a contemporary language, there are many factors involved. I reviewed some of them as theoretical references and also previous investigations reports.

2.1 Language Studies statistics according to the Swedish Agency of Education

In compulsory school contemporary languages can be learnt within both the contemporary language and the student elective frameworks. The contemporary languages are generally chosen in grade 6. In the school year 2010/11, 78 percent chose a contemporary language (appendix 3). In grades 7 and 8 the proportion of students who chose to learn a contemporary language went up while in the 9th grade the proportion was much lower. Choosing modern languages was more common among the girls than among the boys.

2.2 Differences between second language and foreign language

The definition “contemporary language learning” used in this material refers to the language learned outside its natural environment and which is studied under the guidance of a teacher. This means an optional language, besides English, the so-called contemporary language that is, in most of the cases, Spanish, French and German. These contemporary languages, which are taught as foreign languages in compulsory school and high school, do not have a wide selection of learning sources, so-called "input", which means that it takes longer to master (Krashen, 1982). This differs from the second language learning which is more speech-based. A second language is taught typically in an environments where the target language is the natural means of communication according to Hyltenstam (2004) hat also writes in his article that one of the reasons for the Swedes' success in just English is that the languages are very closely related and English is comparatively easy to learn.

2.3 Differences between acquiring and learning a language

Stephen Krashen (1982) formulated five hypotheses about second language acquisition that can apply also to the teaching of modern languages:

The natural order hypothesis: We acquire the rules of language in a predictable order.
The monitor hypothesis: conscious learning can only be used as a monitor or an editor.

The input hypothesis: Humans acquire language in only one way by understanding messages or by receiving "comprehensible input".

The affective filter hypothesis: It's a mental block, caused by affective factors what prevents input from reaching the language acquisition device.

The acquisition/learning hypothesis: there are two ways to develop the ability to communicate in a second language. The first is language acquisition, a process similar to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition is an acquired competence, which is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right or "feel" right and errors “sound or feel” wrong. On the other hand the learning of languages is a conscious process in which we use explicit rules, representations of the linguistic generalization and correction of errors, to develop the new language (ibid):

Combined model of language acquisition and production

![Combined model of language acquisition and production](Image)

*The Input Hypothesis Model of L2 learning and production* (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Figure 1 The Input Hypothesis Model (Adapted from Krashen, 1982)
2.4 Causes of desertion in languages studies

Enkvist (2005) believes that high school students drop out of contemporary language studies, because the effort to learn the languages hasn’t been rewarded in relation to the extra work that learning a contemporary foreign language represents. Many students choose to drop out of language courses in high school and take other subjects, often local optional courses. Given that the interest of learning contemporary languages has declined in the latest years, Bergseth & Edler conducted a survey regarding the attitudes about language learning in compulsory school (7th - 9th grade) and high school. This investigation was ordered by the Swedish government (Attitydundersökning om språkstudier i grundskola och gymnasieskola, Skolverket, 2003) and it’s based on interviews with students, parents, staff and decision makers. It focuses on students' choice of contemporary foreign languages, what motivates them to choose that specific language and what causes them to drop out of the language. This survey showed that all the respondents believed in the high importance of speaking English. In second place, Spanish was the chosen language over French or German, both among the students and their parents. Students who came close to drop out of their chosen contemporary language, had parents who had persuaded them to continue and helped them with their homework. The majority of dropouts were students who didn’t have the support and help of their parents. The students answered that the most important issue for them was to have the ability to be understood in the target language. Bergseth and Edler (2003) conclude that there are three main factors when students choose to drop out of language studies. The first is that there are different perceptions among teachers and students about the linguistic skills students need to achieve. In second place students don’t believe they can keep up with the burden of language lessons and for the third, many parents have low expectations of children's foreign language acquisition.

2.5 Attitudes and motivation

Imsen (2006) describes the concept of motivation in her book, Student’s World (2006). She presents a number of theories, ideas and her opinions about what motivation is and how motivation is created. She believes that motivation is what creates activity in humans. Motivation is why we keep up the activity and provides us the meaning to achieve our goals. Motivation is an
important part of human behaviour. According to Imsen (ibid) motivation is when our feelings, thoughts and reason are mixed together and it’s what gives our actions intensity and glow. Students’ motivation and attitudes are essential for a meaningful language learning. Many times the terms “attitudes” and “motivation” are wrongly used or confused. An attitude is a position. Attitudes are cognitive (one can reflect on them) they vary in strength; they make a person to act in a certain way. A person develops attitudes herself and doesn’t inherit them. Attitudes do not change often but may do so through experience (Ellis, 1994). However, motivation refers to a desire to achieve a goal, combined with the energy to work towards that goal. As Ellis (1994) states, motivation is a clearly variable factor in languages learning. The strength of an individual learner’s motivation can change over time and is influenced by external factors. One of my goals in this study is to investigate how students’ attitudes affect their motivation and what could get them to continue contemporary language studies. As contemporary languages are free choice subjects, it depends on the student motivation whether he/she continues studying it. Students should find them meaningful to continue with languages studies. Imsen (2006) describes the internal motivation as something that makes us want to learn new things and meet our intellectual needs. This motivation can be described as a depth-oriented learning, where students learn for life. In contrast to the internal motivation the external motivation is the one who is keeping alive the desire to learn in the hope for a reward or to achieve a goal. To motivate students to study a foreign language it’s important to let them know that it will certainly help their development in a near future. Imsen (2006 ) means that what internal and external motivations have in common is that they both make the learning activity enjoyable. They both give even a hope of future reward (internal satisfaction or external goal achieving) and that is what’s important in the learning process. The Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan in the 70’s at the University of Rochester, is a theory of motivation. It is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy way, this also can be applied when referring to education. SDT has been investigated and practiced by a network of researchers of many different disciplines around the world. Later Deci and Ryan’s research (1985) describes what motivation is and how do we get motivated, they analyze different theories and describe the extrinsic motivation that connects performance to rewards in change to the desired behaviour compared to the intrinsic motivation that, being an emotion-based motivation, gives us positive internal feelings that enhance the performance and the personal development. They describe how motivational concepts and personality aspects relate to education and how these factors influence learning and how language learning strategies seem to be directly connected to the learner’s degree of motivation.
2.6 Language learning and teaching.

There are many studies about learning, particularly about language learning. Attitudes to learning and the perceptions and beliefs that determine them may have a strong influence in the learning behaviour. According to Stephen Kraschen (1981) when we talk about children’s language learning we actually talk about language acquisition because language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language." Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." In this case language learning can be compared to learning about a language. The attitudes and beliefs in language learning are in direct relation to the learning environment and learning outcomes. How these factors play out an interaction between the environment and the learner and how the students' attitudes to the teacher/instructor relates to their performance are mentioned by Wesely (2012). These contextual factors and how foreign language learning depends on the language, the learner, and the learning process are also analyzed by Walqui (2000). There are different strategies to learn a language for example, one seeks out conversation partners while another can learn first vocabulary in different word groups and then label each group. Another strategy is to use gestures to communicate in the classroom when the words do not come to mind or using guessing when one doesn’t understand a word but can almost comprehend the meaning of it while reading. Strategies are the tools for active, self-directed involvement needed for developing the communicative ability of a language. When learning languages the students get also the opportunity to develop other skills to support communication. Teachers should encourage and promote students interest in languages learning. This is another important matter: how capable is the contemporary language teacher to maintain the status of the subject? The competence of the professional language teacher must cover and lift up the status of the subject. The teaching situation and environment must be optimal to keep the motivation and the interest for the contemporary language. Teacher’s high competence and professionalism should be a requirement in the foreign contemporary language field (Phillips, J.K., 1998). The subject contemporary languages in Sweden have a relatively high proportion of foreign languages teachers without a degree (15%). Among this group over 90 percent of the teaching of mother tongue is performed by individuals without any teaching education (Statskontoret, 2007). This issue contributes to difficult situations regarding the proper pedagogy in the classroom and arouses stress and confusion in the education. The stress related factors inhibit the good performance of the students; this was pointed out in language learning investigations such as the
one done by Gardner, Horwitz & Skehan (Ellis, 1998) who observed languages students in stress related situations and Marcos-Llinas & Garaus (2011) who investigated also the relation between anxiety and languages courses achievement.

Regarding the teaching situation Enkvist (2005) writes in one of her investigations that, according to the new Swedish education plans, school shall have as main goal in contemporary languages to ensure that students develop their ability to reflect on and be responsible for their own learning and consciously use their own learning as a support to continue further in their education. If one consider the hypothetical situation that a student really wants to learn the language but goes into a disruptive class and have a teacher incapable to give him or her the sufficient attention and time, how his/her reflections would be important for his or her learning? What should a student do in such situation? And more important, how does the teacher copes with the fact that all the students in his class are at different levels? The education plan means that the teacher should meet all the students at the level where they are. How can a teacher, despite having the best pedagogy and teaching skills monitor for example, 32 different learning processes in the classroom? The student drops out languages after statistically having determined that he or she is going to get almost 2 minutes of the teacher attention during a 50-minutes lesson and therefore decides to not to waste time attending the language lesson(Enkvist, 2005).

2.7 The education plans and the curricula.

The National Agency for Education is the central administrative authority for the public school system, it organizes pre-schooling, compulsory school, high school and for adult education. The Agency supervises supports, follows up and evaluates the school in order to improve quality and outcomes. All pupils have the right to an integrated and equivalent education. The Agency’s mission can be summarised as follows:

- drawing up clear goals and knowledge requirements
- providing support for the development of preschools and schools
- developing and disseminating new knowledge of benefit the target groups
- communicate to improve

**Education curriculum for the compulsory school, Lgr-11.**

Referring to the fundamental values and tasks of the school these official documents state the importance of language learning not only because of the communication issues but also to develop understanding and empathy for other countries and cultures. At the same time as the students learn
another language they also learn their similarities and differences with other cultures. In the
description of the knowledge goals it states in the paragraph of school goals:

The school is responsible for ensuring that each pupil on completing compulsory school:
can use the Swedish language, both in speech and writing, in a rich and varied way,
can communicate in English, both in the spoken and written language, and also be given opportunities to
communicate in some other foreign language in a functional way.... (Lgr-11, page 13).

**Education curriculum for the upper secondary school “high school”.Gy-2011**

In Sweden not all the high school programs include contemporary languages in their curricula but
those that are preparatory to university studies and only those programs related to the humanistic
branch have incorporated contemporary languages as compulsory:

Education shall develop the students' knowledge in humanistic. In the humanistic, students study the present and
the history from a cultural and a linguistic perspective, locally and globally, nationally and internationally. The
training shall bring man's creativeness and thinking and analyze the cultural heritage, contemporary culture and
intercultural issues, as well as languages. Key areas of knowledge are language, literature, history, culture,
history and philosophy ( Gy-2011, page 45).

Furthermore, one can read between the lines the importance of the foreign language and culture
implied in the common goals:

... It is important to have an international perspective in today’s global context and to create international
solidarity. The teaching of various subjects will provide students with knowledge of the European Union and its
importance for Sweden as well as prepare students for a society with increasingly close contacts across national
and cultural boundaries. The international perspective will also help to develop students' understanding of
cultural diversity within the country (Gy-2011, page 7).

3. **METHOD**

When choosing the method I first had to consider the number of participants I wanted to
reach, the short time I had to make this investigation and how reliable and valid I wanted it
to be.

3.1 **Selection of the method**

My first issue was to find out how many students deserted and how many continued with their
languages studies in high school and I needed to get a trustworthy result, that’s why I chose to
work quantitatively. Quantitative methodology gives a representative selection if the group interested in examining is a large one. Data is collected in a systematic way from the target group and it’s compiled and analyzed statistically. The advantage of the quantitative method is that if it is done in a representative sample, the results are truly representative for the chosen group (Trost, J. 2006). A survey as a quantitative investigation provides answers that are easier to compare than interviews. The disadvantage of questionnaire data is that it can’t reach people's thoughts and performances as clearly as in a qualitative method, because in a personal interview the researcher can not only analyse the responses of the subject but also can read the attitudes and body language of the respondent (Trost, J. 2007). As the main issue of this study was to know how many students continue or not with their contemporary language studies after compulsory school I chose to work according to the quantitative method and to have only some qualitative questions that examined empirically how students’ attitude and perception of foreign languages studies affected their choice.

3.2 Selection of the group

When I planned this study I thought I would conduct the survey to the students of a high school in a medium sized town in the north of Sweden. However, the population was not big enough to be representative, so I decide to extend the search to the six high schools in the county of Jämtland. Another reason for doing a more extended selection was that I didn’t want the answers to be conditioned to one or more specific local language teachers. I chose to conduct the study in high school because most of the studies I read were done in compulsory school (7th-9th grade) late years population and there are few studies done to the high school level students. In the reviewed literature (Wesely, 2012) I found that also in the United States the majority of the studies are done to students in the college and university levels or immersion programs, and there is an absence of research on foreign languages studies when referring to high school students. In addition, high school students are slightly older and more mature and have more freedom in choosing their own course of study. Every sample was random; I contacted the class mentor who would e-mail the survey link to their students. After waiting two weeks there were only 25 answers, so I decided to mail myself everyone of the high school students who had an e-mail address at the school email-service Zonline. During two days I sent 604 email letters (Appendix 1) and it worked because at the end of the survey period I got 226 answers.
3.3 Instrument/materials

When I planned this study I was worried about how could I reach a representative population with my enquiry. I’ve done smaller projects sending or giving a printed survey to be answered but it wasn’t practical to do so in this case. I decided to search for a digital survey site in the Net and I found Textalk websurvey (Appendix 2). I sent a message to get information on how could I use the service but I wasn’t so happy when I got a quotation that it would cost me around 5,000 Swedish crowns. I rang them and I told the man that it was my examination project at the Umeå University so I wanted some discount because I couldn’t afford to pay so much. He told me then that Umeå University had a contract with this company and I could use the service free if the university allowed me to do it. It took me almost two weeks and many, many e-mails and telephone calls before I could reach the right person in the university that could give me a password that allowed me to use the websurvey. Finally I wrote a web based questionnaire with 13 questions to try to capture high school students’ views on contemporary languages study. The first three questions were related to the participants’ characteristics. To measure their attitudes and preference, there were questions with simple statements to choose from or/and a blank space in which they could write a more personal answer.

3.4 Processing the results.

A data collection program instrument that comes with the Websurvey program was used to gather and evaluate the information. In the free answer questions I gathered them and chose the more representative answers. I have drawn the results of questionnaires from the answers to the questions given to the respondents. The answers to these questions have been compiled, summarized and processed under each heading, followed by percentages and tables.

3.5 Ethical principles

Accurate information was provided to participating students written in the form of a covering letter sent with the survey. In the note attached to the questionnaire I informed about the purpose of the study, the anonymity of the participant’s answers and the voluntary nature to participate in the
study. The questionnaire and the cover note were designed with consideration to the Research Council's Ethical considerations (2002).

3.6 Reliability and validity

Reliability means that the results in the study are stable and not subject to any other influence, every participant must be asked in the same way and in the same situation than the rest of the participants. The situation must be standardized in all respects in order to speak of high reliability. Validity means that the instruments or the question should measure what is intended to measure in the study (Trost, J. 2007). The reliability and the validity of this investigation are very high because all the participants were asked in the same situation, the group was homogeneous and the questions in the survey are restricted to the issues I am measuring. The only other parameter I asked was the gender of the participants.

4. RESULTS ANALYSIS

I have drawn the results of questionnaires from the answers to the questions given to the respondents. The answers to these questions have been compiled, summarized and processed under each heading, followed by percentages and tables.

4.1 Presentation of the results

This study is based on the answers to a survey conducted on two hundred and twenty six high school students of six high schools in the county of Jämtland. In this paper I’m reporting the results of the survey in four categories or profiles, which are summarized below (in brackets is the number of question). The complete survey is reproduced in the appendix 2 at the end of the essay. Several of the questions are of quantitative character with issues of qualitative nature; in some of them also there is space for free formulation. The responses are reported both in absolute terms, as a percentage written in italics and in parentheses, to minimize the risk of false readings and confusion. I have chosen to round the percentages to the nearest digit in order to facilitate the reading of the analysis chapter. Direct under every question there are the charts in which the number of respondents is related to the answers. The four responses categories are: (The number of the question is between parentheses)
Participant profile

- Percentage of boys and girls (1)
- Percentage of students with Swedish as their native language and students who don’t have it (2)
- Proportion of students who study high school and those who don’t (3)

Choice profile

- Percentage of students who started studying contemporary languages in compulsory school (junior high) and those who didn’t (4)

Language profile

- Proportion of students of French / Spanish / German / other language (5)
- Proportion of students who continued to learn contemporary languages at secondary school and who didn’t (6)
- When do students discontinued their language studies? (7)
- Reasons for a particular language choice (8)
- Reasons for the choice of the contemporary language in high school (9)
- Thoughts about their language skills at the start of high school (10)
- Thoughts about language studies (positive) (11)
- Thoughts about language studies (negative) (12)

Future Profile

- Thoughts about the possibilities and ways to get unmotivated students to start/continue their languages studies (13)

4.2 Survey results

The teaching of modern languages is facing one of its toughest challenges ever. today’s world requires multi-linguistic skills. As it’s detected in the latest years the Swedish students begin to learn a contemporary language in compulsory school but don’t continue in high school. When referring to contemporary languages I mean in general French, German and Spanish which are available in most junior high and high schools in Jämtland. When referring to students I refer only to the students who participated in this investigation. All the participant have had the chance to study a contemporary language other than English as early as in seventh grade. The majority of them (77%) began to do so in junior high but stop after a time. A high quantity of them (62%) dropped out contemporary language studies at the beginning of high school. According to the Schools Inspector Office one of the reasons that students interrupt their language learning is that it becomes too difficult and the students do not have the support they need from the school (Skolinspektionens rapport, 2010). The participants profile corresponds to active high school...
students 93%. The majority of the respondents in this particular investigation were girls 69.5 percent against 30.5% of boys. Correlation in the availability to study a contemporary language and the national mother tongue is very clear because only 3% of the participants were non-native speakers of Swedish. The results show that the distribution between those who study French and German was even and those who study Spanish are almost twice as much. Correlation between language proficiency and the continuation of language studies was confirmed because the majority of the respondent that continued with language studies in high school (80%) though they had very good or reasonable good skills in the language when they finished compulsory school. Students who doesn’t further pursued language studies show that the main reasons for doing so are the lack of interest in languages and the belief that speaking English is enough. The respondents who didn’t pursued language studies had very different and nuanced opinions on what should have been done to motivate them to start/keep on studying a foreign language. This ranging from to improve the information about the language courses, increase the number of available languages, improve the teaching, simplify the lessons and lower the expectations to those who simply stated that they were not interested and nothing could be done to change their mind.

4.2.1 Gender of the participants

The survey has involved 226 students, 69 boys and 157 girls. This indicates a percentage breakdown of 30.5 % boys and 69.5 % girls.

4.2.2 Native language

The quantity of those participants who had Swedish as their mother tongue was 219 (97%) and only 7 (3%) was non-native speakers of Swedish.
4.2.3 Current occupation

210 students (93%) were active in high school and 16 (7%) had another occupation.

![Figure 4. Occupation of the participants](image)

4.2.4 Other language besides Swedish and English in compulsory school.

174 students (77%) studied a contemporary language during junior high school and the other 62 students (23%) didn’t.

![Figure 5. Additional language studies besides English in compulsory school](image)

4.2.5 Contemporary language in compulsory school

These results are base only on those 174 students who started a third language studies in compulsory school. The distribution of languages was as follows: 46 students study French (26%), 78 students study Spanish (45%) and 44 (25%) study German. Only 3% had other options.

![Figure 6. Contemporary language in compulsory school](image)
The results showed that the distribution between those who study French and German was even and those who study Spanish are almost twice as many, this differs a little in relation with the numbers of the official statistic for Jämtland as showed in appendix 4

4.2.6 Third language in high school
81 students (47%) continued with the same contemporary language in high school as they had in compulsory school. 15 students (8%) chose other language and 78 students (45%) disrupted/didn’t continue with contemporary language learning after compulsory school. Later in the questionnaire they have the opportunity to give the main reasons for doing so.

4.2.7 Language studies interruption
Of the students who disrupted their language learning, 62% did so during high school and 28% during compulsory school (junior high). The remaining 10% had reinforcement lessons in English/Swedish already since the seventh grade and didn’t have the chance to study another language.

*In the following questions, only the percentages (not shown in italics) are given according to the number of answers not to the respondents, this in account that they could choose up to three options.
4.2.8 Reasons for a particular language choice

The purpose of this question is to try to see whether there is any link between language skills in the students' presence and their own attitude to learning the specific language. Also I wanted to see if their choice was influenced by others or it was their own. They could choose up till 3 answers so the results of the given options in order of importance were:

- It was logical to continue with the same as in comp. school 34%
- I like this language 23%
- I have a friend in the class 3%
- I know someone who speaks the language 9%
- My parents want me to study it 2%
- I heard that the teacher was good 4%
- It seemed to be easy to learn 7%
- Other 18%

Among these other answers the students pointed out also it was important:

- You get extra scores when applying to college/university
- It’s a useful language
- It’s used worldwide
- I can use it in the future
- I have family who speaks it
- The school didn’t have the option I wanted
- I love this specific language

Figure 9. Main factor in the choice of language in high school
4.2.9 Reasons for the choice of language in high school

In this question I wanted to discover what motivation is stronger (inner motivation vs. outer motivation) and which influence their alternative to continue studying the language. These percentages are calculated taking as 100% the population of students who pursued learning languages in high school.

- I can use the language now: 8%
- I can use the language in the near future: 25%
- I am interested in the language: 17%
- The lessons are fun: 3%
- The teacher is good: 3%
- I have learnt very much: 11%
- You get extra scores when applying to college/university: 33%

![Figure 10. Motivation factor in the learning of contemporary languages](image)

4.2.10 Thoughts about their language skills

21 students (22%) answer that they had very good skills, 23 students (24%) stated they had good skills, 33 students (34%) thought language knowledge was Ok, 14 students (15%) were not really pleased and only 5 students (5%) answered that they had poor knowledge of the language.

![Figure 11. Language skills achievement](image)
4.2.11 Positive thoughts about language studies
Students who further pursued language studies show that these correspond to their expectations.
The answers were:

If I travel to a foreign country I’ll like to speak the
language and understand the culture 31%
I think that it’s important to speak other languages 19%
I’d want to read books in their original language 13%
I’d like to get extra scores in my final grades 24%
I like languages 13%

![Figure 12. Motivation to study a contemporary language](image)

*The following questions (12 and 13) were only answered by the students who didn’t pursue the study of a contemporary language in high school and these percentages are calculated taking as 100% only this population.

4.2.12 Negative thoughts about language studies
( students who didn’t pursue language studies in High school)

Learning a language other than English is a waste of time 11%
I’d rather study other subject than languages 33%
I think to study language is weary 22%
My parents don’t think is important to study languages 1%
I’m not interested in languages 22%
I don’t think I need to learn any other language 11%

Figure 13. Motivation not to study a contemporary language

*I reported the results of this last question by analyzing the different free responses received and writing a summary of the answers. These answers may help others to realize what needs to be done to motivate students to learn languages.

4.2.13 Factors that could influence students to pursue language studies in high school.
This was an open question here are the foremost answers:

- Give more scores for the course
- Give better information to the students about the courses
- To have more languages to choose from
- To include contemporary languages in all the high school programs, there are programs in which you can’t study any other language but English
- More help and more teachers
- Different language learning levels in order to help those who have difficulties in learning contemporary languages
- Better teachers and teacher continuity, we had 5-6 different language teachers in one year
- Make the lesson more interesting and include traveling in order to motivate students to increase their languages knowledge.
- Make lesson easier and more interesting.
- Take it easy with the teaching sometimes it is very fast for some and the teacher has very high expectations
• Simplify learning; sometimes it is very difficult to come to a class where one doesn’t understand a word...

• Nothing, I’m just not interested in languages

5. DISCUSSION

5.1 Discussion of the method.

I chose to use the internet survey method because I didn’t have much time, that it was reliable and, if I obtained sufficient responses, it was representative regarding the population I wanted to investigate. As my sources were all the high school students in the community of Jämtland, around 600 students, I didn’t have the time and means to reach them if I didn’t use the Net. I thought at the beginning when I chose to do a survey that it would be an easy job but it was harder than I thought. To think out the questions that I needed in the survey was not an easy job both because the questions were in Swedish and besides that I wanted them to be easy to understand and answer. I believe I selected the most appropriate method of investigation because the websurvey reached a large and representative population. I have to mention that, as I told the participants in the presentation e-mail, the investigation was about contemporary languages studies, their answers may be somehow conditioned to this fact.

5.2 Discussion of the results.

The results of this investigation represent very valuable information for me as a teacher of contemporary languages (Spanish). To be able to get into the thoughts of more than two hundred students is going to help me to focus on those things students consider important regarding language studies when I’m in the classroom. Besides while reviewing literature for this study I found that the questions I asked myself are shared by other people involved or interested in contemporary languages. Pamela Wesely (2012), in one of her articles for the Journal of the American Council on the Teaching of Foreign Languages, describes as some of the primary research questions in her review of literature: Is there any causal relationship between students attitudes, perceptions, and beliefs and outcomes like achievement or proficiency? Do more positive attitudes contribute to a more successful development in the classroom? According to the results of my study most of the students who continued with language learning had a very positive attitude and found it meaningful. Imsen (2006) also mentions that this meaningfulness is crucial for the student to consider that the learning experiences are enjoyable and long lasting (learning
for life). Also now I know the importance of promoting the relevance of speaking another language than English not only to the students but also to their parents, because many pointed out that they believe that speaking English was sufficient. The main question of this investigation was to find out how many students continued with their studies in contemporary languages in High school and I got similar numbers as the ones presented in the investigation of the Swedish Education Agency (Skolverket, 2010). Students pointed out how important it was for them to find meaning and application of the new language in order to maintain the motivation to continue with their learning. According to Deci and Ryan (1985), intrinsic motivation is related to basic human needs for competence, autonomy, and relatedness. Intrinsically motivated activities are those that the learner engages in for their own sake because of their value, interest, and challenge. Such activities present the best possible opportunities for learning. Also it was pointed out in the results I got that there was a correlation between the language anxiety/anguish the students have due to too high expectations in their achievements and the early desertion of contemporary languages study. Students mentioned that reducing stress and anguish could help to keep them in language classes. Gardner, Horwitz & Skehan mention this as a factor that minimizes good performance in learning languages (Ellis, 1994). But in other literature (Marcos-Llinas, M. Garaus, M. 2011) I found results showing that, though there was a correlation between language anxiety and course achievement, students with high levels of anxiety did not necessarily exhibited lower course achievement compared to students with low levels of anxiety. Maybe it is up to us teachers and schools to make the changes in order to get the students calm and motivated during foreign language courses so they continue with their studies.

As students come to high school they have a lot of free choices to make, but sometimes the program they’re studying doesn’t allow them to study a contemporary language. I found out that there are a lot of students (almost half of them) who interrupted their studies in contemporary languages at the beginning of high school. The fact that a relatively large proportion of students begin studying a contemporary language (besides English) but many of them interrupt their learning at the early stages, must be seen as a failure for the schools as well as for the students and the society. It is a failure for the schools as they have invested resources and teacher competences; for the students as they have invested their time and lose valuable knowledge and for society because it loses very important key skills for the future (Skolinspektionens Rapport 2010). The teaching of contemporary languages is facing one of its toughest challenges ever not only because the goals of the new Swedish
education plan Lgr-11 or the EU advices (EU Language policy, 2010) but because the internationalization of today’s world requires multi-linguistic skills. While many discussions about learning a second language focus on teaching methodologies, little emphasis is given to the contextual factors individual or social, that affect students’ learning. These contextual factors can be considered from the perspective of the language, the learner, and the learning process. In this investigation many of the respondents pointed out among these factors: the lack of information, the deficient resources (adequate teachers and additional help in the subject) as some of the reasons why they had to give up languages studies. I found a similar statement in the investigation of the Swedish Schools Inspector Office regarding one of the reasons that students interrupt their language learning is that it becomes too difficult and the students do not have the support they need from the school (Skolinspektionen, 2010 ). The correlation between language proficiency and the continuation of language studies was remarkable; the respondents that continued with language studies in high school thought they had very good or reasonable good skills in the language when they finished compulsory school. It would be worthy to make an investigation about proficiency, interest and motivation and to find out how they relate to each other. Wesely (2012) also writes that students’ perceptions and attitudes are associated with two targets: perceptions of themselves, and perceptions of the learning situation. Perceptions of themselves have often been defined as how students understand and make sense of themselves and their own learning. Students’ perceptions of the learning situation have included how students experience and understand aspects of the classroom or the language teacher. They thought that schools should improve the information about the language courses and increase the number of available languages. Another factor they mentioned regarding what could influence the motivation to study a foreign language was to simplify the lessons and lower the expectations and to formulate a more real and achievable goal so everybody could succeed in learning contemporary languages; in relation to this Reid Wilson wrote an article in the Language Learner regarding “A Summary of Stephen Krashen’s “Principles and Practice in Second Language Acquisition” referring to the input for acquisition of a foreign language:
In addition to receiving the right kind of input, students should have their affective filter kept low, meaning that classroom stress should be minimized and students "should not be put on the defensive." One result of this is that student's errors should not be corrected. Students should be taught how to gain more input from the outside world, including helping them acquire conversational competence, the means of managing conversation.

Another suggestion made by the respondents was to improve the teaching in the target language; the students thought that sometimes the teacher proficiency is not optimal. The teacher should have the ability to manage classroom communication adequately meaning with students. That means possessing the competence to work spontaneously and creatively in the target language. To assist students to interpret texts as readers or listeners and to present information or creative works, teachers have to be highly skilled themselves (Phillips, J.K.1998). There were also some students who didn’t further pursued language studies and stated that the main reasons for doing so were the lack of interest in languages and the belief that speaking English is enough to cope with the future. I think we teachers have the duty to inform our students about all the possibilities that speaking one more language can give. We must stop to do so many administrative work in the schools and crave more time to plan our lessons so students find them amusing and motivating; and take the sufficient time and resources to help each student from his/her individual condition so they can have motivation and a professional and suitable environment to learn languages.

6. SUGGESTIONS FOR FUTURE RESEARCH:

Studies in contemporary languages have multiple possibilities for further investigation. There is a wide range of issues connected to languages learning as much as to the students, motivation. It would be very interesting to do a qualitative investigation analyzing in a deeper way which are the factors that motivate students according to their age, gender, origin, mother tongue would be very interesting. Well, the options are endless if there is time, resources and curiosity.
REFERENCES


Ellis, R (1994) The study of second language acquisition, Oxford University Press


Skolverket (2011) Läroplan för grundskola, förskoleklassen och fritidshemmet 2011, Stockholm Ordförrådet, AB


DIGITAL RESOURCES:


Skolverket och SCB: Officiell statistik för förskoleverksamhet, skolbarnsomsorg, skola och vuxenutbildning, hämtad 2012-05-01: [www.skolverket.se](http://www.skolverket.se)

Skolverket redovisning av regeringsupdrag angående utveckling av språkvalen moderna språk och Svenska/engelska Dnr 01-2010:526 hämtad 2012-04-14: [www.skolverket.se](http://www.skolverket.se)


Webbaserad enkät, hämtad 2012-05-01: [https://websurvey.textalk.se/se/](https://websurvey.textalk.se/se/)


Hej,


Jag vill be er om lov och hjälp till att era elever svarar på en kort enkät som finns på webbsidan:

https://websurvey.textalk.se/se/answer/survey.php?surveyID=52003

Undersökningen är helt anonym och kommer att vara aktiv från den 27e feb till den 5e maj 2012.

Snälla och bekräfta mig att jag mejlade till rätt person eller om ni vet vem ska jag mejla till.

Tack på förhand

Carla Cabarga Garriga
mobil 070-2007941
Undersökning i Moderna Språk


1. Är du ....?
   ☐ tjej  ☐ kille

2. Vilket är ditt modersmål?
   ☐ Svenska  ☐ Annat Språk

3. Vad gör du för nuvarande?
   ☐ läser på gymnasiet  ☐ jobbar
   ☐ Annat

4. Läste du ett annat språk än engelska på högstadiet?
   ☐ Ja, fortsätt till nästa fråga och svara tom. fråga 11  ☐ Nej, hoppa till fråga 12

5. Om ja, vilket?
   ☐ Franska  ☐ Spaniska  ☐ Tyska
   ☐ Annat

6. Fortsätte/fortsätter du att läsa språk på gymnasiet?
   Ja, jag läser samma språk som på högstadiet. Hoppa till fråga 8 och fortsätt svara tom. fråga 11
   ☐ Nej. Svara nästa fråga 7, och sedan svara bara frågor 12 och 13

7. När avbröt du dina språktutbildning?
   ☐ på högstadiet  ☐ I början på gymnasiet  ☐ Jag hade svenska/engelska som språkval

8. Varför valde du just detta språk?
   (Markera högst 3 alternativ)
Det blev logiskt att fortsätta med samma språk på gymnasiet
Jag har en kompis som läser det
Mina föräldrar ville det
Det verkade vara ett enkelt språk att lära sig

Annat

9. Vad tycker du har varit mest avgörande för dig att fortsätta med dina språkstudier? (Markera högst 3 alternativ)

☐ Att jag har användning av språket nu
☐ Att jag kommer att använda språket i framtiden
☐ Att jag är intresserad av det
☐ Att lektionerna är roliga
☐ Att läraren är bra
☐ Att jag har lärt mig mycket
☐ Att man höjer sitt meritvärde

10. Hur tycker du att dina kunskaper i moderna språk var när du slutade på högstadiet i relation till de som krävdes för att fortsätta på gymnasiet?

☐ Mycket bra
☐ Bra
☐ Okey
☐ Inte så bra
☐ Dåliga

11. Vilka påstående stämmer mest om ditt intresse för språk?

*****Efter du har svarat på denna fråga tryck på knappen svara och skicka dina svar, tack*****

(Markera högst 3 alternativ)

☐ Om jag åker till utlandet skulle jag vilja prata deras språk och förstå deras kultur
☐ Jag skulle kunna läsa böcker på deras ursprungliga språk
☐ Jag tycker det är viktigt att kunna olika språk
☐ Jag skulle studera ett främmande språk för att öka meritvärde i mina resultat i skolan
☐ Jag gillar språk

12. Vilka påstående stämmer mest om ditt intresse för språk?

***Svara till denna fråga och nästa fråga bara om du inte läste annat språk än engelska***

Markera högst 3 alternativ)

☐ Att lära sig ett annat språk förutom engelska är att slösa bort tiden
☐ Jag tycker att språkinlärtning är tröttsamt
☐ Jag är inte språkinlärningsinteressad
☐ Jag studerar hellre annat än moderna språk
☐ Mina föräldrar tycker inte att det är viktigt att lära sig ett annat språk
☐ Jag tycker inte att jag behöver lära mig något annat språk

13. Vad kunde man ha gjort annorlunda för att fånga ditt intresse att läsa något modernt språk?

Tack för din medverkan!
### Tabell 7 A: Moderna språk inom ramen för språkval i årskurs 6, 7, 8 och 9 läsåren 2008/09–2011/12

<table>
<thead>
<tr>
<th>Läsår</th>
<th>Årskurs 6</th>
<th>Årskurs 7</th>
<th>Årskurs 8</th>
<th>Årskurs 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flickor</td>
<td>Pojkar</td>
<td>Flickor</td>
<td>Pojkar</td>
</tr>
<tr>
<td>2008/09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samtliga elever</td>
<td>48 270</td>
<td>50 191</td>
<td>51 481</td>
<td>54 449</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>13,1</td>
<td>13,2</td>
<td>27,0</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>9,7</td>
<td>14,8</td>
<td>26,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>12,0</td>
<td>20,5</td>
<td>41,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>17,7</td>
<td>23,8</td>
<td>37,5</td>
</tr>
<tr>
<td>2009/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samtliga elever</td>
<td>46 025</td>
<td>48 485</td>
<td>48 647</td>
<td>50 592</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>14,7</td>
<td>11,5</td>
<td>30,4</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>10,7</td>
<td>14,4</td>
<td>29,4</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>19,8</td>
<td>20,3</td>
<td>44,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>18,3</td>
<td>23,4</td>
<td>42,8</td>
</tr>
<tr>
<td>2010/11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samtliga elever</td>
<td>45 812</td>
<td>48 675</td>
<td>46 404</td>
<td>48 868</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>15,3</td>
<td>11,5</td>
<td>32,8</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>10,9</td>
<td>14,4</td>
<td>31,5</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>19,9</td>
<td>22,8</td>
<td>47,9</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>18,3</td>
<td>23,4</td>
<td>43,2</td>
</tr>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samtliga elever</td>
<td>45 725</td>
<td>47 908</td>
<td>46 154</td>
<td>49 018</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>15,0</td>
<td>11,3</td>
<td>32,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>10,0</td>
<td>14,4</td>
<td>31,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>19,9</td>
<td>22,2</td>
<td>49,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>18,8</td>
<td>22,8</td>
<td>44,5</td>
</tr>
<tr>
<td>Kommun</td>
<td>Antal</td>
<td>38 276</td>
<td>40 769</td>
<td>38 047</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>13,6</td>
<td>11,3</td>
<td>32,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>8,8</td>
<td>14,8</td>
<td>31,3</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>19,0</td>
<td>24,5</td>
<td>48,8</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>12,0</td>
<td>24,5</td>
<td>44,5</td>
</tr>
<tr>
<td>Sameskolan</td>
<td>Antal</td>
<td>8,0</td>
<td>9,0</td>
<td></td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>0,0</td>
<td>0,0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>0,0</td>
<td>0,0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>0,0</td>
<td>0,0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>0,0</td>
<td>0,0</td>
<td></td>
</tr>
<tr>
<td>Fristående</td>
<td>Antal</td>
<td>7 441</td>
<td>7 130</td>
<td>8 107</td>
</tr>
<tr>
<td>därav</td>
<td>Andel (%) med franska</td>
<td>22,1</td>
<td>12,3</td>
<td>43,2</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med tyska</td>
<td>16,7</td>
<td>14,9</td>
<td>43,2</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med spanska</td>
<td>26,1</td>
<td>13,5</td>
<td>51,6</td>
</tr>
<tr>
<td></td>
<td>Andel (%) med övr. mod. språk</td>
<td>13,7</td>
<td>16,4</td>
<td>46,8</td>
</tr>
</tbody>
</table>
Grundskolan – Elever – Läsnivå

Tabell 1: Skolor, elever och språkval läsåret 2010/11

<table>
<thead>
<tr>
<th>Län</th>
<th>Samtliga län</th>
<th>Antal skolor</th>
<th>Antal elever i huvudmannens skolor</th>
<th>Antal elever per skola</th>
<th>Andel 6-åringar (%) av elever i årskurs 1</th>
<th>Andel elever (%) i annan kommuns skolor</th>
<th>Språkval i åk 9, andel elever (%) som läser moderna språk franska</th>
<th>spranska</th>
<th>tyska</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockholms län</td>
<td>781 210</td>
<td>3 880</td>
<td>201</td>
<td>0,9</td>
<td>1,3</td>
<td>12,1</td>
<td>13</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td>Uppsala län</td>
<td>27 476</td>
<td>119</td>
<td>231</td>
<td>1,8</td>
<td>1,0</td>
<td>14,4</td>
<td>14</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>Södermanlands län</td>
<td>23 358</td>
<td>112</td>
<td>209</td>
<td>0,6</td>
<td>0,8</td>
<td>12,3</td>
<td>11</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Östergötlands län</td>
<td>36 444</td>
<td>195</td>
<td>187</td>
<td>0,8</td>
<td>0,7</td>
<td>10,9</td>
<td>12</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Jönköpings län</td>
<td>32 044</td>
<td>174</td>
<td>184</td>
<td>0,6</td>
<td>0,6</td>
<td>5,0</td>
<td>10</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Kronobergs län</td>
<td>16 548</td>
<td>92</td>
<td>180</td>
<td>0,4</td>
<td>0,7</td>
<td>5,7</td>
<td>9</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Kalmar län</td>
<td>20 035</td>
<td>124</td>
<td>162</td>
<td>0,8</td>
<td>0,8</td>
<td>4,7</td>
<td>9</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>Gotlands län</td>
<td>4 558</td>
<td>34</td>
<td>134</td>
<td>0,4</td>
<td>0,2</td>
<td>11,0</td>
<td>12</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>Blekinge län</td>
<td>12 218</td>
<td>74</td>
<td>165</td>
<td>0,6</td>
<td>0,5</td>
<td>13,6</td>
<td>13</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Skåne län</td>
<td>102 164</td>
<td>454</td>
<td>225</td>
<td>1,0</td>
<td>1,3</td>
<td>11,4</td>
<td>13</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Hallands län</td>
<td>28 188</td>
<td>130</td>
<td>217</td>
<td>0,8</td>
<td>0,7</td>
<td>7,1</td>
<td>13</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Västra Götalands län</td>
<td>131 691</td>
<td>663</td>
<td>199</td>
<td>0,8</td>
<td>1,1</td>
<td>11,2</td>
<td>13</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Värmlands län</td>
<td>23 968</td>
<td>144</td>
<td>166</td>
<td>0,5</td>
<td>1,0</td>
<td>3,5</td>
<td>13</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Örebro län</td>
<td>24 183</td>
<td>129</td>
<td>187</td>
<td>0,6</td>
<td>1,1</td>
<td>10,0</td>
<td>10</td>
<td>37</td>
<td>17</td>
</tr>
<tr>
<td>Västmanlands län</td>
<td>21 222</td>
<td>99</td>
<td>214</td>
<td>1,1</td>
<td>1,3</td>
<td>10,3</td>
<td>10</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>Dalarnas län</td>
<td>24 423</td>
<td>155</td>
<td>158</td>
<td>0,7</td>
<td>1,3</td>
<td>4,4</td>
<td>9</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Gävleborgs län</td>
<td>22 277</td>
<td>130</td>
<td>171</td>
<td>1,0</td>
<td>0,6</td>
<td>11,7</td>
<td>9</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>Västernorrlands län</td>
<td>20 674</td>
<td>123</td>
<td>168</td>
<td>0,4</td>
<td>0,5</td>
<td>7,3</td>
<td>11</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Jämtlands län</td>
<td>10 475</td>
<td>85</td>
<td>123</td>
<td>1,0</td>
<td>0,7</td>
<td>7,3</td>
<td>11</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Västerbottens län</td>
<td>22 255</td>
<td>157</td>
<td>142</td>
<td>0,5</td>
<td>0,8</td>
<td>6,4</td>
<td>12</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Norrbottens län</td>
<td>20 409</td>
<td>160</td>
<td>128</td>
<td>0,9</td>
<td>0,7</td>
<td>9,3</td>
<td>13</td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>