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Abstract

This thesis aimed to explore lower secondary school L2 English teacher and learner beliefs around extramural English (EE) and motivation. Through interviews with three 10th grade English teachers from different schools, the goal was to discover what they believed were benefits and challenges of modern students' EE habits, as well as the teaching implications of this development. Through a questionnaire performed by the teachers' three English classes, 10th grade English students' beliefs were reported, and considered both in regards to what their beliefs around EE are, as well as their beliefs around motivation. Furthermore, the thesis aimed to discover their beliefs around how English should be taught in these EE times.

The findings of the project showed an agreement between both teachers and students in regards to the positive effects of EE in general, and its role in students' English language development. The teachers reported a drastic change in modern students' language capabilities, and most of the students believed EE to be the main contributor to their current English proficiency. The average student in this project reported spending 4 hours and 20 minutes daily on their various EE activities, and activities like watching TV, listening to music, using social media and playing video games were the most popular activities reported. The teachers did, however, express reluctance towards implementing certain EE activities into the classroom, due to the difficulty of planning such a project while remaining true to the curriculum and competence goals. They further believed EE activities could be implemented as a tool to engage and motivate students in class, but there was expressed reluctance in this regard as well, due to their limited time frame, and because many EE activities, they believe, will fail to engage an entire classroom. They did, however, mention other ways of utilising the students' EE habits in the classroom, through allowing the students to work on topics that reflect their interests, such as writing about influencers or video game creators.

The teachers believed the students' EE habits to present benefits such as a vast increase in English proficiency, an increase in motivation through a greater sense of mastery, as well as further possibilities for teachers to connect with the students personally, in order to build relationships and improve the classroom situation in general. In regards to challenges, they believed the implementation of EE activities to be a great challenge, and they mentioned how modern students' proficiency has gone so far up from before, that even students who perform well in the course, feel inferior due to other, more proficient, peers in the classroom.

This served as a demotivating factor for several students, and caused many of them to feel like the English course was hard.

The students believed EE activities should be included in the English course, mainly because it would mean more variation in the classroom. Almost half of the students also expressed their belief that with the way English is currently being taught, there are irrelevant or seemingly useless topics within, that serve as demotivating factors. The students expressed desiring more oral activities in the classroom, and several students reported wanting more social activities as well. Within the students of this research study, several differences were discovered between those who spend an above average amount of time on EE activities, versus those who spend below average. The EE active group was discovered to be far more motivated within the classroom, felt far more competent, and they were far more satisfied with their current English proficiency, than the non EE active group.

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Table of contents

1. Introduction.....	7
1.1 The Research Questions.....	8
1.2 Relevance of the project and contribution of the study.....	8
2. Theoretical Background.....	10
2.1 Extramural English.....	10
2.2 English in Norway.....	13
2.3 Motivation.....	14
2.4 Teacher beliefs.....	17
2.5 Learner Beliefs.....	20
2.6 Student Engagement.....	22
2.7 Learner Autonomy.....	23
2.8 Previous research.....	25
3. Methodology.....	29
3.1 Introduction.....	29
3.2 Mixed methods research.....	29
3.3 Qualitative aspects.....	31
3.3.1 Interviews.....	32
3.3.2 Coding and analysing the data.....	34
3.4 Quantitative aspects.....	36
3.4.1 Questionnaires.....	36
3.5 Reliability and validity.....	39
3.6 Sampling.....	41
3.7 Ethical considerations.....	42
4. Results.....	45
4.1 Introduction.....	45
4.2 Qualitative research: Interviews.....	45
4.2.1 Teacher beliefs around EE.....	45
4.2.2 Teacher beliefs around motivation.....	48
4.3 Qualitative research: Questionnaire responses to open-ended questions.....	50
4.4 Quantitative results.....	53
4.4.1 Questionnaires.....	53
4.4.2 Classroom variances.....	60
4.4.3 Group variances around EE.....	62
5. Discussion.....	65
5.1 Teacher beliefs around motivation and EE.....	65
5.1.1 Teacher beliefs around benefits of EE.....	66
5.1.2 Teacher beliefs around challenges of EE.....	69
5.2. Students' general beliefs around EE and motivation.....	72

5.2.1 Student beliefs variances.....	76
5.3 Teaching implications.....	77
5.4 Limitations.....	81
6. Conclusion.....	82
6.1 Main findings.....	82
6.2 Contributions and implications for further research.....	86
6. References.....	87
7. Appendixes.....	89

1. Introduction

This thesis will be a mixed methods study of the teacher and learner beliefs about motivation and extramural English (EE) in contemporary 10th-grade L2 English classrooms in Norway, comparing perspectives from both English teachers and students. What I intend to investigate is the teacher and student beliefs around EE and motivation in the modern day classroom. This will be investigated through interviews with three teachers, and a questionnaire for their students.

Through modern technological development, a vast increase in exposure to the English language has become available for the younger generations. Through movies, tv-shows, music, social media and gaming, there has been a change of culture within the modern student group, which has drastically impacted their English proficiency. Such a large change in the younger generations of students, means a change in learner mass, which needs consideration from the teachers. Previous research indicates that there is great potential in regards to L2 gains from EE activities such as watching films, playing video games, listening to music etc., but there have been few valid empirical studies done in this field (Sundqvist & Sylvén, 2016). In regards to motivation, Ryan and Deci's (2000) self-determination theory presents three innate needs of human psychology in order to enhance motivation, being autonomy, competence, and relatedness. As EE activities are shown to have benefits in regards to language learning, and are largely self-driven, relevant cultural activities, further research on its effect on the classroom and the students motivation towards learning their target language makes this an interesting field of research.

As the younger generation of people has changed, so too has the younger generation of students changed- as well as their needs, expectations, and beliefs. It is important that the modern day teachers and the new generations of students remain connected, and that the students' needs are met in an appropriate way. As the competence aims by year 10 in the English course states, "The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject." (Utdanningsdirektoratet, 2020). If one significant arena for the modern student's development of the five basic skills is on his/her phone or computer during his/her freetime, then this raises questions as to whether or not teachers could consider laying further weight upon during school hours.

1.1 The Research Questions

The research questions for this project, will be as follows:

- What are the beliefs of 10th grade L2 English teachers in relation to motivation and EE?
 - What are the benefits and challenges teachers encounter concerning motivation and EE?
 - What are their beliefs concerning teaching implications resulting from modern EE habits?

- What are the 10th grade L2 English students' beliefs in relation to motivation and EE?
 - How do students believe English should be taught to promote motivation in EE times?

1.2 Relevance of the project and contribution of the study

This project enters a relatively new field in its combination of several older elements, combined with several new ones. As extramural English has taken a completely new role in modern students' lives with the spreading of the internet, and new encounters with English on a daily basis (Sundqvist, Sylvén, 2016), it has become so ever-changing that any current or contemporary research looking into EE and motivation will be valuable in the field. Eilertsen (2020) found that in upper-secondary school, teachers believed motivation to be an issue among their students, and a possible solution being implementing more EE activities in the classroom. Wallin (2021) found that modern English teachers believed the English classroom had changed in recent years, as a result of modern students vastly improved English proficiency. Further research also shows that EE activities such as playing video games have a great effect on the students' language abilities (Estensen, 2021; Jakobsson, 2018). This thesis, however, aims to discover teachers' and students' beliefs on EE and motivation in light of each other. As this is an area of the field in which the existing research is somewhat scarce, this thesis aims to contribute to this research through discovering the beliefs held by three teachers from the Norwegian south-west, as well as their corresponding classrooms.

Where previous studies have investigated the topic of teacher or learner beliefs around EE (Nordhus, 2021; Eilertsen 2020; Wallin, 2021), this thesis aims towards the research gap that exists with the link to motivation. This thesis, therefore, seeks to contribute to the field of EE and motivation, and focuses on both teacher and student beliefs. Whereas Leona et al.

(2021) state that exposure to EE may be one of the important factors in regards to differences among students in primary or elementary school in non-English speaking countries, this thesis will seek to discover the beliefs of teachers and students on EE and motivation combined.

2. Theoretical Background

2.1 Extramural English

Sundqvist and Sylvén's definition of Extramural English (EE) connects to the origins of the word "extramural", meaning 'English outside the walls' (Sundqvist, Sylvén, 2016, p. 6), and signifies all exposure to the English language outside of the classroom walls. EE activities can be for example watching movies or TV-shows, listening to music, playing video games, or scrolling on social media. With the rise of the Internet, and its spreading across an increasing amount of homes, new encounters with English have been emerging (Sundqvist, Sylvén, 2016). One of the major differences between inside-classroom and outside-classroom English learning, lies in the role of the initiator, where in EE activities, as opposed to formal educational activities, the initiator is often the learner him/herself. As these activities are self-initiated, the very notion of EE connects with the theory of learner autonomy (Holec, 1981, in Sundqvist & Sylvén, 2016), and the possibility arises for learners to develop and increase their language learning interests. Another connection in this regard, is that engaging in EE activities has the chance to allow a learner to develop an interest in learning English (Sundqvist & Sylvén, 2016). There are reports in studies showing great potential in regards to L2 gains from EE activities such as those previously mentioned, but there have been few valid empirical studies done in this field (Sundqvist & Sylvén, 2016). There is however research showing that implementing pop-culture as a bridge between informal- and formal language learning is beneficial for students, and that teacher awareness around their students' interests from outside the classroom, is beneficial as it allows them to build on them for language and literacy activities inside the classroom (Choi & Yi, 2012, as cited in Sundqvist, Sylvén, 2016).

The amount of time spent on EE activities varies greatly based on several factors, one of which being age (Sundqvist & Sylvén, 2016). From research in Sweden, they found that time spent doing EE activities increases steadily with age, up to somewhere in the mid-teens (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén's research discovered that an average Swedish ten-year-old spends about 7 hours per week, twelve-year-olds about 9 hours, and 15-year-olds about 18 hours (Sundqvist & Sylvén, 2016, p. 32). An obvious note to this and other studies from around the globe is that there is a lot more time spent with the English language in an informal setting, than within their formal English education (Sundqvist, Sylvén, 2016).

According to Leona et al. (2021), the role of EE exposure and motivation in the context of explaining individual differences among young English-learners' language performance is unclear (Leona et al., 2021). It has however become apparent in recent years that in non-English speaking countries, EE exposure that the language-learners are in contact with outside of their classroom, might in fact be a very important factor in this regard (Leona et al., 2021). Studies show that young English language learners may reach a high level of English performance prior to starting their formal English education as a result of this (Leona et al., 2021). Other studies show that in countries with English as a foreign-language, a significant amount of time is being spent on EE activities, and that these language learners seem to experience benefits of these activities (Leona et al., 2021). An important factor to keep in mind, however, is the accessibility the learners have of these English sources (Leona et al., 2021). An activity such as watching TV is both motivating, and accessible, and the input received is both multimodal, as well as having an intense amount of exposure (Leona et al., 2021).

According to Brevik (2019), English is the language of the Internet, and it provides people with the opportunity to develop their English proficiency either as a first or second language in an informal context. She claims that as the Internet provides language exposure, English proficiency is developed, and it allows access to several opportunities which can improve one's language skills outside the classroom (Brevik, 2019). As opposed to language learning at school, adolescents engage voluntarily in several activities as a result of their interest in the activities themselves, which further develop their competence in the target language (Brevik, 2019). Examples of such activities are browsing and searching the Internet, watching videos, listening to music, using social media, and playing video games online in English (Brevik, 2019). She further states that in Scandinavia, there has been discovered benefits of adolescents' usage of English outside of school, and their learning outcomes (Brevik, 2019). An example of such a benefit is that adolescents who frequently played video games online had higher grades in their L2 English class, had superior reading skills in L2 English than L1 Norwegian, and had a better written vocabulary acquisition in L2 English (Brevik, 2019). Similarly, learners who used social media frequently, seemed to have developed their English proficiency through exposure to English TV series, music, movies, and various videos and writings through social media platforms (Brevik, 2019).

A challenge that appeared through the modern development of Extramural English, is the change in the role of the EFL/L2 English-teacher. The development of Extramural English activities' role in L2 English students' life carried with it several challenges for

English teachers in this country. All of a sudden, the learners have vastly different English input and output during their days, and the teacher no longer could control the amount of exposure the learners had to English (Sundqvist, Sylvén, 2016). The individual differences between the learners become learner differences, which complicates the job of the teacher greatly (Sundqvist, Sylvén, 2016). The teachers have to adapt their teaching strategies in order to assist both the students who are frequent in their EE activities, as well as those who are not (Sundqvist, Sylvén, 2016).

In order to address the problems within teaching an L2 in these modern EE times, Steven Thorne and Jonathan Reinhardt proposed a new pedagogical model, which they called “Bridging Activities” (Thorne & Reinhardt, 2008, as cited in Sundqvist & Sylvén, 2016, p. 93). Its purpose is to “enhance engagement and relevance through the incorporation of students’ digital-vernacular expertise, experience, and curiosity, coupled with instructor guidance.” (Sundqvist & Sylvén, 2016, p. 93). One of the key components in the Bridging Activities-mode, is the fact that the teaching itself builds upon the learners’ own selections of media or Internet texts (Sundqvist & Sylvén, 2016). An approach like this could enhance the learners’ agency, and thus, in turn, an increase in the learners’ L2 motivation (Sundqvist & Sylvén, 2016). According to Sundqvist and Sylvén (2016), teachers around the world have already successfully implemented such activities whilst most likely completely unaware of Thorne and Reinhart’s model (Sundqvist & Sylvén, 2016). An example of this is from the VCE English Education program in Australia, where the learners are allowed to work with various text types from settings of their own choosing such as text-messages, chats, Myspace and Facebook, whilst also implementing curriculum like Shakespearean language and English and Australian literature (Sundqvist & Sylvén, 2016). Through this implementation while working with varieties of Australian English, the authors of the research project claimed that the students became more self-directed and actively participated in their own learning, whilst gaining vast amounts of satisfaction from their own findings, in an enjoyable way (Sundqvist & Sylvén, 2016).

The role and nature of English teachers around the globe has seen their jobs change drastically around the turn of the millennium, and according to Sundqvist and Sylvén (2016), EE is among the factors which contributed towards that change. As the students within the classrooms have different competences, and are different learners, the need for flexibility has become paramount if one is to be a successful teacher (Sundqvist & Sylvén, 2016). Today, it is not a rare occurrence to have vast differences between the levels of one’s learners’ L2 English within the same classroom (Sundqvist & Sylvén, 2016). One of the driving factors in

this diversity has been discovered, at least in Sweden, to be usage and exposure to EE (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) are very positive towards implementing EE activities into the classroom, and utilising activities like reading, playing video games, watching TV-shows or movies are shown to be beneficial. In regards to gaming, for example, they mention how peer-to-peer working with a game can allow the more experienced gamers to push and encourage their fellow students, and can become helpful in class (Sundqvist & Sylvén, 2016). Similarly, activities like creating word lists from digital games can be useful, and can promote the usage of dictionaries in the classroom as well (Sundqvist & Sylvén, 2016).

2.2 English in Norway

Extramural English has arguably become a rather central part of the modern Norwegian educational system, as reflected through the emphasis and focus on digital skills and competence. Digital competence is currently defined as one of the five basic skills which schools have to facilitate for, and support the development of in Norwegian schools (Utdanningsdirektoratet, 2020). In other words, today in Norway, digital competence has become of equal importance as reading, writing, numeracy and oral skills (Utdanningsdirektoratet, 2020). As support for this, Utdanningsdirektoratet states that these skills are important for the students' ability to participate both in their own education and future work, but also in their own societal life, and in their social relations (Utdanningsdirektoratet, 2019). In the LK20 English curriculum, as well, there is arguably an implicit emphasis on the usage of digital media, and the development of digital competence. Within the Core Elements, it is stated that "The students shall employ suitable strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources" (Utdanningsdirektoratet, 2019). Similarly, two other Core Elements state that the students are expected to be able to "use a variety of strategies for language learning, text creation and communication", as well as "use different digital resources and other aids in language learning, text creation and interaction" (Utdanningsdirektoratet, 2019). These implications not only serve to include the possibility and encouragement to include EE activities within the classroom, but it also directly connects the students' EE activities to the very curriculum itself. In other words, modern Norwegian students' EE activities now directly reflect a significant part of their formal English education.

In the modern global world, there have been discussions around defining the role of the English language, and whether or not it should be considered a foreign language, or a second language in many countries. Sundqvist and Sylvén (2016), claim that to keep this distinction is meaningless, when talking about learning English as a second language or as a foreign language (Sundqvist, Sylvén, 2016). Through utilising a third term, “L2 learning” (Sundqvist, Sylvén, 2016, p. 25), one can discuss the learning of any language, on any level, so long as the L2 learning is occurring at a later time than the acquisition of one’s first language (Sundqvist, Sylvén, 2016).

The English language in Norway, as with many other countries in Europe, has previously been regarded as a foreign language, associated with international travels, education, and even business (Rindal & Brevik, 2019). However, due to an increase of exposure outside of the context of school, and an increased language proficiency, the English language no longer feels foreign in Norway (Rindal & Brevik, 2019). As modern young Norwegians utilise entertainment and social media where they are exposed to the English language very frequently, their relationship with the language is one quite different than previously (Rindal & Brevik, 2019). Still, Norwegians are not qualified as second language English speakers, as it is not an official language in Norway (Rindal & Brevik, 2019). As a result in Norway, English is neither a first, second, nor foreign language, which has led to the term L2 English (Rindal & Brevik, 2019).

2.3 Motivation

L2 motivation is, according to Dörnyei and Ushioda (2009), “currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity” (Dörnyei & Ushioda, 2009, p 1). Dörnyei states that as there has been so many different theoretical directions within the L2 motivation field, this shift towards connecting motivation with the self and identity, has aided in advancing our understanding of the topic of contemporary language learning motivation (Dörnyei & Ushioda, 2009). As L2 teachers, one often needs to adapt and adjust one’s practices, both pedagogically and professionally, as a result of shifts such as the recent technological development (Dörnyei & Ushioda, 2009, p. 333). This can create new challenges for teachers, as this sort of change creates the necessity for new pedagogical knowledge and skill. It also creates the necessity for teachers to be able to properly orient their students within these new fields, in regards to their target-language-learning opportunities (Dörnyei & Ushioda, 2009, p. 334).

Norton (1995) presents several views on self-confidence in the context of language learners. Norton (1995) refers to Krashen, who states that confidence in oneself is an intrinsic characteristic held by language learners. Gardner (1985, as cited in Norton, 1995), however, claims that self-confidence occurs through positive experiences within a second-language context. He states that “self-confidence... develops as a result of positive experiences in the context of the second language and serves to motivate individuals to learn the second language” (Gardner, 1985, as cited in Norton, 1995, p. 11). The fact is that language learners today have a choice regarding the conditions under which they interact with other members within the language community, and the access to these choices are largely driven by the learner’s own motivation (Norton, 1995). Thus, the argument arises that a major characteristic found in the informal context of language learning, is that it is voluntary, according to Gardner and MacIntyre (Norton, 1995). Learners have the choice to participate and take part in acquisitional contexts, purely informal (Norton, 1995). Norton (1995) states that a crucial consideration which is needed within the second language-acquisition-theory, is the notion that a language learner has a very complex social identity, which has to be regarded as a part of the larger social structures the learner find themselves in, which develops through social interactions on a day-to-day basis (Norton, 1995).

According to Pinter (2017), it is important to regard children’s social, cognitive, emotional, and learning-development in a holistic way (Pinter, 2017). She claims that when motivated, children are very willing to try and experiment new things, and that children are very much involved in activities when interested. As video games are very rich from a language-input perspective, they can be great as a source of motivation and learning (Pinter, 2017). They also keep children's attention as a result of the content. Motivation is, according to Pinter, key in learning other languages (Pinter, 2017), and it is very important for a teacher to motivate their learners in for example an English class.

The affective filter hypothesis by Krashen (1982) becomes relevant around the topic of motivation as it describes the effect different factors have on one’s language acquisition process, the factors being motivation, self-confidence and anxiety. Three main variables have been proven by research to have an effect on one’s success with acquiring one's second language (Krashen, 1982). Learners with high motivation or self-confidence, and learners (or classrooms) with low anxiety, are more successful in second-language acquisition (Krashen, 1982). This goes both ways, as learners with sub-optimal attitudes towards second-language acquisition, will both seek less input, as well as have a strong affective filter- meaning that even though they might understand a message, the input can not get to the area in the brain

which is responsible for language-acquisition (Krashen, 1982). Those with optimal attitudes will in turn be more susceptible to acquisition through their weaker filter, as well as be more likely to seek out and acquire more input (Krashen, 1982).

“Self Determination Theory (SDT)” is, according to Ryan and Deci, a way to look at motivation and personality which emphasises how important humans’ inner resources are towards personality development as well as behavioural self-regulation (Ryan & Deci, 2000, p. 68). Motivation itself, they claim, concerns “energy, direction, persistence and equifinality- all aspects of activation and intention” (Ryan & Deci, 2000, p. 69). In their research on SDT, Ryan and Deci discovered that depending on the social conditions in which we develop and function within, humans can be either engaged and proactive, or alienated and passive (Ryan & Deci, 2000). They further claimed that social contexts work as catalysts in the context of differences in motivation and personal growth, both between individuals, and within individuals (Ryan & Deci, 2000). This allows some people to become more self-motivated and energised, as well as more integrated within certain domains or cultures than in others (Ryan & Deci, 2000). This theory has led to research on social-contextual conditions which facilitate, as opposed to hinder the natural processes which aid self-motivation and positive psychological development (Ryan & Deci, 2000). As a field investigating individuals’ growth tendencies as well as psychological needs, it has become the foundation for their integration of self-motivation (Ryan & Deci, 2000). Specifically, certain factors which enhance, as opposed to undermines, intrinsic motivation, well-being, and self-regulation have been examined (Ryan & Deci, 2000). The findings have resulted in the categorization of three innate needs of human psychology- being autonomy, competence, and relatedness, which, if met, increases self-motivation, as well as mental health (Ryan & Deci, 2000).

Motivation as a topic, according to Ryan and Deci (2000), is often considered a singular construct, even though people are clearly moved towards their actions by several different reasons and factors, and with very different consequences as well as experiences. Motivation can, for example, come through asserting high value towards an activity, through external coercion, personal interest, or commitment (Ryan & Deci, 2000). The most crucial separation here, however, is that which distinguishes between internal or external forces causing an action, as this depicts how people make sense of others’ behaviours, as well as their own (Ryan & Deci, 2000). When comparing people with *authentic* motivation (meaning self-authored and/or endorsed) with someone externally controlled, typically shows that the person of authentic motivation will have higher interest, confidence, and excitement towards the action, which often manifests itself through better performance, creativity, and

persistence, as well as through heightened vitality, self esteem, as well as a better general well-being (Ryan & Deci, 2000). By regarding the different perceived forces which can cause an action from a person, SDT has aided in identifying several different types of motivation, all of which having specifiable results on learning, personal experience, well-being, as well as performance (Ryan & Deci, 2000).

Intrinsic motivation, according to Ryan and Deci (2000), can be categorised as the inherent tendency within humans to seek the unfamiliar and new, to explore, as well as to learn. Despite this innate inclination, however, evidence shows that in order to maintain and enhance this property, supportive conditions are required (Ryan & Deci, 2000). Because of this, Ryan and Deci explain, their theory does not revolve around the causes of intrinsic motivation, which they regard as an evolved tendency, but rather on conditions that can sustain and evoke, or diminish and weaken this predisposition (Ryan & Deci, 2000). Their “Cognitive evaluation theory” (Ryan & Deci, 2000, p. 70) (CET) was presented as a part of SDT, and aimed at specifying different factors which can cause varying intrinsic motivation (Ryan & Deci, 2000). “CET” focuses on environmental and social factors which can either facilitate or undermine peoples’ intrinsic motivation (Ryan & Deci, 2000). The bedrock of the theory is that intrinsic motivation can be catalysed as a result of surrounding conditions allowing it to (Ryan & Deci, 2000).

Ryan and Deci (2000) claim that social contexts work as catalysts in the context of differences in motivation and personal growth, both between individuals, and within individuals (Ryan & Deci, 2000). This results in some people becoming more self-motivated and energised, as well as more integrated within certain domains or cultures than in others (Ryan & Deci, 2000). Motivation itself, they claim, concerns “energy, direction, persistence and equifinality- all aspects of activation and intention” (Ryan & Deci, 2000, p. 69). Self-Determination Theory, which was birthed from Ryan and Deci’s research and theories, revolves heavily around the importance of peoples’ inner resources, and how it is channelled towards personality development, and self-regulation of one’s behaviour (Ryan & Deci, 2000).

2.4 Teacher beliefs

Simon Borg (2017) states that a teacher’s beliefs has a filtering function, through which new information and experiences are interpreted, influences the way teachers adapt to change in the educational system, yet is not always reflected through what teachers do within the

classroom. “Belief” as a term, Borg presents, can be defined in several ways (Borg, 2017). One of these definitions is from Pajares, depicting belief as “an individual’s judgement of the truth or falsity of a proposition” (Borg, 2017, p. 76), whereas Murphy and Mason defines belief as “all that one accepts or wants to be true” (Borg, 2017, p. 76). Borg states that “beliefs are expected to significantly influence the ways in which teachers interpret and engage with the problems of practice” (Borg, 2017, p. 76).

Teachers’ belief systems, according to Richards and Lockhart (1994), are built upon the goals, beliefs and values that a teacher holds in regards to the process and contents of teaching, as well as their thoughts on the system that they work within, and around their own role as a teacher. These beliefs constitute the basis for a lot of the teacher’s decision making, as well as their actions both inside and outside the classroom (Richards & Lockhart 1994). Richards and Lockhart argue that these belief systems are gradually built up over time, and hold both objective and subjective dimensions (Richards & Lockhart 1994). This could be anything from one’s opinion that grammarly errors need to be corrected constantly, to more complex beliefs, such as that students experience a higher degree of learning through collaborative work, as opposed to through competition (Richards & Lockhart 1994). These beliefs are built upon several factors, such as the teacher’s experience in teaching, their personality, education, as well as one’s own experience from having been a language learner once (Richards & Lockhart 1994). As one’s relationship with English varies from teacher to teacher, as well as from teacher to student, this could also impact the classroom situation. Richards and Lockhart argue that for some, English could be the language of the literature they read, for some it could be the global language in an English-speaking world, and for some it could be associated with something else entirely (Richards & Lockhart 1994). Similarly, a teacher’s beliefs around the notion of learning will also greatly impact their classroom behaviours, and can be based upon their formal education, their training as language teachers, or from their own experience as a former language learner (Richards & Lockhart 1994).

Richards and Lockhart (1994), state that if a teacher is better informed on the nature around their teaching, they can evaluate their own stage of growth professionally, and also which aspects in their teaching that they have to change. Additionally, as critical reflection is regarded as a continuous process as well as a major routine within teaching, this can leave teachers feeling more confident when utilising other methods, and considering what effects they have on their teaching (Richards & Lockhart, 1994). Through these assumptions, it becomes apparent that when a teacher is frequently reflecting upon that which is going on

within their own classrooms, they will find themselves in a position where they can discover if there exists a gap between that which they are trying to teach, and what their students actually learn (Richards & Lockhart, 1994). As Richards and Lockhart state, “critical reflection can trigger a deeper understanding of teaching.” (Richards & Lockhart, 1994, p. 4), and it includes examining one’s teaching experiences, and using this as a basis for an evaluation for any future decision making- ultimately as a source for change (Richards & Lockhart, 1994).

Through their research, Dörnyei and Ushioda made it clear that the most important factors a teacher can hold in order to impact learner motivation, and thereby also L2 achievement, are the teachers’ interests in, approach to, and attitude towards their taught language (Sundqvist & Sylvén, 2016). Among these factors, another one of vital importance was the teacher’s competence within their field (Sundqvist & Sylvén, 2016). A study researching more than 200 English-teachers found that teachers considered their attitudes and approaches towards any subject as the number one factor which impacts their students’ motivation (Sundqvist & Sylvén, 2016). Another study on German L2 learners within the UK, revealed that of all motivational factors revolving around the students, their teachers were rated as the most important of them all (Sundqvist & Sylvén, 2016). Dörnyei and Ushioda made the claim that for successful L2 learning, the L2 classroom has to provide enough inspiration to allow the learners to be motivated, as well as include adequate cognitive instructional practices (Sundqvist & Sylvén, 2016).

Li (2019) points to previous research done on the topic of teacher cognition by William and Burden, stating that since the late 1990’s, we have known that *how* and *what* teachers think, will greatly affect a classroom (Li, 2019). The thoughts and beliefs of the teachers will shape the way they plan their lessons, the different tasks and activities they utilise, how they evaluate their students’ learning, as well as many other decisions made through the teaching-process (Li, 2019). She further points to William and Burden’s research again, where they argued that teacher’s beliefs regarding how language is learned will dominate their way of teaching more so than any particular methodology they follow, or any course book they base their teachings on (Li, 2019). Following this thought would imply that teachers base their decisions on their own principles, thoughts and beliefs, when it comes to designing learning activities which they deem best for their students (Li, 2019). Other factors regarding the teacher’s decision-making, are for example the classroom events that follow, as well as the students’ responses (Li, 2019). In regards to teachers implementing modern technology into their teaching, Li (2019) presents a fundamental underlying argument which

reads; if applied in a teaching context, technology will be beneficial to the students' learning. She points to research, suggesting that technology can help reduce students' anxiety and workload, increase motivation and engagement, as well as enhance the students' linguistic gains, but that this all still depends on how the teacher actually uses the technology in their classroom (Li, 2019). Research shows, however, that teachers across many different countries have been reluctant towards utilising technology in their classrooms (Li, 2019). As the pedagogical thinking of the teachers is actively denying a beneficial classroom-tool, this serves to show how crucial teacher cognition is in regards to allowing the learners their full potential. In her survey in China in 2008, Li found that the results of her research project indicated that PowerPoint was the most popular technological tool teachers were using, and that technology was mainly used for teaching preparation, as well as instructional delivery (Li, 2019). Teachers' conceptions of how technology should be utilised within the classroom are very different from teacher to teacher, as some may prefer it to have a more facilitative role, whereas others would want to create a context for learning activities for their students through technological means (Li, 2019).

Kalaja (2017) states that the majority of a student group participating in a research project, believed that their language class would be in a classroom, using desks and a blackboard, yet emphasised the social aspects of learning a language, hoping the teaching would rather utilise real language use, communication, and authentic texts, as opposed to textbooks (Kalaja et al., 2017). Depicting the role of student beliefs in the classroom, she pointed to a student with beliefs and emotions closely connected, where her beliefs of her peers' capabilities, competence and skills in speaking English left her too afraid to speak English within the classroom (Kalaja, 2017). Emotions can weaken, or strengthen a language learner's beliefs, but a student's beliefs can also strengthen feelings like fear, disappointment, or joy (Kalaja, 2017).

2.5 Learner Beliefs

Paula Kalaja, Ana Maria f. Barcelos, and Mari Aro (2017), state that since the 1990s, emphasis has been put on the individual's own beliefs as an important variable, and cause of difference in an L2 learning context. From the early 2000s, belief was regarded as a contribution that the learner brought with him/her into the classroom, grouped along with other factors like cognitive styles, learning strategies, different attitudes, as well as motivation (Kalaja et al., 2017). L2 learning beliefs in itself, they state, refers to "the

conceptions, ideas and opinions learners have about L2 learning and teaching and language itself” (Kalaja et al., 2017, p. 222). As the topic is researched within different fields, however, so too does the very definition of learner beliefs also vary (Kalaja et al., 2017). An L2 learner’s beliefs, they claim, has a filtering function, as it influences the learners’ own understandings of themselves, their surroundings, and the people around them, which in turn can cause stimuli for action (Kalaja et al., 2017). As such, beliefs are co-constructed from interactions, and relate directly to language, as this is what mediates all interactions (Kalaja et al., 2017). Therefore, they are also part of the socialisation process that learners go through (Kalaja et al., 2017). Depicting the role of student beliefs in the classroom, she pointed to a student with beliefs and emotions closely connected, where her beliefs of her peers’ capabilities, competence and skills in speaking English left her too afraid to speak English within the classroom (Kalaja, 2017). Emotions can weaken, or strengthen a language learner’s beliefs, but a student's beliefs can also strengthen feelings like fear, disappointment, or joy (Kalaja, 2017).

In a study by Mercer and Ryan (e.g. 2010; Ryan and Mercer, 2012, in Kalaja et al., 2017, p. 230), they presented how the distinction between different *mindsets* impact an L2 learner. A learner can believe that he/she does not have the qualities or competence to learn sufficiently, thus adopting a *fixed* mindset, where the student’s beliefs leave him/her feeling unmotivated (Kalaja et al., 2017). On the other hand, a learner can also adopt a *growth* mindset, where the student believes it is possible through hard work to achieve what he/she desires (Kalaja et al., 2017). Emphasis is further put upon the fact that this is not to be considered a dichotomy, but rather a continuum, where the student’s place is somewhere between the two (Kalaja et al., 2017). Similarly, a learner’s belief regarding natural talent, can also impact their degree of motivation as an L2 learner (Kalaja et al., 2017).

Learner beliefs, according to Han (2017), greatly affects L2 learning processes, as well as their outcomes. He claims that in research on written corrective feedback, it has been discovered that students suffer differentiated success, due to other important factors (Han, 2017). The variations presented, R. Ellis claims, are related to several factors, such as learner engagement, aptitude, motivation, proficiency, and learner beliefs (Han, 2017). Learner beliefs, Han claims, have an impact on the learning processes within one’s L2, through shaping the perceptions the students have, filtering the information to which one is exposed to, as well as guiding the students’ actions (Han, 2017). He further claims that learner beliefs can fluctuate, emerge, and change through the individual students’ interactions within the

learning environment (Han, 2017). This can further mediate one's actions, mode of thought, as well as achievements (Han, 2017).

2.6 Student Engagement

In the context of students' motivation within a classroom, a major factor to consider is that of student engagement. Within the term "student engagement", former National Survey of Student Engagement, or NSSE, director George Kuh argues that the premise is both easy to understand, and straightforward (Axelson & Flick, 2011). He defined engagement as "the extent to which [students] take part in educationally effective practices" (Axelson & Flick, 2011, p. 40), which expands the term to contain factors from outside studying as well, such as the amount of time spent consulting with ones instructors (Axelson & Flick, 2011). Axelson and Flick (2011) further state that if engagement is equal to a student's time spent in educationally beneficial and effective practices, then one would want to strengthen this as much as possible. This notion creates a direct link to both teacher cognition and learner beliefs, as it revolves around how students function in a learning environment, and the teacher has a large role to play in this regard. Student engagement can also be described as the level of involvement or interest a student seems to have around one's own learning, as well as how connected one is to their classes, their fellow students, and their institutions (Axelson & Flick, 2011). In an attempt to measure this, The NSSE, attempted to assess different behaviours among students which correlates with desirable learning- and personal development results from the college experience (Axelson & Flick, 2011). These behaviours are for example contact between the faculty and the student, cooperating with peers in learning experiences, as well as the amount of hours spent doing homework (Axelson & Flick, 2011). Other factors which were assessed were institutional features which could have a correlation with the students' degree of learning, such as the environment on the campus being supportive (Axelson & Flick, 2011). This definition therefore implies that engagement is tied to the behaviour of the students, which is something that can be observed (Axelson & Flick, 2011). The way the NSSE is able to determine the amount of time spent by students engaged with "educationally effective practices" (Axelson & Flick, 2011, p. 40), is by posing questions to the students, asking for estimates of their own perceived levels of involvement within the mentioned activities through a school year (Axelson & Flick, 2011). This is however problematic, as these observations can be misleading through students not properly representing their true level of engagement (Axelson & Flick, 2011). Similarly, as interest in

any task is an important factor, it is not a guarantee for the student's acquisition of knowledge, or any new learning (Axelson & Flick, 2011). On the topic, a researcher stated regarding engagement, that it "is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development (Axelson & Flick, 2011, p. 41). Axelson argues that if one's engagement is equivalent with time spent by a student within effective educational practices, then naturally things should be done to bring more of it about (Axelson & Flick, 2011). On the topic of responsibility around making and sustaining student engagement, Axelson (2011) states that this is shared between the students and institutions when it comes to the students' quality of learning. Students have to make the necessary effort in order to allow their competence to develop, and institutions have to provide an environment which is appropriate, and facilitates the students' learning (Axelson & Flick, 2011). Similarly, classroom teachers have great power when it comes to engaging- or disengaging students (Axelson & Flick, 2011). An engaged teacher can make his/her students engaged in their class, but one could just as easily disengage one's students through for example creating tasks that are too hard, or even too easy (Axelson & Flick, 2011).

Similarly, linguistic self-confidence is another belief which has been connected to what Dörnyei calls "Second Language Motivational Self Systems" (Leona et al., 2021, p. 2), shortened to L2MSS. This correlates with several motivational factors, as well as performance in one's second-language (Leona et al., 2021). L2MSS emphasises self-related beliefs, as well as the learners' views on themselves as being successful second-language learners and users (Leona et al., 2021).

2.7 Learner Autonomy

As a concept introduced in 1981 by Henry Holec, *Learner autonomy* is a field within language teaching which has been defined as the learner's ability to take charge of his/her learning themselves (Boyadzhieva, 2016). This would imply that a learner is free to steer the planning and control of their own learning through having the choices of how, what and when to learn, with consideration to their own interests and capacities (Boyadzhieva, 2016). The concept of learner autonomy was also a driving force in the shift of approach in foreign language teaching, moving from teacher-centred, to learner-centred, which changed the teacher's role from a conveyor of knowledge, to rather a facilitator for the learner

(Boyadzhieva, 2016). With this change, followed the convention that the responsibility for learning within a classroom became shared between teacher and learner, and demanded equal participation from both parts (Boyadzhieva, 2016). The connection between motivation and autonomy builds upon the assumption that if a learner is more autonomous, he/she will also be more motivated (Boyadzhieva, 2016). Boyadzhieva (2016) suggests that autonomy can be considered a vehicle which can increase motivation, while increased motivation can again contribute to further development of a student's autonomy. Learner autonomy, she further argues, is expectedly going to better the students' positive perceptions revolving their own selves, so long as it is done correctly (Boyadzhieva, 2016). This will again potentially strengthen the learner's ability to make reflected choices, and therefore enhance autonomy and motivation even further (Boyadzhieva, 2016). A problem often encountered in regards to applied learner autonomy, is that it requires a learner to have the capacity to be able to explore both material as well as their own learning abilities, and even evaluate their own performance regarding the foreign language (Boyadzhieva, 2016). These aspects often move a learner out of their comfort zone, and can cause uncertainty (Boyadzhieva, 2016). Similarly, having too many choices can also lead to a form of paralysis, as a result of fear of failure, or even low self-esteem (Boyadzhieva, 2016).

In 2017, Chuying Ou published an analysis of 39 studies about language learner autonomy, sourcing from 133 different articles regarding language education, all published in China between 2006 to 2016. She states that in China, the term 'learner autonomy' is often referred to as "autonomous learning" or "ability of autonomous learning" (Ou, 2017, p. 76), but the consensus is still that they are referring to the ability or learning behaviour where learners direct themselves in their studying (Ou, 2017). Among the research she discusses, one of the papers is from K. Li and Yu in 2008, where they analysed how learning motivation, self-efficacy, as well as attribution, stood in relationship with learner autonomy (Ou, 2017). Through questionnaires, they found that intrinsic and extrinsic motivation, and self-efficacy, had a very positive effect with learner autonomy, with self-efficacy being the most influenced (Ou, 2017). She had similar findings in a study by Wu and Q. Zhang from 2009, where they presented that learner autonomy had a positive correlation with self-efficacy, as well as with learning strategies and academic achievements (Ou, 2017). Other findings connected to motivation were found in research by Hua in 2009, presenting that learner autonomy was connected with both intrinsic and extrinsic motivation, as well as several other factors- but had the strongest correlation with intrinsic motivation (Ou, 2017).

Regarding learner autonomy, Nigel Lou et al. discusses its implementation into self-determination theory (SDT), and raises several questions and concerns regarding this idea (Lou et al., 2022). They point to Man-Kit Lee's article on the topic, summarising his argument to state that from an language-learner autonomy (LLA) standpoint "an autonomous learner is one who has developed 'the capacity to take charge of' and regulate her/his own learning independently of others." (Lou, N. et al., 2022, p. 211). This, he claims, stands in contrast to the SDT-notion of an autonomous learner, who will engage in activities which correspond with their personal sense of self (Lou, N. et al., 2022). The contrast here revolves around the fact that in SDT, autonomy is an inherent psychological need, whereas LLA perceives autonomy as a learned capacity which has to be developed (Lou, N. et al., 2022).

2.8 Previous research

Several studies have investigated the topic of EE. Regarding teacher- and student beliefs around EE, Nordhus (2021) found that the lower-secondary teachers' beliefs were that by participating in EE activities, the students develop their understanding of the English language. However, most of the teachers also believed it difficult due to many students being reluctant to speak English within the classroom. She further discovered that the teachers believed their role as an English teacher today was to teach their students about English literature, and have a heavier focus on content. In regards to the teachers' beliefs of what motivates students, she found that the ability to communicate in English, and to understand contents in EE activities they enjoy, seemed to be among the most important. She also found that the students' experience with EE was substantial, and that they believed as a group that their vocabulary was increasing as a result of participating in EE activities. The students *did* however believe they learned the most English at school, as opposed to through their EE activities. This was also reflected regarding what they believed impacted their motivation, as EE activities were seen as separate in the matter. They did not do the EE activities to practise L2 skills, which was also expected and recognised by previous research.

Recent research shows that in non-English speaking countries in Europe, exposure to extramural English may be one of the important factors to consider with regards to individual differences among students of primary/elementary school (Leona et al., 2021, p. 2). Through several studies within such countries, observations were made that many students in primary/elementary school use a significant amount of their time doing extramural English activities, and the benefits of this became visible (Leona et al., 2021). Activities like watching

TV is both highly accessible for most students, as well as motivating, and serve to develop a familiarity with vocabulary (Leona et al., 2021). Other activities like listening to music, playing video games, watching TV-shows, or even using social medias such as Instagram or Facebook, also presented positive data in regards to English vocabulary knowledge, comprehension in reading and listening, speaking skills, writing skills, as well as translation skills (Leona et al., 2021).

Recent studies on students in primary/elementary school in non-English speaking countries have shown motivation to be among the factors of highest importance in regards to individual differences of English language learning, yet there is little knowledge around its significance with young EFL/ESL learners within the field (Leona et al., 2021). There is however knowledge that language learners' efforts, persistence and success is determined by motivation (Leona et al., 2021). Research performed by Leona et al. (2021), also showed that EE exposure and motivational factors' effects on vocabulary knowledge was dependent on the context of the learning. Vocabulary benefits appeared from EE exposure with entertaining media and familiar EE exposure, with EE exposure having a direct role in this informal learning, yet also holding an indirect role in the students' *formal* learning (Leona et al., 2021).

Eilertsen (2020) found that in upper-secondary school, teachers believe motivation to be an issue and a constant struggle among modern students, with a possible solution being the incorporation of more extramural English activities within the classroom. The teachers who participated in the interviews of her research, believed that modern students benefit to a great extent from EE activities in regards to broadening their English knowledge, but that grammatical English is still something which has to be put emphasis on in the classroom, as they believe this is not something students obtain enough of through EE (Eilertsen, 2020). They also believed EE activities to have certain negative effects on the language of modern students, through exposing them to cursing, slang language, mispronunciations, and spelling errors (Eilertsen, 2020). On the topic of implementing EE activities into the classroom, several of the teachers in Eilertsen's (2020) research reported that they utilise their students' EE activities as a means to increase their motivation, and create engagement in the classroom. From her questionnaire, Eilertsen (2020) found that 50% of the participating teachers reported using the students' EE interests in the class constantly, and 50% reported using it occasionally.

Wallin (2021) states that through her research on Norwegian lower secondary school teachers and students' beliefs around EE, many teachers held the same belief that today, the

English course has moved away from teaching grammar and rather towards teaching content. Some of the mentioned reasons for this change is the students' vastly improved starting point in 8th grade in regards to their language abilities, and the increased motivation students experience while working on other things than language itself within the English subject (Wallin, 2021). Wallin (2021) found that the teachers in her project believe that through participating in EE activities, students develop their understanding of the English language, but that written skills and knowledge about the English speaking world is something the students learn more about in the classroom than through these activities.

According to Estensen's (2021) research on EE habits and language acquisition, all the participants of his project were often engaged with EE activities, and his results were similar to previous research within the field. He found that roughly 25 hours per week was being spent on EE activities, and the students did in fact believe that they developed their English from these activities. Most of them, in fact, considered their EE activities as their main source from which they learned English. As a learners belief is considered to have a great effect on mastery of learning a field such as an L2, Estensen (2021) concluded that the students' attitudes and beliefs regarding English may in fact have played a big part of their English development. There was a clear correlation between positive attitudes and beliefs, with high vocabulary proficiency, which supported this claim (Estensen, 2021).

Jakobsson's (2018) research on Norwegian 10th graders' EE activities found that computer gaming was believed to be among the most effective in regards to language development. One of the reasons mentioned is that computer gaming contains problem solving to a substantial degree, and a prerequisite to solving problems is understanding the language the problem is presented in (Jakobsson, 2018). Through being exposed to these contexts of problem solving, the participants are able to try different solutions, and experiment within the game, which may grant them an advantage over those who do not play computer games (Jakobsson, 2018). Jakobsson (2018) also found that the amount of time spent playing video games far surpassed the time spent on the other various EE activities in his research, which is another reason for why it could have such an effect on their language, and in turn their grades. However, in his research, he found that gaming was a very male dominated activity, which was supported by several other researchers (Jakobsson, 2018). Jakobsson (2018) stated that the male students who spent an above average amount of time playing computer games, had English abilities far beyond others, particularly in regards to their oral skills.

There is little research done on the comparative angle I am proceeding with here, regarding motivation and extramural English combined, as the role of EE in today's society has changed dramatically in the past couple of years. Riisdal (2022) states that the young learners of today are playing more video games during their free time than they have ever before, as they are available on phones, tablets, computers etc. (Prensky, 2005, in Riisdal, 2022). This means that further and updated research on EE activities is very important here. Gaming as a tool for language acquisition and development, for example, is thoroughly researched and documented- as well as different modes of motivation, and how it is acquired.

3. Methodology

3.1 Introduction

According to Dörnyei (2007) research may be defined as attempting to discover answers to questions. The challenge for the researcher, in turn, becomes *how* to find the answers one is looking for, which again determines the methodology applied in one's project. As I will delve into the issue of beliefs and conceptions, a combination of the nuanced and detailed qualitative method with the sheer numbers of a quantitative method is deemed suitable. This project, therefore, will be a mixed methods study consisting of semi-structured interviews with 4 teachers of English in 10th grade and Likert scale questionnaires from each of their classes, the reasons for which will be presented in this section.

Through analysing the students' relationship with extramural-English, possibilities may arise for me to draw lines between motivational factors and the students' extracurricular activities. Through considering the results with regards to learner beliefs and teacher cognition, I will be able to draw lines between the findings from both teachers and students and hopefully discover how this might impact their English classroom. This project will include 3 10th grade classes from 3 different schools, to be able to study several separate school cultures. The questionnaire will include statements about the students' beliefs regarding their formal English education, EE, their motivation inside and outside their classroom in relation to the English language, as well as their beliefs about their own level of English competence. The questionnaire will consist of several item types, including closed-ended statements (agree/disagree), and a few open-ended questions to access more detailed information about e.g. what learning activities in English they find motivating and why. The results from the questionnaires will be compiled and presented in tables and figures. The open-ended questions will be categorised and compiled, and presented as such.

3.2 Mixed methods research

In order to understand a situation as clearly as possible, one should use all means and data available at one's disposal (Cohen et al., 2018). With the usage of "mixed method research", a researcher focuses on gathering both quantitative and qualitative data within the same study, for later analytical use (Cohen et al., 2018). According to Cohen et al. (2018), the central premise of combining qualitative and quantitative methods is that it provides a greater understanding of the researched topic and questions within, than would achieve using only a single one. The main argument for this, is that research problems are not necessarily either

quantitative or qualitative, nor does one gain any benefits of using a single type of data to research a problem (Cohen et al., 2018). To define what mixed methods research is, Cohen et al. (2018) state that it:

...typifies research undertaken by one or more researchers which combines various elements of both quantitative and qualitative approaches... to research, together with the nature of the inferences made from the research, the purposes of which are to give a richer and more reliable understanding of a phenomenon than a single approach would yield. (Cohen et al., 2018, p. 32)

On the topic of why a researcher should consider using the mixed methods research strategy, Cohen et al. (2018) mentioned that it allows the obtaining of a more comprehensive, complete understanding of a phenomena, and enables the researcher to answer more complex research questions with more meaning and substance behind it. It can also grant insight within, explain occurring processes, as well as produce several views revolving around the researched phenomenon (Cohen et al., 2018). This will in turn increase the usefulness and credibility of the produced results, in addition to allowing the possibility for discovering unexpected results (Cohen et al., 2018).

By utilising the mixed method research, Dörnyei presents strengths such as the possibility to utilise the best of both methods while leaving out the worst, allowing the researcher to analyse complex issues on several levels and granting the possibility to reach multiple audiences (Dörnyei, 2007). The concept of triangulation stands central in this regard, and is according to Dörnyei (2007) the act of combining several data sources in order to study a social phenomenon. Denzin (1978) is according to Dörnyei (2007) credited to formulating the key principle in mixed methods research, being that through methodological triangulation, one can reduce weaknesses of the individual methods through using the inherent strengths of the other, which results in an increase in both internal and external validity. Mixed methods research also allows for a deeper analysis of complex issues on several levels, as opposed to when only using one of the methods (Dörnyei, 2007). Through allowing the researcher to look at both individual levels and the broader context combined, the opportunity for multi-level analysis is provided (Dörnyei, 2007). Furthermore, the researcher has the potential to increase the validity of the research, through drawing lines between the findings from both ends and creating a stronger fundament based on the different data produced (Dörnyei, 2007). Through combining the qualitative and quantitative research methods, Dörnyei (2007) argues that the results produced are oftentimes acceptable as representations of larger audiences than a monomethod study would have been. As a

mixed-method study would have several angles and ways to back up the discovered results, this is also a strength of such a method (Dörnyei, 2007).

As mixed methods research projects are driven by their respective research questions, an important factor is that they require both qualitative, as well as quantitative data in order to be able to answer them (Cohen et al., 2018). Tashakkori and Creswell (2007) state that any substantial mixed methods study begins with a strong mixed methods research questions, and should include combinations of questions like “what and why”, or “what and how” (Cohen et al., 2018, p. 44). In other words, as opposed to merely containing numerical or qualitative data, such a study should be built upon a hybrid-question (Cohen et al., 2018). One could divide the question(s) into sub-questions which could be formulated as qualitative or quantitative, so long as the researcher combines these into providing an integrated answer to the main research question (Cohen et al., 2018). This is the method utilised in this project, as through dividing a research project this way, one could for example map out indications of a problem through the qualitative data, and provide indications as to the extent of said problems through the quantitative data (Cohen et al., 2018).

3.3 Qualitative aspects

The qualitative research method, on the other hand, brings other strengths and benefits to a research project. Through what Dörnyei calls “emergent” nature (Dörnyei, 2007, p. 37), it provides a fluidity which allows the researcher to delve into any emerging opening or path in one’s investigation. This further allows the research questions themselves to also be altered or evolved during the project, as one can adapt the research accordingly to any emerging new discoveries (Dörnyei, 2007). An open mind is necessary in order to allow the benefits of this fluidity, as no preconceived theories or hypotheses should close any emerging doors during the project (Dörnyei, 2007). With this comes the requirement that one defines and narrows the project *during* the research, as opposed to *before* (Dörnyei, 2007). Examples of this method are for example journals, diary entries, videos, and interviews, which is the chosen method for this project. This allows spontaneous questions and follow-up questions during the interview, which will allow me to map the beliefs of each interviewed subject. As qualitative research concerns itself with individual and subjective emotions, experiences, opinions, thoughts, and feelings, it is imperative that one can adapt the research method to explore the viewpoint of the observed subject in the best possible manner (Dörnyei, 2007). Another crucial strength of the qualitative method, is the ability to collect answers to

“why-questions” (Dörnyei, 2007, p. 40), which otherwise proves difficult. As this project revolves around beliefs, these nuanced formulations are crucial in order to truly represent the thoughts and ideas the research-subjects have.

3.3.1 Interviews

The qualitative method utilised in this project in order to get more nuanced and accurate insight in individual cases, is interviews. As I will be conducting interviews with four teachers, the semi-structured interview (Dörnyei, 2007) is the most fitting. This method allows the interviews to be structured similarly and be contained within a similar field, yet allowing room for elaboration and ‘probe-questions’ which are questions which build upon what the participant has been saying previously throughout the interview, as a way to go further in depth, and create a richness and substance to their answers (Dörnyei, 2007).

Dörnyei (2007) states that this sort of interview is suitable in cases where the researcher has competence and overview around the field in question, and is capable of developing broad questions beforehand, without seeking “ready-made response categories” (Dörnyei, 2007, p. 136) which would serve to limit the depth of the responses. The reason why this method suits this project nicely, is that it allows for nuanced replies from teachers, and for more depth in their insights. It allows for experience and competence to be expressed clearly, and for single instances or episodes to have room for documentation. In order to fully capture the details and nuances presented by the interviewee, Dörnyei (2007) emphasises the importance of recording the interview, as opposed to merely taking notes.

A good qualitative interview has two main features, as stated by Dörnyei (2007), the first being that it flows naturally, and the second being that it is rich in detail. It is crucial that all the different parts connect to each other, and that a line can be drawn between the answers produced (Dörnyei, 2007). Furthermore, it is important to keep in mind that the interviewer is primarily there to listen, as opposed to speak (Dörnyei, 2007). Another key principle to follow while conducting interviews, is to try and be neutral, and be careful not to impose any personal bias (Dörnyei, 2007). One has to create an appropriate space in the interview, which allows the interviewees the possibility to share any experiences freely, and not have to consider any moral, social or political standpoints (Dörnyei, 2007). Regardless, an interviewee will almost always be influenced by what Dörnyei calls “social desirability bias” (Dörnyei, 2007, p. 141), which simply put means that they are less likely to state any opinions which would collide with preexisting social norms or conventions (Dörnyei, 2007).

In order to carry out an interview successfully in a research project, there are several important steps to be considered long before the interview itself can take place, according to Dörnyei (2007). Once the ethical considerations have been made, and a plan is laid out for the sampling of data, the researcher has to create an interview guide in detail, which will be the main instrument through this part of the research (Dörnyei, 2007). In order to do this correctly, careful planning becomes necessary (Dörnyei, 2007). The interview guide is a tool which helps the interviewer on several areas, such as by ensuring proper coverage of the domain and avoiding anything being left out on accident, by making proper wordings of questions ready in advance, and by allowing follow-up questions to be planned in advance (Dörnyei, 2007). In this project, the interview guide is divided in two parts, with an introductory segment as well. Part one of the interview guide regards the teachers' beliefs around English students in general, and consists of 4 questions. The second part is explicitly about the teachers' beliefs on EE and motivation, and consists of 5 questions. Some of the questions in each chapter contain pre-planned follow-up questions, but there will also be spontaneous questions during the interviews depending on the teachers' answers. According to Dörnyei (2007), one important part of a good interview guide, is the planning of the first few questions. These are the questions which set the tone for the entire interview, and can allow the interviewee to feel a sense of mastery and competence, which helps them relax and encourages them to further open up (Dörnyei, 2007). Starting an interview off with personal or factual questions is therefore beneficial, as this can create an environment of trust, as well as serve to break the ice (Dörnyei, 2007). In this project, the interviews start off with asking the participants how long they have been teaching English, and what they think of English students today as opposed to before, in regards to whether or not there are any significant differences they have observed.

Once the planning phase of the interview is concluded, the interviewing-phase is almost ready to take place. According to Dörnyei (2007), there is a consensus that if the contents of a semi-structured or unstructured interview is to be used in research, the interviewer has to record it. As the interviewer is not very likely to have the ability to register all the details and nuanced expressions of the interview, there is little way around it (Dörnyei, 2007). As Dörnyei (2007) states, many people dislike being recorded, and this needs to be discussed and agreed upon in advance to the interview. This was mentioned in the template from NSD before commencing the interviews, and the interviewees were also informed about this before agreeing to participate in the project. An important consideration to be made in this regard, is to make sure the technological equipment is in order prior to carrying out the

interview (Dörnyei, 2007). Through testing the recording equipment with a trial recording in advance, the researcher is able to avoid any future problems with factors such as poor sound-quality. In this project, several recording devices will be utilised, and all devices will be tested and fully charged right before commencing the interviews themselves.

The final part of the interview-section, is to transcribe the recordings into text, for later analysis. As Dörnyei (2007) states, this is very time-consuming, particularly when also needing translation, which is the case in this project. In this project, this is done through computer-assisted transcription, as mentioned by Dörnyei (2007), however the writings themselves are done manually. The interviews are played back at half speed, and written down digitally, without translation. When all interviews are final and in writing, the translation from Norwegian to English is done, and emphasis is put towards keeping the translation as authentic as possible.

3.3.2 Coding and analysing the data

After transcribing the interviews in separate documents, the coding process begins. Dörnyei (2007) states that a code can be described as a label one attaches to chunks of text, which serves to make the information manageable. It involves the act of highlighting certain parts of the transcriptions, and to label them in ways that allow easy identification or grouping (Dörnyei, 2007). The first part of the coding in this project, was the initial coding, which is described by Dörnyei (2007) as reading through a text several times in order to get a general sense around the data, and then proceed to highlight relevant passages to your topic, and adding labels which categorises the passages based on the topic. Dörnyei (2007) emphasises the importance of clarity as a feature in labelling while coding, as without the ability to immediately identify the code, the entire purpose is lost. To ensure this, the different research questions and sub-questions of this project were dealt separate colours, and the colour of each highlight in the transcriptions corresponded with the research question it served a purpose in. The decision was made to compile all beliefs around the same topic within the same sub-chapters, and instead divide them according to the sub-research-questions in the discussions-chapter. If for example benefits and challenges were to be considered in each subsection in the results-chapter, it would be at the expense of order. This strategy allowed the results-chapter to be presented with the same division as was produced in the interview guide, and the order is as follows:

- Teacher beliefs on EE
 - General beliefs

- Beliefs on implementing EE activities in the classroom
- Teacher beliefs on motivation
 - Beliefs on student motivation in general
 - Beliefs on students' preferred work methods

As the questionnaire in this project contains both closed- and open-ended questions, several methods have to be applied in order to make the data compatible for analysis later on. As the data collected from the open-ended questions is qualitative, the act of quantizing data becomes helpful. Quantizing data, according to Dörnyei (2007), includes converging the qualitative data in order to produce numerical codes which allows them to be processed statistically later on. Factors that emerge through this are for example how often any theme is mentioned, or what the participants lay weight on in their descriptions around their attitudes. In this project, many students reported statements like “I want to play more video games in class”, while others wrote statements like “I want more varied classroom activities”, which were categorised differently due to what they emphasised in their statements. Similarly, if a student explicitly mentions wanting to use more oral activities, this too was differentiated from wanting more variation in the classroom.

In regards to the closed questionnaire items, the responses were given numerical values representing the different variables. On the Likert-scale questionnaire items, for example, their responses were given values on a scale from 1-5, representing reported level of agreement in ascending order, from disagree to agree. Similarly, their reported degree of motivation around several topics were given the same numerical values, where 1 represents unmotivated, and 5 represents motivated. In order to present the findings in an orderly and manageable fashion, questions on the same topics and with the same response-categories are presented in the same tables. In the tables, the various statements are listed to the left, and the number of respondents in each category is presented, first in the amount in numbers, followed by the percentage of the entire group of respondents. An example of the format in which the data will be presented is as follows:

G) Topic	Agree/ somewhat agree	Neutral	Disagree / somewhat disagree
1. Statement 1	x - x%	x - x%	x - x%
2. Statement 2	x - x%	x - x%	x - x%
3. Statement 3	x - x%	x - x%	x - x%

3.4 Quantitative aspects

Through the quantitative aspect of a research project, several benefits become relevant. Dörnyei (2007) states that the feature that becomes most important with the quantitative method, is that it provides *numbers*- as opposed to for example the context of an interview. Responses from the participants can be coded into statistically compatible data, allowing further analysis later on. This does, however, require categorisation and planning in advance, as one is unable to reformulate or adapt the project during the research (Dörnyei, 2007). Additionally, this method provides a broader view around the encountered variables, strengthening the research against for example individual cases, which could impact the results (Dörnyei, 2007). Further strengths mentioned by Dörnyei (2007), are for example that the method, when optimal is “systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts” (Dörnyei, 2007, p. 34).

3.4.1 Questionnaires

As the goal of any survey study is to create the ability to describe characteristics within a population through the examination of a sample of that group (Dörnyei, 2007), utilising a method such as a questionnaire in this project is very appropriate. Questionnaires are among the most widely utilised methods of collecting data (Dörnyei & Taguchi, 2009), and hold benefits such as the ability to provide both quantitative data, as well as containing open-ended questions which allow for qualitative analysis (Dörnyei, 2007). In scientific research, Dörney (2007) states, the goal is to try and find answers to questions all within a systematic and controlled manner, which is one of the reasons behind the popularity of utilising questionnaires in such a context. On the topic of what data can be measured by questionnaires, Dörnyei (2007) presents three different categories, which are factual information, behavioural aspects, and attitudes of the research group. As attitudes closely connect to learner beliefs, questionnaires in this research project become beneficial. The attitudinal questions can be posed in order to discover the respondents’ thoughts, opinions, beliefs, interests and values (Dörnyei, 2007), which deems this method fitting in this research project. To allow the collected data to be numerically coded and analysed, closed-ended items are ideal and beneficial with this method, although oftentimes there is a good reason to include a few partially open-ended items as well (Dörnyei, 2007). The most famous type of closed-ended items questionnaire is, according to Dörney (2007), without a doubt the “Likert

scale” (Dörnyei, 2007, p. 105) type. With this method, the researcher creates characteristic statements, and asks the respondents to present how much they agree on said statements, usually ranging from ‘strongly agree’ to ‘strongly disagree’ (Dörnyei, 2007). For further analysis of the received data, a numerical value is stored upon each response option, scoring from one to five, with one representing ‘strongly disagree’, and five representing ‘strongly agree’ (Dörnyei, 2007). To compensate for the Likert-scale’s lack of qualitative and exploratory research potential however, including some open-ended questions is an important consideration for the researcher. These include items without response options, and instead leaves the respondent with blank space in which they can fill in their own words (Dörnyei, 2007). Dörnyei (2007) presents strengths of utilising this method, such as how this permits freedom of speech, and that these items have the ability to provide a greater richness, as opposed to mere quantitative data. Open-ended items also allow the researcher to pose questions where one does not know the range of answers possible, and could therefore not produce any response categories in advance (Dörnyei, 2007).

According to Cohen et al. (2018), questionnaires hold several benefits, including the fact that it can produce responses which can be standardised, and is a method which is open to research on vastly different topics, from a very large population if desired. It’s a method which is quick and easy to perform, yet also cheap, valid and reliable (Cohen et al., 2018). It is a widely utilised method for gathering survey information, and its capacity for producing structure in the collected data through numerical values, allows for a relatively simple process of analysis for the researcher later on (Cohen et al., 2018). The piloting process in developing a questionnaire is, according to Dörnyei (2007), a vital part of the construction process. He states that one needs to perform this several times during the development, and testing on people that are similar to the target of the questionnaire is crucial (Dörnyei, 2007). In this project, this was done through first having fellow MA-students read through and try the questionnaire, for then to ask for volunteers among a 10th grade class not participating in the project, where 3 students were chosen to do the questionnaire as a test. As a result of this, several questions and response-options were re-formulated, and the structure of the questionnaire itself was altered, as the different topics were differentiated and divided into separate “chapters”. The different sections of the questionnaire are based on the research questions, and the chapters are divided into:

- Beliefs around the English course
- Beliefs around EE
- Beliefs around their own learning

- Beliefs around motivation

On the topic of the different types of questionnaire items, several different variants were used in this project. By far the most widely used item type in this project, however, was closed questions. Closed questions contain a range of responses where the participants can choose whatever resonates the most on each question (Cohen et al., 2018). This method is appropriate when a researcher seeks to compile frequencies of responses into analytical data, for statistical treatment and comparison (Cohen et al., 2018). These are quick to code, and much easier to analyse compared to for example open-ended questions, with data based on the participants' own writings and comments (Cohen et al., 2018). If the researcher is able to create clear and easily understandable questions and responses, they also help the participants to produce their answers without confusion or uncertainty (Cohen et al., 2018). The most widely utilised closed-ended questionnaire item type used in this project, was "Likert scales" (Dörnyei & Taguchi, 2009, p. 27). This is, according to Dörnyei and Taguchi (2009), the most widely utilised scaling technique, as it is very simple, reliable and versatile to work with. These scales contain statements, where the participants have the options of indicating how much they agree or disagree, usually ranging from 'strongly disagree' to 'strongly agree' (Dörnyei & Taguchi, 2009). Examples of these questions found in this project are "I believe that English is an important course in my formal education", and "I feel motivated in my English classroom".

Another questionnaire item type utilised in this project is multiple-choice questions, which allow the researcher to produce complexity in a survey study (Cohen et al., 2018). These are questions where the participants have the choice between statements on a topic, and can be asked to choose the one or more they agree on the most. An important note to keep in mind in this regard, is for the researcher to ensure that all likely responses are covered, and that the response-options are mutually exclusive (Cohen et al., 2018). In other words, no two options should be too alike as to create confusion regarding which option resonates the most with the participants. These types of questions can easily be coded and separated into frequency of responses for further analysis, and serves its purpose in a research project where this is appropriate (Cohen et al., 2018). Another benefit of this item type, is that it can produce "ordinal rather than nominal data" (Dörnyei & Taguchi, 2009, p. 33), meaning the data can be sorted into a natural order, as opposed to nominal data where the data can not be put in any meaningful order. Multiple-choice questions can also reflect degrees of for example attitudes, interests as well as beliefs (Dörnyei & Taguchi, 2009), which is largely the reason for which it has been utilised in this research project. Examples of

this type of questions in this project are “Which of these activities do you enjoy doing in your freetime?”, which is followed by a list of various EE activities, and “How many hours per day do you believe you use the English language through your extracurricular activities?”.

Another type of questionnaire items in this project, is matrix questions. These are questions which enable the same type of response to several different questions, ranging from for example strongly disagree to strongly agree, or from a numerical scale from 1-10 (Cohen et al., 2018). Benefits of utilising this type of questionnaire item, is that it can save a substantial amount of space within one’s questionnaire, as well as allowing the participants to fill in their answers faster than with many other types of questionnaire items (Cohen et al., 2018). In this project, this item type was utilised to have the students rank their satisfaction with their current English abilities and competence on a scale of 1-10, in three different fields, being reading and writing skills, speaking and listening skills, and vocabulary.

Open-ended questions were used in this project, the reason for which being that this questionnaire item type allows for honest and personal comments on a topic, and that it has the ability to produce authentic, rich, and deep responses from the participants (Cohen et al., 2018). One of the larger benefits of utilising this, is that it allows the participants to comment on complex issues where the researcher is unable to prepare simple answers in advance, such as in this research where the topic is of students’ own thoughts and beliefs (Cohen et al., 2018). Examples of open-ended questions in this project are “Are there any changes you would have liked to see around the English-education you receive at school? If so, what?”, and “What do you think is the best way for you to become more motivated in the English classroom?”. . This item type can however be somewhat problematic, as it can produce difficulty whilst handling the data in retrospect (Cohen et al., 2018). Due to this, the questionnaire produced in this research project only included three of such questions.

3.5 Reliability and validity

An important issue to consider in a research project such as this, is the reliability of the produced results. The term “reliability” can be traced back to measurement theory, and revolves around how consistent the data, scores and observations made, are in a research project (Dörnyei, 2007). It is an indicator of how consistent and accurate the results a researcher is able to produce is with the instruments utilised in the project, and how applicable the data is to any given population within a different circumstance (Dörnyei, 2007). Reliability can for example be secured through using different variations within a

project (Dörnyei, 2007). This could be through differentiating administrative procedures throughout the project, using different research objects or creating different versions of the tests performed in a research project (Dörnyei, 2007). If a research project utilises variations like this and still produces results with inconsistencies, the results are unreliable (Dörnyei, 2007).

As reliability deals with concerns on consistency, validity instead deals with whether or not a test measures that which it is trying to measure (Dörnyei, 2007). The term “research validity” (Dörnyei, 2007, p. 52), concerns the general quality of an entire research project. In particular, it deals with how purposeful the interpretations the researcher makes around their observations are, and whether or not the interpretations are generalising further than the research study itself (Bachman, 2004, as cited in Dörnyei, 2007). Validity is in other words the quality in one’s interpretations, and not the test one uses, or the results of any test performed (Dörnyei, 2007). Research validity is further divided in two terms, being “internal validity”, and “external validity” (Dörnyei, 2007, p. 52). A study has internal validity so long as “...the outcome is a function of the variables that are measured, controlled or manipulated in the study” (Dörnyei, 2007, p. 52). A research study has external validity, however, if the findings of the study can be generalised to a wider group, regardless of context or time (Dörnyei, 2007). In other words, any study which produces results that can only be applied to the sample group within the study itself, is externally invalid (Dörnyei, 2007).

Several factors can impact a research project’s validity, such as the participants’ desires to meet expectations (Dörnyei, 2007). Dörnyei (2007) states that participants in a study will oftentimes report what they believe to be expected of them, and researchers will often provide cues in regards to the expected results of the project. He further states that participants can make attempts to portray themselves according to social expectations, and can exaggerate various desirable behaviour and attitudes, and may be reluctant to share that which is not socially respected (Dörnyei, 2007). As in this project, both teachers and students are asked similar questions, there is a stronger foundation to make up for any inaccurate reports from either party. Similarly, “The Hawthorne effect” (Dörnyei, 2007, p. 53) deals with how participants under observation or in a study may perform differently as a result of knowing that they are being studied, which is certainly a factor in the teacher interviews of this project. As this project does not deal with reported practice explicitly, but rather on beliefs, this will not impact the results in any major way. It is of little importance in this research project as to whether or not teachers actively implement EE activities in the classroom, but rather to discover what their beliefs are around potential benefits of

implementing such activities. Additionally, the teachers' reports will be compared to the students' reports, which further depicts whether or not there is consistency and coherence. Other employed strategies to strengthen reliability and validity are the mixed methods research design which is implemented, through researching with teachers and classrooms from different schools, through translating both interviews and questionnaires to Norwegian, through being present during the questionnaires to help the participants, and through piloting the questionnaire in advance to ensure the questions are clear and understandable.

3.6 Sampling

Sampling in a mixed methods research project entails the utilisation of more than a single kind of sample throughout the project, as well as considering using samples of different types, scopes and sizes (Cohen et al., 2018). As the quality of a research project relies on the appropriateness of the methodology and instrumentation utilised, as well as the suitability of the used sampling strategy, this becomes a key part of the planning of any study (Cohen et al., 2018). Cohen et al. (2018) presents six crucial components in a sampling strategy, being:

- the sample size;
- statistical power;
- the representativeness and parameters of the sample;
- access to the sample;
- the sampling strategy to be used;
- the kind of research that is being undertaken (e.g. quantitative/qualitative/mixed methods) (Cohen et al., 2018, p. 202)

On the topic of sample size, Cohen et al. (2018) claims there is no real simple answer to this. There are a lot of variables which need to go into consideration while determining one's sample size, such as the research purposes, the heterogeneity of whichever population the sample is drawn from, the level of accuracy needed, the scales being used, etc (Cohen et al., 2018). There is however a consensus that within quantitative research, the larger the sample, the better (Cohen et al., 2018). Many claim that a sample size should hold a minimum of thirty participants if the researcher intends to do any sort of statistical analysis with this data, although it is recommended to sample many more (Cohen et al., 2018). The goal is to find a middleground, so as not to have a sample which is so large that it becomes unwieldy, nor a

group so small that it becomes unrepresentative (Cohen et al., 2018). Within a qualitative part of a study, however, oftentimes a sample size will be small, and restrained by costs, such as time, stress, number of researchers, resources, or money (Cohen et al., 2018). In this project, a “convenience sampling method” (Cohen et al., 2018, p. 218) was used, which involves the researcher choosing individuals as respondents until the planned sample size has been reached, and is based on the availability and accessibility of the respondents (Cohen et al., 2018). With this method, access to research participants is what determines who partakes in the project, which comes with a cost, sacrificing representation of the larger population and generalisation for convenience's sake (Cohen et al., 2018).

3.7 Ethical considerations

As a result of this project revolving around individuals' thoughts and beliefs, keeping personal and identifiable details contained is paramount. Dörnyei (2007) states that “It is a basic ethical principle that the respondent's right to privacy should always be respected...” (Dörnyei, 2007, p. 68). To ensure that the project was done correctly, the researcher had to follow the guidelines from The Norwegian Center for Data Research (NSD), and apply for permission to perform the research planned. To ensure the entire project was done ethically in regards to the participants, multiple considerations had to be made, and shared with the NSD. As the entire project relied on individuals volunteering to participate, it became paramount that their privacy would be kept, their data completely anonymised, and the execution of the project be pleasant and non-intrusive. This became especially important in regards to the teachers, as their data could be more easily identifiable, in addition to their personal thoughts and beliefs being brought to the table and presented through a thesis for all the world to see. This became a crucial part in planning the interview-guide, as questions that would lean onto a more personal side, or that would feel intrusive or crude, had to be left out completely.

In advance to the collecting of data, several precautions were made. First and foremost, the information dispersed to the recipients, and the total transparency regarding the topic, what would be researched, what sort of data would be sought after, and what participating in the project would include in a practical sense. The template from NSD functions as a guideline for what must be shared with the participants, and was used throughout this project. This template was also used to create a manuscript which was read to each teacher before the interview started, where all their rights were stated outright and they agreed to conduct the interview, recorded on audio.

In regards to the students, several other factors were considered. Firstly, a goal in itself was to research in different schools, so as to eliminate any existing cultures found within a single school between the teachers. Furthermore, the student group itself was preferably a tenth-grade class in the second semester, as students over 15 years old have autonomy when it comes to deciding whether or not to participate, which eliminates the process of including the parents in the project. Another vital element when planning the project in regards to the student groups, were how to best keep their anonymity, and leave out any identifiable variables within the project. This resulted in fewer, more concise and limited questions, so the students would not accidentally reveal data which could reveal their character. A likert questionnaire with minimal open-ended text questions, served its purpose in this regard. Informing the students both orally and in writing of the importance of anonymity in the project, was also concluded as beneficial. Lastly, to ensure that there would be little misunderstandings as a result of language, the questionnaire was translated into Norwegian, and the researcher was present at each class during the project, to help with any unclear questions, language-issues, or any other problems which could arise.

Several considerations had to be made in regards to the teachers, as they would be far more exposed through their interviews than the students would through the questionnaire. In order to recruit teachers for this project, what became of highest importance was transparency and clear communication. Through a carefully written email, containing just the information necessary for them to consider participating or not, was concluded as most practical. In order to not bombard them with too many words, it became important to just write enough so that they could decide if this seemed like something they would enjoy participating in or not. From there, a disclosure stating that any remaining information will be made available to them upon their request, either in writing or orally through a meeting. All participants in this project agreed to the meeting, where the disclosure was made, which included all the information they had a right to, as well as answers to any questions they had. The filled template from The NSD with all their official rights would also be read aloud to them in advance to the actual interview.

A lot of consideration went into how the interviews could be as comfortable for the teachers as possible, while keeping their privacy and anonymity as the number one priority. Participating in an interview such as this entails sharing very personal thoughts and beliefs, and places the person in a very vulnerable situation. In addition, as Dörnyei (2007) states, many people do not enjoy being recorded, which is unfortunately a necessity in a project such as this, as discussed previously. Through discussing this with the teachers in advance, and

explaining the reason for which the researcher has to record the interview, might make this less unsettling for the participants. Similarly, on the topic of transparency, it is crucial for the researcher to inform the participants as much as possible on what the aims are in the investigation, as well as what purpose the data he collects, holds (Dörnyei, 2007). Other important factors to inform the participants on, are which tasks they will be asked to perform, any possible risks or consequences they could experience from participating in the project, as well as their basic rights as participants, such as their right to withdraw from the project at any time they want (Dörnyei, 2007). As this is very much in line with the template from NSD, this was all written down in advance, as a manuscript to read out loud to each teacher in advance to the interviews.

In shaping the interview guide, several other factors came into play. Firstly, in order to create a pleasant start of the interviews, a couple of introductory questions had to be made, as a way to break the ice and start off easy. All the while, ensuring complete anonymity remained paramount. As the main way of securing anonymity is by eliminating anything at all which could lead to identification (Cohen et al., 2018), this had to be considered carefully throughout the planning of the interview guide. Further on, the intention to remain as neutral as possible became the centrepoint in shaping the questions. They had to be as open as possible, and the researcher had to avoid leading questions at all cost, in order to allow a neutral ground for the teachers to unfold their own beliefs, as discussed previously. Similarly, any questions with implicit assumptions around their teaching-philosophies or beliefs were either deleted or rewritten in such a way that there could not be any “wrong” answers, but instead having them explain their own beliefs in a way that they themselves could control.

4. Results

4.1 Introduction

This mixed-method study involved a group of three grade ten English teachers, and their corresponding English class students. The goal was to map their beliefs regarding EE and motivation, as individual groups. The data in this chapter is collected from questionnaires from the students, and from interviews with the teachers. This chapter is further divided into separate sub-chapters, starting with the quantitative results from the questionnaires, followed by the qualitative results, consisting of the open-ended questions from the questionnaire, and the extract of the interviews.

4.2 Qualitative research: Interviews

In this project, a total of three interviews were performed, and all three were done with the teachers who volunteered their class to participate in the questionnaire. As some of the shared information was deemed as sensitive personal data, some sections of two interviews have been removed. An effort was made to extract the very essence of each interview, in order to allow analysis and comparison, without mitigating the responses too far and altering the responses themselves. In order to further contain the participants' anonymity, their genders will not be presented, and all the teachers will be referred to as “he/him”. The following section will present summaries and quotes from all three interviews, divided into two sections, being their beliefs around EE habits and its effects on the classroom context, followed by their beliefs around motivation. As mentioned previously, this division is based on the research-questions, and was determined in the coding-phase of the project.

4.2.1 Teacher beliefs around EE

One thing the teachers all agreed on, is the massive effect that modern EE habits have had on modern students' capacity and ability to use the English language. They speak of modern students' familiarity with the English language, their ability to write, speak and formulate themselves well, their ability to acquire language and communicating, their vocabulary, their motivation in the English classroom, and more. Teacher 3 even went as far as stating that he believes that in his class today, there is not a single student who is unable to understand English, due to this development, which stands in stark contrast with the time when he himself was a 10th grade student. They believe in general that as a result of these modern

habits, the classroom dynamic has changed, although they are reluctant to implement such activities themselves, inside the classroom. Teacher 2, for example, mentions how today, the students have learned plenty of English before starting in secondary school, but that the way English is being taught today is pretty much the same. He believes that modern students are able to start using the English language earlier than before, as opposed to still focusing on learning the language itself. Regarding EE activities themselves, he believes that even though many of your students are obsessed with playing video games during their freetime and this develops their language competence greatly, this does not mean that implementing the activity into the classroom is necessarily going to be beneficial. The three teachers agree on this as well, and Teacher 3 even states that he has not let the students' EE habits impact his classroom at all. The only way he uses these habits, is through taking a personal interest with the students, as this is something very important to them, and he uses this to build a relationship with them. He states that:

“I believe, and always have believed that if I as a teacher avoid thinking from my perspective and downwards toward the students, but rather meet them at their own level, and think about the same things, I have the power to motivate them. So I might have to learn a bit about what TikTok is, for example, and I think it's important to pay attention to what they are doing, and understand what they like and why. Because when you truly get to know a person, and know what the person enjoys, their interests and feelings, and go beyond a “hello-goodbye” relationship, you have the possibility to motivate this person on a completely different basis. “

He believes that as he is the educated teacher in the room, he knows best, and has to take control over the classroom and be confident in what he presents. Even though he allows room for co-determination and autonomy from the students within his own set frames, he believes that he knows best what works, and what does not. Teacher 1 as well, mentions how he believes it can become a negative thing to try and implement these sorts of activities in the classroom, as it is hard to connect with the curriculum. He states that:

“The curriculum grants structure for the teacher, but it can also limit your creativity. Time is the issue though, having enough time to plan everything. The time factor is problematic, and if you want to do a project around for example gaming, there are a

lot more considerations to be made as compared to bringing a book to class. You have to prepare a full and complete plan, and execute it.”

In other words, he believes that if one wants to do such a thing, one has to be very conscious of the way it is done. He believes that it is likely that it becomes little more than an enjoyable experience for the students. In his belief, utilising an activity like gaming is possible, but requires substantial work and planning on the teacher’s part, and is very likely to have little to no effect on their learning, though maybe some impact on the students’ sense of mastery or motivation. Teacher 3 agrees on this, and believes that especially in English, utilising the various activities the students do in their freetime is difficult, whereas in other courses they may be easier to implement. Teacher 2 has a somewhat similar view, but has in fact changed certain parts of his teachings as a result of this change. He emphasises the importance of relevance and personal interests, as opposed to favourable activities. Instead of using activities like gaming in class, he instead allows his students to choose the topic of their own works, when they are working on tasks, which often becomes people or characters from for example gaming, or TV-series. He mentioned an example, where the students were doing a project on authors, where he allowed them to write about whichever author they so decided. The students, in turn, wrote about bloggers, game-designers and Japanese anime-creators, with a lot of engagement. He believes that allowing relevance and the students’ personal interest inside the classroom, motivation in turn will be strengthened, as they still work with the same traditional methods and structures, but on topics they have a personal connection to. Still, he emphasises that he does not believe that this method serves as a replacement, but rather an addition to the traditional style of teaching, as students today just as previously find working with for example Tolkien just as engaging.

Another thing the teachers all agreed to, is that by adapting your teachings in order to meet the students’ extramural English habits, there can be negative side effects as a result. They all believe that by implementing activities like gaming, or altering your tasks to meet their personal interests, you lose valuable time which could be spent in another manner. Teacher 1 and 3 mentions that it is hard to connect with the curriculum, while Teacher 2 believes that it can quickly become a replacement, rather than an addition. He believes that many will be tempted to let this adaptation allow teachers to leave out other crucial and engaging topics, which are still just as relevant even after this change in the student mass. In his view, students today find it just as exciting to work with for example Tolkien or C.S. Lewis as they did before, and he does not see this having a replacement. He states that:

“They get to experience having adult conversations about real topics, and there’s no reason for this to be replaced. It’s crucial that this is kept, still. As I said, I say yes please to both. There’s no need for one to replace the other. I think the same goes for the students too, as today the students are so multimodal that they have room for both TikTok, as well as Tolkien, and it’s important for the teacher to remain open-minded and allow room for one, while making room for the other.”

Similarly, Teacher 1 believes that another issue is that of the students’ screen time. He questions the idea of having them use more time on such platforms, as they already do this so much on their own. Teacher 3 also mentioned this briefly, as he too has noticed the increase in social media addiction at school. He dislikes how much time students today spend on their chromebooks in school, and how everything is supposed to be done there, as opposed to with other tools. In fact, he makes an active effort to find opportunities to allow his students to work without their chromebooks. The constant presence of some entertaining technological device, be it phone or chromebook, is always present with them, he believes, which is definitely a modern development. Teacher 3 also mentions another problem, which is that very few activities are able to engage an entire student group. He states that if you had 4-5 different activities, between which the students swap places over a period of time, then maybe one could captivate the entire group. He exemplifies this through mentioning a reading-project his students have been working on, where the students who enjoy reading perform extremely well, and are very engaged throughout the project. Still, even though these students experience the project as so enjoyable, a full group of 30 students will have such a variety in preferences that one can never quite captivate them all.

4.2.2 Teacher beliefs around motivation

In response to the first question of the interview, being whether or not the teachers believed their students to be motivated in the English classroom, all three of them claimed that their students were highly motivated. Teacher 1 states that in his class, there is an environment and a culture which rewards performing well in the classroom, and many of the students want to perform well for their own sake. He believes their main motivation is their grades, as being accepted into the high school of their choosing is very important for them, but believes that expectations from the parents are also a significant factor. Teacher 2 also believes his students to be very motivated in the English classroom, but he believes that the direction of students’

motivation has changed over the years. He believes that today, the focus is no longer on learning English as a language anymore, as this is something most of the students have a significant competence within a long time before coming into tenth grade. He believes modern students have a far more natural relationship with the English language than previous generations, due to the extensive usage in their everyday lives. He believes that the most important factors which dictate the students' motivation in the classroom, as a result, is the perceived relevance, use case, and real world value of whatever they are doing. Teacher 3 also believes his student group to be motivated, though mostly through external motivation. Through conversations with the students, he has uncovered that most of them experience pressure from their parents, anticipating consequences depending on their performance in school. Additionally, he believes inner motivation to be a factor, considering the level of mastery some of his students experience through their high level of English competence. He mentions that he has a rather separated mass of students, on the topic of motivation. He believes that even though his class is highly motivated in general, there is a large portion of his class who are so far superior than the average student, that many are discouraged as an effect. He speaks of a group of boys who speak English among themselves daily who are quite extraordinary in their ability to use the English language. As a result, some of the students in his class feel like the English course is difficult, even though they themselves perform above average in the classroom.

On what they believe is the best way for a teacher to motivate his/her students, Teacher 1 and 2 held somewhat similar beliefs. Teacher 1 stated that the teacher should consider the students in his class, and choose the right topics for them, in addition to granting them a sort of co-determination regarding how they want to work on any given topic. This resonates with Teacher 2's response, where he emphasised the importance of allowing them to use English towards something the students themselves consider relevant. They both have their own method of granting their students co-determination, as well as ensuring that the students can work in a way which they feel is fitting and relevant. Teacher 1 has, through conversations with his students, discovered their preferences in regards to working methods, which he has then granted so long as it fits whatever topic they are working on. Podcasts and video-presentations were examples of this, and his students work well with these methods. Teacher 2, on the other hand, allows the students to select freely the subjects of their tasks, which ensures that they have the possibility to work on something they find personally interesting, but within a framework which requires them to do exactly the same work as in traditional tasks. The working method is in other words kept the same, but the students

remain free to choose the subject of their work, themselves. In contrast to Teacher 1 and 2's statements, Teacher 3 believes that teachers have the power to motivate their students through meeting them, and being curious about their thoughts, beliefs, and interests. He believes that once a personal connection is established, one has a completely different basis from which one can motivate someone.

On the topic of what sort of working methods their students responded the best to, the three teachers all answered differently. Teacher 1 believes that his class responds very well to all types of working methods, but they definitely prefer working with projects, especially in groups. He believes they motivate each other, and work well in social projects. Nonetheless, they are able to endure any sort of task they are expected to do, no matter if the task is perceived as useless, boring or dull. Teacher 2, however, believed that any activity designed to expand the students' knowledge around the English language is something they respond poorly to. He states that his class responds well to any task where they are allowed to use the English language pragmatically through activities like researching in relevant fields, and producing something while using the language. He believes that when his students are met with a task where the learning is more implicit, and they are instead allowed to solve a problem through using what they already know, his students are very much content. Teacher 3, however, states that his class has problems with working on longer texts, tasks around the course literature, and in general extracting ideas and information from texts. In his class, the method which works the best, he states, is through presenting a topic for the students, and having them talk about it among themselves in English.

4.3 Qualitative research: Questionnaire responses to open-ended questions

As three of the four sections of this questionnaire was concluded with an open-ended question, a separate chapter is required in order to categorise and present their produced data. As these are more of a qualitative nature as opposed to quantitative, they are presented in the qualitative chapter. Considering the widespread responses produced by removing the participants' limits of responses, analysis and categorisation is required in order to present this data in an orderly fashion, with its essence intact. For example, when asked whether or not they would like to see any changes in their English classroom, responses like "I want more group work", "I want to work less individually", and "I don't want to work quietly alone on tasks", have been compiled into the response-category named "Less individual working". In addition, as all their responses are written in Norwegian, they will all be

presented after being translated to English. None of their sentences will be restructured or altered, but rather directly translated and used as such.

The first open-ended question was “Are there any changes you would have liked to see in your English classroom? If so- what?”. The most popular response-category here was that of desiring more oral activities in the classroom, as shown in table O. This category is composed of students wanting to work in pairs, do group presentations, listen to the teacher speak more English, and use less textbooks in their course. The students wrote statements such as “more talking than reading and writing tasks”, “I think that having more oral work is better at expanding speech and we should have more of it”, and “we learn best through speaking the language, therefore I would have preferred to have only English spoken in the sessions”. 33% of the participants wrote responses in which this was the essence, the second-most popular option being “No”, at 21% selection rate. This first open-ended question only collected 44 responses, most of which short and concise unlike the next two questions, which held more opinions and suggestions.

O) Are there any changes you would have liked to see in your English classroom? If so - what?	Distribution of responses		
1. More oral activities	14	-	33%
2. No	9	-	21%
3. Using other methods of working in class	8	-	19%
4. Less individual working	6	-	14%
5. More interesting or relevant subjects	4	-	9%
6. Including students in choosing material	2	-	5%

The second open-ended questionnaire item, found in the EE section, asked the participants why they believe they would be further motivated by having their EE activities utilised in the classroom context. The results from this chapter are presented through table P. Many of the responses collected from this section held several beliefs, some of which needed to be placed under several categories in this table. This question produced 54 responses, with the leading option being that implementing such activities would make the English course more varied, and therefore more motivating. The main separation between the essences in this section became between what is fun and enjoyable, what reflects personal interest, and what is felt as a more relevant method of working. Four of the five response-options in this question were of similar popularity, as the span was between 28% and 19%. In descending order of popularity,

these options were that implementing these activities would make the course more varied, allow a more fun and enjoyable learning experience, reflect their personal interests, and lastly, make for an easier way to learn English, through more relevant methods. The options in third and fourth place, being “reflecting personal interest” and “more relevant methods” held very similar written responses, as many students felt that working with real-world material, through an authentic work-method, would motivate them further in their classroom. The distinction made, as a result, was between those laying more weight on the methods of working (ie. utilising familiar and known methods such as social media etc.), and those caring more about believing the work done would be helpful for them in the “real world”. To exemplify this, replies compiled into the “reflects personal interests” consists of replies such as “It’s easier to learn English when there’s social media involved” and “Because it’s activities I do at home”, while replies compiled into the “more relevant methods” consists of comments like “because it’s not just some random tasks about an author from the 1800’s” and “I think these activities are very effective ways to develop and improve the language in other contexts like arguments or normal conversations where you use the language in another way than in school”. Watching movies was mentioned a lot in regards to EE activities making the course more “fun and enjoyable”, but regarding the other two options, a desire for authenticity and applicable subjects and methods became clear.

P) Why do you believe you would be more motivated by including EE activities in the classroom?	Distribution of responses		
1. More varied course-material	15	-	28%
2. More fun and enjoyable learning experience	14	-	26%
3. Reflects personal interests	11	-	20%
4. Easier to learn English through more relevant methods	10	-	19%
5. Less traditional task-based work in class	4	-	7%

The last open-ended questionnaire-item collected the most responses of all, and also held the most amount of answers which mentioned several of the produced categories for analysis. The question was “What do you believe is the best way for you to become more motivated in the English-classroom?”, and the results from this are presented in table Q. Similarly as in the previous question, the leading answer was more variation in the work methods utilised in the classroom, being mentioned in 25% of the responses. The second most popular response was implementing more social activities. These responses varied between wanting to include more work in groups or pairs, less work alone, or simply stating the idea of doing things with people as opposed to alone. More focus on communication held 15% of the responses, shared

with wanting clear relevance and use case from the topics in the classroom. Focus on communication included statements such as wanting the teacher to speak more English, wanting more focus on increasing vocabulary, having more discussions or conversations in groups, etc. Relevance and use case of topics was a bit more spread, with some explicitly mentioning wanting more relevant topics and work methods, and others stating how irrelevant and useless they feel the classroom-topics today are.

Q) What do you believe is the best way for you to become more motivated in the English classroom?	Distribution of responses		
1. More variation in work methods	18	-	25%
2. More social activities	15	-	21%
3. More focus on communication	11	-	15%
4. Clear relevance and use cases from classroom topics	11	-	15%
5. More interesting subjects	9	-	13%
6. Being included in choosing material	8	-	11%

4.4 Quantitative results

This subchapter consists of the quantitative results from the questionnaire.. In order to present the data in an orderly fashion, the questionnaire data has been compiled into various tables, presented in the same order as in the questionnaire. As mentioned previously, the data in the tables will be presented by stating the number of respondents of each category, followed by the respective percentage of the entire group this equates to. The section is divided into five categories, being the students' relationship with their formal English education, their EE habits and beliefs, their evaluation of their own competence in English and language learning beliefs, beliefs around motivation, and lastly, a chapter presenting noteworthy differences in the students' responses.

4.4.1 Questionnaires

In table A, the first section of the questionnaire is covered, mapping out the students' beliefs about English as a course, and whether or not they feel motivated in the classroom. Across the different classes, a total of 82% of the participants reported that they believe that the English course is an important part of their formal education, with 62,2% of them reporting that they strongly agree with the statement, as opposed to the option somewhat agree. On the topic of whether or not the participants feel motivated in their English classroom, a total of 40% responded neutral, and 48% reported either somewhat or strongly agreement to the

statement. Regarding whether they feel motivated while working with their tasks in the English classroom, 23% reported disagreement, 26% neutral, and the remaining 51% agreement. Lastly, 68% reported from neutral to strongly agree, on the topic of whether or not they feel completely fine speaking English aloud in their classroom, with 32% reporting that they disagree or somewhat disagree.

A) Beliefs about English as a course	Agree/somewhat agree	Neutral	Disagree / somewhat disagree
1. English is an important course in my formal education	60 - 82%	13 - 18%	0 - 0%
2. I am motivated in my English classroom	36 - 48%	30 - 40%	9 - 12%
3. I am a motivated worker in my English classroom	38 - 51%	19 - 26%	17 - 23%
4. I feel okay speaking English aloud in the classroom	30 - 40%	21 - 28%	24 - 32%

The next section in the questionnaire revolves around the students' EE habits, and is presented in the following tables. In table B, the time spent daily on EE activities is presented. The average amount of time reported spent on EE activities on a daily basis among the participants of this project, was 4.33 hours, or 4 hours and 20 minutes. The most common amount of time reported was 2-3 hours per day, as reported by 40% of the participants. Furthermore, 28% reported spending about 4-5 hours per day, and 9% spending about 6-7 hours per day. 13 participants responded that they spend more than 8 hours per day, representing 17% of the participants. Lastly, on the other end, a total of 4 participants, or 5%, reported using 0-1 hours per day on various EE activities.

B) Time spent on EE activities daily	Distribution of responses	
1. 0-1 hours daily	4	5%
2. 2-3 hours daily	30	40%
3. 4-5 hours daily	21	28%
4. 6-7 hours daily	7	9%
5. 8+ hours daily	13	17%

In table C, the findings regarding the students' EE habits are presented, mapping out which activities the students like doing in their freetime. The most common activities the students reported were watching TV or series, being reported by 89% of the participants, and

listening to music or using social media being close behind with 88% respectively. Listening to podcasts and reading books or magazines were the furthest behind, with 20% and 29% being reported.

C) EE activities performed by the students	Distribution of responses	
1. Watching TV / Series	67	89%
2. Listening to music	66	88%
3. Using social media	66	88%
4. Playing video games	56	75%
5. Chatting online	36	48%
6. Reading books or magazines	22	29%
7. Listening to podcasts	15	20%

As the students were further asked which of these activities they would want to see more of in their English classroom, these findings are presented in table D, and the table presenting the reasons for which they desire these activities in the classroom are presented in table E.

Regarding which EE activities the students would like to have more of implemented in their classroom, the modal answer was watching more TV or series in class, being reported by 69% of the participants, or 48 students. Playing video games, and listening to music were the next most popular, being reported by 50% and 49% of the participants. Podcasts and reading books or magazines was reported the least here as well, with a total of 21% and 29% reporting a desire for more of these activities in their English classroom.

D) Reported EE activities desired in the classroom	Distribution of responses	
1. Watching TV / Series	48	69%
2. Playing video games	35	50%
3. Listening to music	34	49%
4. Using social media	28	40%
5. Reading books or magazines	20	29%
6. Chatting online	16	23%
7. Listening to podcasts	15	21%

On the reasons for desiring the different reported activities, two of the response options were far more popular than the rest, as seen in table E. 42% of the participants

reported desiring the activities selected in the previous question, with the reason that it would make the course more varied. 30% of the participants desiring the reported activities due to that it would make the course more fun. On the lower end of the table, 7% and 8% of the participants reported the reason being that they simply like the activity, and that it would make the course easier.

E) Reasons for desiring reported activities	Distribution of responses	
1. It would make the course more varied	31	42%
2. It would make the course more fun	22	30%
3. It would make the teaching more educational	9	12%
4. It would make the course easier	6	8%
5. I like the activity	5	7%

In the next section of the questionnaire, the students were asked about their own perceived personal competence with the English language, and about their beliefs about language learning. In the first section, they were asked to state their satisfaction with their own level of English competence in various fields, being reading and writing, speaking and comprehension and lastly, vocabulary. The students were asked to rate their satisfaction on a scale from 1-10 in each category, and the findings are presented in table F.

F) Satisfaction with own level of competence	Reading/ writing		Speaking/ comprehension		Vocabulary	
1 / 10	0	0%	0	0%	0	0%
2 / 10	0	0%	1	1%	1	1%
3 / 10	2	3%	1	1%	4	5%
4 / 10	3	4%	1	1%	2	3%
5 / 10	5	7%	6	8%	4	5%
6 / 10	4	5%	4	5%	8	11%
7 / 10	15	20%	10	14%	13	18%
8 / 10	10	13%	11	15%	12	16%
9 / 10	19	25%	17	23%	16	22%
10 / 10	17	23%	23	31%	14	19%

The modal answer in each category, as presented in table F and presented in the same order, is 9/10, 10/10, and 9/10 again, having been answered by 25%, 31%, and 22% in each category. Looking at the findings as a whole, 78% of the students reported a 7/10 or higher across all fields. When comparing what the students are satisfied with the most, the data

indicates a rather even relationship. Considering the percentage of reports with a 7/10 or higher level of satisfaction, the findings show that 81% of the participants reported this level in regards to reading and writing skills, 83% on speaking and comprehension, and 75% on vocabulary. On the other end of the spectrum, an average of 6,6% of all students across all fields report a 4/10 or lower, indicating clear dissatisfaction. On the topic of which field holds the most dissatisfaction, vocabulary holds the highest percentage, with reading and writing following close behind. 9% of the students reported below 4/10 on vocabulary, 7% on reading and writing, but only 3% reported dissatisfaction on speaking and comprehension skills. The remaining 14% of the participants reported in the middle, between 5-6, representing a total of 10 students on average. The average reported number between 1-10 in the different categories here is 7,9 on reading and writing, 8,2 on speaking and comprehension, and 7,6 on vocabulary.

In order to discover the students' beliefs around how and where one learns English, three statements were made with response options ranging from agree to disagree, and the results are presented in table G. In the first statement, being "I believe I am better at using the English language as a result of my EE habits, 88% of the students reported agreement, with 5% reporting neutral and 7% reporting disagreement. The second statement, being "I believe I learn more practical English in the classroom than in my free time", had only 10% of the students selecting agreement, with 29% reporting neutral, and 61% disagreement. Similarly, the last statement, "I believe it is difficult to learn English at home, without also learning it at school", was agreed upon by 18% of the students, with 24% reporting neutral and 57% of the students reporting disagreement.

G)	Student beliefs around how one learns English	Agree/somewhat agree	Neutral	Disagree / somewhat disagree
1.	I believe I am better at using the English language as a result of my EE habits	66 - 88%	4 - 5%	5 - 7%
2.	I believe I learn more practical English in the classroom than in my free time	7 - 10%	22 - 29%	46 - 61%
3.	I believe it is difficult to learn English at home, without also learning it at school	14 - 18%	18 - 24%	43 - 57%

The last question in this section, aimed to find how vital the students found EE to be, in comparison to their formal English education, and the findings are presented in table H. The question was how you believe your English competence develops the most, and the three options were: through EE activities, through a teacher’s planned classroom activities, or lastly, a through combined relationship between teacher and students, where the students also have a choice in the materials used in the classroom. The modal answer by far, was through EE activities, being reported by 59% of the participants. The next in line was through collaboration between teachers and students, being reported by 37% of the participants. Lastly, a mere 4% of the participants responded through working with teacher-chosen material, representing a total of 3 students.

H) How do you believe your English competence develops the most?	Responses		
1. Through EE activities	44	-	59%
2. Through working with teacher-chosen material	3	-	4%
3. Through collaboration between teacher and students	28	-	37%

The second part of the questionnaire revolves around motivation in the classroom, and goes in-depth around different materials and methods of working in the classroom. The goal was to map out which type of activities create engagement and motivation, and which ones do not. The results from this section are presented in table I. Working together in pairs was the most popular option, as reported by 77% of the participants. Following closely behind, working freely with your own choice of material, was reported by 71% of the students, and creating a product such as a text, poster, podcast etc. was reported as motivating by 67% of the participants. Working in pairs, however, was also reported by 8% as unmotivating, and similarly, creating a product or working freely were reported as unmotivating by 9% and 10%. The method of working reported as least motivating, was as expected, working with teacher-chosen material, as reported by 47% of the participants. 21% of the students, however, reported this method as motivating, indicating a better relationship to this method than what was depicted in table G. Across the entire table, each method held an average of 21% responding unmotivating, 23% responding neutral, but 56% responding motivating.

I)	Students' preferred method of working	Motivated/somewhat motivated	Neutral	Unmotivated/somewhat unmotivated
	1. Individual work	32 - 39%	22 - 27%	28 - 34%
	2. Work in pairs	61 - 77%	12 - 15%	6 - 8%
	3. Work in larger groups	49 - 61%	17 - 21%	14 - 17%
	4. Creating a product	51 - 67%	18 - 24%	7 - 9%
	5. Working freely	58 - 71%	15 - 19%	8 - 10%
	6. Working with teacher-chosen material	17 - 21%	26 - 33%	37 - 47%

With the goal of mapping out the factors which serve to motivate students in their English classroom, the participants were asked to choose statements which fitted their beliefs on the topic. The questionnaire item read: "I am motivated in my English-classroom, because...", and the participants could select as many statements they agreed with as they wanted. The results of this section are presented in table J. The leading triplet consists of the statements: ...because "I feel competent in the course", "I have learnt a lot beforehand from my extracurricular activities", and "the course is easy". These statements held 19%, 18%, and 17%, only followed by the 9% who selected that they get to control their own learning. The least popular statements consisted of almost half of the options, ranging between 3% and 5% selection-rate. These options included being motivated as a result of the teacher's contents, their degree of feeling like they are learning, liking the subjects and course materials in the classroom, and feeling the materials feels relevant to them.

J)	Reasons for the students feeling motivated in the classroom	Responses		
	1. I feel competent in the course	43	-	19%
	2. I have learnt a lot beforehand from my extracurricular activities	41	-	18%
	3. The course is easy	37	-	17%
	4. I get to control my own learning	21	-	9%
	5. The course material is useful	18	-	8%
	6. I have fun in the classroom	16	-	7%
	7. The course material is relevant	11	-	5%
	8. I like the subjects we work with	10	-	5%
	9. I like how we work in the course	10	-	5%
	10. I like what the teacher is doing	9	-	4%
	11. I feel like I learn a lot in the classroom	7	-	3%

In order to present a clearer image on the motivational factors within the English classroom, the next section functioned exactly the same, only this section revolved around factors which demotivates them the most in their classroom. The results of this are presented in table K. The leading response in this section was there being insufficient variance in the course material, as being stated by 20% of the participants. 15% did not like the work methods utilised in the classroom, and 13% responded that the work they do feels to have little use, and that the material seems irrelevant. Most students did not, however, feel they work too little individually, or that their tasks are too hard, as responded by 3% each. 9% of the participants feel like their reluctance to speak English is a demotivating factor, being represented by 18 responders.

K) Reasons for the students feeling unmotivated in the classroom	Responses		
1. We have too little variation in our course material	42	-	20%
2. I don't like our work methods	31	-	15%
3. I see little use in what we work on	26	-	13%
4. Our course material feels irrelevant	26	-	13%
5. The English we learn is not useful	22	-	11%
6. I find speaking English aloud uncomfortable	18	-	9%
7. We work too much on our own	17	-	8%
8. I feel like I'm not good enough	12	-	6%
9. Our tasks are too hard	6	-	3%
10. We work too little on our own	7	-	3%

4.4.2 Classroom variances

As this research project has taken place with three separate classrooms, comparing the results from the classes is highly relevant in order for a better analysis of the different factors which emerge. When comparing the results from the three classes, several major differences have become apparent, with one class separating themselves from the other two on several occasions. This section will present the relevant and significant differences between the three, presented in a similar fashion as the previous segment.

The first major difference between the reports from the classes was found in question 2, where they were asked how motivated they feel in their English classroom. Where class 1 and 2 reported 40,7% and 40,9% above neutral, while class 3 had 62% of the class reporting above neutral, with 27% of them selecting “completely agree”. As this is more than a 50% increase compared to both other classes, this demands a further analysis in order to see what other differences there are between the three, especially in regards to motivation.

In order to further discover differences which could prove relevant to the motivational difference, one questionnaire-item produced similarly split responses between the first two classes, versus class 3. This question dealt with the amount of time spent on EE activities daily, and one of the categories in particular stands out very clearly. The highest possible response-option to this question was 8+ hours daily, of which class 1 and 2 had a response-rate of 7,4% and 9,1%, both representing 2 students of their class. In class 3, however, 34,6% of the students chose this option. This is about a 4,5 times increase compared to class 1, and almost a 4 times increase from class 2. Similarly, the average amount of time reported by class 1 and 2 is 3,79 hours, or 3 hours and 47 minutes. In class 3, however, the average amount of time spent reported was 5,27 hours, or 5 hours and 16 minutes.

A similar difference appears again, when the students were asked for their level of agreement on a statement of whether or not they feel more motivated in the classroom as a result of their EE activities. Class 1 and 2 seemed to agree on the top, as 14,8% of class 1 and 13,6% of class 2 completely agreed with this statement. Class 3, however, again reported a huge difference from the other classes, where 34,6% completely agreed with the statement. Interestingly, the most popular options to this question were “neutral” in class 1, “somewhat agree” in class 2, and “completely agree” in class 3.

As class 3 had such high reports of their motivation, a mapping of their most selected motivational factors became necessary. In question 23, the students were asked to choose between a range of factors which they believe affect their motivation positively the most. The top response, reported by 70,8% of the participants, was “because I feel competent in this course”. 58,3% of the class also reported a reason being that “the English course is easy”, and 54,2% reported “I have learnt a lot beforehand from my extracurricular activities” as their reason. Other factors such as relevant material, learning a lot, having fun, liking the topics, the work methods, or the teachings itself, was reported on average by 12,5%, indicating a clear reason for their high motivation in class, seeming to be competence and mastery. This becomes apparent again within the next item, which was identical but opposite of the previous, and had the participants map out the various factors they believe demotivate them the most in their classroom. One of the options in this item was “I feel like the tasks are too hard”, which in class 1 and 2 was selected by 12% and 14,3% of the students. In class 3, however, not a single student selected this option. Their biggest demotivational factors, were having too little varied classroom activities, feeling like the English they were being taught had little real use, and a split triplet between not liking their work-methods, not seeing the use case of what they are working on in class, and finding speaking English aloud as

uncomfortable. However, even though having too little varied classroom activities was their number one most selected option, this still remained at only 42,9%, having been selected 9 times. In class 1 and 2, on the other hand, this option was reported by 68% and 76%, again indicating a clear difference, separating class 3 from the other two. Through calculating the average number of options chosen per student, this separation is depicted once more, as in class 1 and 2 each student on average selected 3,4 and 3,5 options- whereas in class 3, the average students selected 2,7, arguably indicating less experience with demotivating factors in their classroom.

4.4.3 Group variances around EE

Another important comparison and analysis to consider is that between those who spend a lot of time on a daily basis on EE activities, and those that spend very little. In this section, relevant data extracted from the responses of two groups will be presented. The participants of the questionnaire have been divided into two groups in this section, being the EE active group, and the non-EE active group. The EE active group consists of all students who reported spending more time than 4 hours every day on EE activities, and the non-EE active group consists of all students who reported spending less than 4 hours on EE activities on a daily basis. The reason why the split was made at exactly 4 hours, is because the results of the questionnaire showed that 40 students reported spending 4 or more hours, and 35 students reported spending less than 4. This allows the group to be split into two, creating two almost equal parts, and being indicative of those spending an above average amount of time, and those spending a below average amount of time on EE activities.

The first comparative view between students spending above-average and below-average amount of time on EE activities, is presented in table L. For the sake of presenting the data in an orderly and neat fashion, this table presents how many students in each group reported “somewhat agree” or “strongly agree” to various statements. The first statement was “I believe that English is an important course in my formal education”, and 92,5% of the EE active group reported agreement, while 67,6% of the non-EE active group reported agreement. The second statement was “I feel motivated in my English classroom”, where 61% of the EE active group reported agreement, but only 32,3% of the other group reported the same. Similarly, the statement “I am a motivated worker in my English classroom” was agreed upon by 63,4% of the EE active group, but only 36,4% from the non-EE active group. The statement “I believe I am a better English user as a result of my EE habits” produced a more similar response, as 95,1% of the EE active group reported

agreement, and 79,4% of the non-EE group reported the same. Lastly, to the statement “I feel okay speaking English aloud in the classroom”, 61% of the EE active group reported agreement, but only 14,7% of the non-EE active group reported the same.

L) Beliefs around the English classroom	EE active	Non-EE active
1. I believe that English is an important course in my formal education	37 - 92,5%	23 - 67,6%
2. I feel motivated in my English classroom	25 - 61,0%	11 - 32,3%
3. I am a motivated worker in my English classroom	26 - 63,4%	12 - 36,4%
4. I believe I am a better English user as a result of my EE habits	39 - 95,1%	27 - 79,4%
5. I feel okay speaking English aloud in the classroom	25 - 61,0%	5 - 14,7%

Further differences emerge when comparing the participants’ views on the main sources of motivation inside their English classroom. The students were asked what factors impact their motivation in the classroom the most, and were then instructed to select all the response-options they agreed with. The results from this section are presented in table M. The findings show the same three options were the most popular in both groups, but were reported far more by the EE active group, than the other. As the students were instructed to select as many options as they felt they agreed to, more students from the non-EE active group chose fewer, or close to no options at all, as opposed to the EE active group. The result of this is that the three most popular response-options to this question are the same in both groups, but have been selected by far more participants in the EE active group. The three most popular statements in response to why they felt motivated in the English classroom were because “I feel competent in the course”, “I have learnt so much from my EE activities”, and “the course is easy”. The three statements were selected by 60-75% by the EE active students, and between 35-38% by the non-EE active group.

M) I am motivated in the English classroom, because...	EE active	Non-EE active
1. I feel competent in the course	30 - 75%	13 - 35%
2. I have learnt so much from my EE activities	27 - 67,5%	14 - 38%
3. The course is easy	24 - 60%	13 - 35%

Another important comparison to make between these groups, is around their own perceived level of competence within various fields in using the English language. As the students received the task to evaluate how satisfied they were with their current level of English competence, they were asked to rate themselves on their reading and writing skills, their speaking and comprehension skills, and around their vocabulary. In this section, an average of the three areas of competence serves its purpose well, so all three categories will be compiled into general satisfaction with their English competence. For orders sake, the response-options are also compiled into three groups, being those who responded between 1-4 of 10, those who responded between 5-7 of 10, and those who responded between 8-10 of 10. The findings from this section are presented in table N. In the EE active group, a total of 6,9% have reported an average between 1-4 out of 10, whereas in the non-EE active group, this figure is 11%. Similarly, 21,9% of the EE active group have reported an average of between 5-7 out of ten, whereas in the non-EE active group, 41% have reported in this range. Lastly, a total of 71,2% of the EE active group have reported themselves as between 8-10 on average, whereas 48% of the non-EE active group have done the same.

N)	General satisfaction with their English competence	EE active	Non-EE active
	1 - 4 / 10	3 - 6,9%	4 - 11%
	5 - 7 / 10	9 - 21,9%	14 - 41%
	8 - 10 / 10	29 - 71,2%	16 - 48%

5. Discussion

In this chapter, the main findings of the research project will be discussed in relation to the research questions, and in regards to relevant theories and previous research presented in the Theory-chapter. The chapter itself will be structured around the research questions of this project, and presented in the same order. The different sections of this chapter are:

- What are the beliefs of 10th grade L2 English teachers in relation to motivation and EE?
 - What are the benefits and challenges teachers encounter concerning motivation and EE?
 - What are their beliefs concerning teaching implications resulting from modern EE habits?

- What are the 10th grade L2 English students' beliefs in relation to motivation and EE?
 - How do students believe English should be taught to promote motivation in EE times?

5.1 Teacher beliefs around motivation and EE

Sundqvist and Sylvén (2016) state that today, it is not a rare occurrence to have vast differences between the levels of learners' L2 English within the same classroom, and one of the driving factors behind this diversity, has been usage and exposure to EE. With the rise of the Internet, and the increased usage of media like television, video games and social media in recent times, more and more encounters with the English language have become available for language learners (Sundqvist, Sylvén, 2016). Through their own research in Sweden, they discovered that the average 15-year old spent about 18 hours per week on EE activities, and there are other research studies showing great potential in regards to L2 gains from such activities, though somewhat few valid empirical studies have been done in this field (Sundqvist, Sylvén, 2016). Leona et al. (2021) found that today, language learners may reach a high level of English performance, even before they start their own formal English education, as a result of their EE exposure

Among the teachers in this research project, there was no doubt that modern 10th grade English learners have a completely different level of English competence, than students of the same age previously did, and they all agreed on EE's vital role in this regard. They believe modern students are vastly more familiar with the English language, and possess a far

greater ability to use the language in various ways. One activity in particular was mentioned several times, and that was playing video games, which the teachers believed to affect the students' language greatly. This resonates with Brevik's (2019) statement, that through activities like playing video games in English, one is exposed to the language, which in turn develops one's language proficiency. One teacher even believed that video games have had such an effect on a group of boys in his class, that they started speaking English among themselves, even though they were all born Norwegians. Similarly, the teachers believe that other activities like social media usage, have become a massive part of their students' lives. According to research by Brevik (2019), there seems to be a connection between extensive social media usage and the development of a learner's English proficiency, through the vast exposure to the target language. It was mentioned that though this sort of media have been popular for quite some time, it has come to the point where many students are so addicted that it directly intrudes the classroom, as several students are unable to wait until after the school-day, or even until recess. The teachers had somewhat divided views in this regard, as some believed that spending time on for example TikTok held benefits for their language development, while others were worried about their extensive screen-usage on a daily basis. There was no doubt about the influence under which modern students find themselves regarding these sorts of activities, and other activities were mentioned as well, such as watching films, listening to music, and more. These activities were also mentioned in Brevik's (2019) study, and were also considered sources of language exposure, therefore aiding in developing one's English proficiency.

5.1.1 Teacher beliefs around benefits of EE

The first and most obvious benefit the teachers believe EE to have been partially responsible for, is the mentioned increase in competence, and ability to use the English language in a completely different manner than before. It has become a vast arena for learning for the students, which many greatly benefit from. This allows the teacher room to focus on other subjects in class, rather than to work on grammar and having to dedicate a lot of time towards teaching language explicitly, as stated by the teachers in the interviews. This finding resonates with previous research by Wallin (2021), as she found that the teachers in her research project believed that the English course has moved away from teaching grammar and rather towards teaching content, as a result of modern students' vastly improved starting point in 8th grade in regards to their language abilities. As several of the teachers in the current research project mentioned the problems of being bound by the curriculum, and time

being of the essence, this freedom is a clear benefit from the previously acquired knowledge among the students. Teacher 1 stated very clearly that time is such a pressing issue for teachers, and Teacher 2 explicitly mentioned that due to the students' vast competence and familiarity, he can stray away from the traditional and explicit teaching of English, and rather allow them to work actively on engaging topics, which his class responds very well to. This too resonates with Wallin's (2021) research, where she found that the teachers in her project believed that due to the lesser need for explicit grammar instruction in the classroom, the teachers can allow their students to work on other things than language itself, which they believed to increase the students' motivation.

The teachers further believe another benefit of the students' EE habits, is that it presents another tool for the teacher to utilise in the classroom. Two of the three teachers mentioned TikTok as an example, though none of the three teachers utilise TikTok's platform in the classroom. Instead, they have various ways to benefit from the students' habits of using this during their freetime. One teacher considers this as a personal interest for the students, which allows him to use this to create engagement and autonomy during task work, as there are creators and people within the TikTok realm who could in one way or another be utilised by the students within the context of traditional tasks. This resonates with Ryan and Deci's (2000) statement, that motivation can come through asserting high value towards an activity, through for example personal interests, among other factors. Another teacher mentioned how this is such a vital part of the students' lives, that through communication and conversation, this can be utilised to build relationships with the students, which in turn makes for a far better classroom environment. The teachers mentioned similar aspects around for example gaming, or TV-series, as they grant the teacher new possibilities to create engagement and motivation among the students, and to build better relations with the students, which all impact the classroom situation in various ways. As Axelson and Flick (2011) state, student engagement is directly linked to a learner's connection with his teachers, as well as his class, fellow students, institutions etc. One of the factors they mention which correlates with desirable learning and personal developments, is the contact a learner has with his teachers, which resonates with the beliefs expressed by the teachers in this regard (Axelson & Flick, 2011).

Another belief, expressed somewhat implicitly, is the effect that EE habits have on students' in-class motivation. As all three teachers agree on the massive impact EE has had on students' competence, two of the teachers mentioned how the students' sense of mastery in their formal English education has impacted their motivation. Teacher 1 mentioned

explicitly that the students' sense of mastery is connected to their motivation while working on various tasks, just as Teacher 3, who mentioned that he believes inner motivation to be of great impact in his classroom, through mastering the language so well that it becomes automatic. This too resonates with Ryan and Deci's (2000) research within Self Determination Theory, where they mention three innate needs of human psychology which increases self-motivation, one of which being competence, accompanied by autonomy and relatedness.

To continue on the previously mentioned belief regarding motivation, further lines can be drawn. As they agree on the motivational factor regarding mastery and competence, a connection can be made to their previously mentioned belief that the resulting increase in competence and ability to use the English language has opened new doors for teachers and students alike. Through not needing to put as much emphasis on explicit language teaching in the classroom, the possibility arises for other ways to spend time in the classroom. The three teachers held similar beliefs on what sort of tasks the students responded the best to, and the common factors were to a large degree working in groups, and working freely on topics among themselves. As teacher 2 mentioned, the students' EE habits produce opportunities to allow them to work on topics they find engaging, and which directly relate to their own set of interests. One could then argue that the teachers do in fact facilitate their teachings according to all three mentioned aspects of the SDT-theory which allows for an increase of self-motivation, being autonomy, competence, and relatedness (Ryan & Deci, 2000). Through the increase in competence from EE habits, the students are much less dependent on the teacher regarding assistance on issues of language, and can instead spend their time working on their task themselves, granting them autonomy. This resonates with theory on learner autonomy, which has been defined as a learner's ability to take charge of his/her own learning (Boyadzhieva, 2016). It implies that a learner is free to control their own choices of how, what and when to learn, while considering their own interests and capacities (Boyadzhieva, 2016). Learner autonomy is credited as a major driving force in shifting foreign language teaching from being teacher-centred to learner-centred, and therefore it does require that the learners hold the capacity for exploring material on their own, which connects the expressed beliefs by the teachers directly to this theory (Boyadzhieva, 2016). Furthermore, through allowing the students to implement various aspects of their EE habits, like TikTok creators, professional video-game players, or Anime-authors, the students are directly allowed relatedness inside their classroom. Regardless of the task, they themselves create the connection between the classroom task, and the real world. As Ryan and Deci (2000) state,

motivation can come through asserting high value towards an activity, through for example personal interest. Similarly, student engagement can be described as the level of involvement of interest a student seems to have around one's own learning (Axelson & Flick, 2011) One could argue that either through knowledge of motivational theory, or through experience, the teachers have had to adapt their methods in order to allow their students' motivation to strengthen. The teachers have expressed their belief that the modern students' competence can be used in order to grant them autonomy and relatedness, and their belief corresponds with the consensus of relevant theories.

Another benefit which emerged from the interviews with the teachers, was an increase in opportunities a teacher has in his classroom. As previously mentioned, Teacher 2 stated that the students' EE habits produce opportunities to allow them to work on topics they find engaging, and which directly relate to their own set of interests. This can be connected to Steven Thorne and Jonathan Reinhardt's (Thorne & Reinhardt, 2008, as cited in Sundqvist & Sylvén, 2016) pedagogical model, called Bridging activities, which can be described as a classroom activity where the students are allowed to work on material of their own choosing, whilst remaining within the curriculum. One of the vital components of this model is utilising the students' digital competence as a tool, and encouraging them to use various digital media they are familiar with (Sundqvist & Sylvén, 2016). As its purpose is to enhance engagement and relevance by utilising the students' competence in the digital realm under instructor guidance, it resonates clearly with what was mentioned in the interviews. Teacher 2 talked about how he would rather utilise the students' EE habits as a source of engagement and curiosity rather than focus on the activities themselves, and used this in the classroom. He mentioned allowing a wide open selection of subjects within certain topics or tasks, allowing them to do their work on people, characters, and creators he himself did not even know. As one of the key components in Thorne and Reinhardt's Bridging Activities is that the teaching itself builds upon the learners' personally selected media or internet texts, there is a clear connection between the two. Teacher 2 believes that the EE habits of his students have made room for new types of learning, and he was thrilled about having the ability to utilise the same tasks as before, but in a more open way which allows the exact same curriculum goals to be reached, with more freedom and autonomy from the students' side.

5.1.2 Teacher beliefs around challenges of EE

Regarding what challenges the teachers believe that modern EE habits have brought into the classroom, a lot of them revolve around the implementation of EE activities inside the

classroom. The teachers were in each their own way reluctant to implement such activities, and there were some common beliefs among them. One such belief was mentioned by two of the teachers, which was the difficulty of using EE activities as a learning tool in a classroom. As mentioned previously, one teacher emphasised the difficulty of implementing such activities, and that he believed them to be of little substance in regards to learning. Another teacher emphasised the difficulty of selecting an activity that would engage the whole class. He believes that if one were able to employ a project of various activities over a larger time period, then maybe a positive learning experience could take place, and the whole class could be engaged. One common belief in this regard, however, was that of the possibility that implementing any such project in a classroom would steal valuable time which could be spent otherwise. The teachers believe there is already little enough time to work with, and that implementing such activities will often provide less of a learning opportunity than other projects. One of the teachers believed that these sorts of projects will often replace other projects, and not necessarily for the good. The one activity that two of the three teachers had been implementing in their classroom which is certainly an EE habit for some, though not too many as the questionnaire has shown, is reading English literature. This goes against the findings in Eilertsen's (2020) study, as the teachers in her study reported frequently using EE activities in their classroom as a means to increase motivation, as well as to create engagement in the classroom. Furthermore, through her questionnaire, Eilertsen (2020) found that 50% of the teachers who participated in her project reported using the students' EE interests in their classroom constantly, while 50% reported using it occasionally. Sundqvist and Sylvén (2016) also emphasise the benefits of implementing EE activities, and state that utilising activities like playing video games, watching TV-shows or movies are shown to be beneficial. On the topic of using film or TV-series in the classroom, Leona et al. (2021) state that it is both motivating, as well as serving to develop familiarity with vocabulary. Similarly, they claim that other activities like listening to music, playing video games, or even social media usage are shown to have positive results in regards to vocabulary knowledge (Leona et al., 2021).

One other challenge in the classroom mentioned in the interviews, was that of an increase in difference of competence within the English language. As Sundqvist and Sylvén (2016) mention, it is hardly a rarity today to have vast differences between the levels of learners' L2 English within the same classroom, and one of the driving factors in this diversity, has been discovered to be usage of and exposure to EE. This was reflected in one of the interviews, while Teacher 3 was talking about the level of motivation in his classroom.

As he mentioned the group of boys in his class who were far beyond any average student in their ability to use the English language due to their usage of gaming, he mentioned the effect this had on his classroom. He spoke of a group of girls who felt lesser as a result of these boys who were far superior in their competence and abilities, which diminished their sense of mastery, even though they themselves were above average. As previously mentioned, Brevik (2019) states that activities like playing video games in English does develop one's language proficiency, and this corresponds with Sundqvist and Sylvén's (2016) claim that due to the vast difference in the students' English input and output on an everyday basis, individual differences become learner differences in the classroom.

To continue on the previous point, the other two teachers of this project believe that their role as a teacher has changed in the classroom as a result of this increase in differences between the levels of competence among the students, and their role now revolves more around teaching content and aiding their students in their own work, as opposed to explicit language and grammar instruction. As Sundqvist and Sylvén (2016) mentioned, one of the challenges that has appeared through the modern development of Extramural English, is the change in the role of the EFL/L2 English teacher, due to the development of EE activities role in the L2 English learners' lives. The beliefs expressed in this group of teachers, however, seem to have very little negative to say in this regard. Where Sundqvist and Sylvén (2016) speak about the individual differences between the learners becoming learner differences, and complicating the teacher's job, it seems like the teachers of this project instead considers the entire mass of students are more competent than before, with no mention of any students falling behind or creating difficulties in the classroom. The differences expressed are exclusively about the increase in competence among all students, and the only explicit negative comment in this regard is that some students feel less sense of mastery as a result of others' greater competence. The teachers express no beliefs regarding the difficulties of an increased variance in their students' levels of competence and ability to use the English language. In fact, the teachers have instead expressed their beliefs rather clearly on the positive effects of the general increase in competence instead, as previously mentioned. Through their reported practice, the teachers have utilised this increase in competence to further the students' motivation, as discussed using Ryan and Deci's (2000) theory on self-motivation, through SDT. They believe that their students' EE habits and usage grants them new possibilities and freedoms, although it might be difficult to use in certain ways, such as through implementing specific activities in the classroom. As Dörnyei and Ushioda (2009) state, it is necessary for L2 teachers to adapt and adjust their practices, both

professionally and pedagogically, especially when met with shifts such as this massive modern technological development. To consider whether these adaptations and changes become benefits or challenges depends on the teachers' views and beliefs, but in this case they believe it to be a huge benefit. The teachers in this study did not believe it necessary for them to change their teachings or alter their classroom methods at all, but instead believed that it opened new doors and possibilities for them, which they all took advantage of.

5.2. Students' general beliefs around EE and motivation

Through the data produced by the questionnaire in this project, no doubt remains regarding the participants' familiarity and frequent usage of various EE activities. Activities like watching TV, listening to music, using social media, and playing video games, were all reported by more than 75% of the participants, and the average student reported spending 4 hours and 20 minutes on various EE activities on a daily basis. To compare with Sundqvist and Sylvén's (2016) research in Sweden, the participants in this project report far higher numbers regarding time spent, as the average 15-year old in their research spent about 18 hours per week, or 2 hours and 35 minutes per day. As this project seeks to discover the students' beliefs around the topics of EE and its role in motivation, two important angles will be focused on in this subchapter, in order to answer the research questions. Firstly, concrete questions around the students' general beliefs around topics like language learning and motivation, and secondly, through comparing other factors between the group who reported spending an above average amount of time on EE activities, and those who reported spending below average. This will allow the students' general beliefs to come to light, but also show an indication of how EE habits can impact students' beliefs, considering the differences between the two groups. An example of this, could be to look at the groups' difference in their reported level of motivation in the English classroom, and consider this in light of whether or not they believe themselves more motivated in the classroom as a result of their EE activities.

As learner beliefs, according to Kalaja et al. (2017) refers to learners' thoughts, conceptions and opinions around L2 learning and language itself; most of the reports from this questionnaire fall under this term. Regarding the students' general beliefs around EE, a vast majority of the students agree on several aspects around its effects. As 88% of the participants believed they were better English users as a result of their EE habits, and 59% of the students believed that their English competence develops the most through EE activities as opposed to teacher-chosen material or collaboration between teacher and students, the

students clearly believe EE to have a massive impact on their language capacities. Only 10% of the participants reported believing that they learn more practical English in the classroom than in their free time, which further shows how strong their beliefs around EE's potential to be. 57% of the students believed that it would not be difficult to learn English at home, without a formal English education, and the most frequently reported reasons for the students feeling motivated in their classroom, were feeling competent in the course, having learnt a lot beforehand from their extracurricular activities, and that the course is easy. In other words, the students feel competent, and believe EE to be the main contributor to their success. This corresponds with Estensen's (2021) findings, where he found that the students in general believed EE to develop their English language abilities, and most of the students believed it to be the greatest contributing factor to their language development. Paula Kalaja et al. (2017) state that individuals' own beliefs is an important variable and cause of differences in an L2 learning context, which is reflected both in this project, as well as Estensen's (2021).

As the students believe EE to be the dominant factor in the development of their English abilities and competence, an interesting consideration becomes their level of motivation in the classroom. As only 48% of the participants feel motivated in the English classroom, there lies a possibility that students believe their formal English education to be unnecessary as a result of their strong beliefs in EE's potential to allow them to learn English on their own. Looking at the reported factors which the students believe to demotivate them in the classroom, 13% reported not seeing the use in what they work on in class, 13% reported the course material to feel irrelevant, and 11% reported not believing the English they learn to be useful. Though these options are somewhat similar in their contents, 32 participants of the total 73 reported at least one of these as a demotivating factor. This represents 44% of the students, and shows that a significant portion of the students consider parts of the English curriculum to not be useful or relevant for them. One could argue in this case that the EE beliefs held by the students may have impacted their views on their formal English education, as they believe other forms of the English language to be of larger importance and relevance. As Kalaja et al. (2017) state, L2 learner beliefs has a filtering function, as it influences learners' own understandings of themselves and their surroundings, and are co-constructed from interactions, as well as being a part of the socialisation process that learners go through. In this case, it seems as if the students' beliefs regarding what relevant and useful English competence truly is, does not connect with that which teachers and the curriculum emphasises. As this group of students spend such vast amounts of time on EE activities, one could argue that they are in fact incapable of making the decision as to

what is, or what is not relevant and useful English. If in the students' world, English is little but the language spoken among English-speakers, and the contents of their favourite video-games and TV-series, then many the students could certainly believe that the contents of their English classroom is irrelevant and useless, as it does not have a place in their ideas of what English is, or should be. As 33% to the responses to the question of what changes the students would have liked to see in the classroom mentioned wanting more oral activities, and 21% of the students reported that the best way for them to be motivated in the classroom would be by implementing more social activities, the answer may in fact be that the students consider the English course's sole purpose to be the development of their language skills, in particular their ability to speak the language. As the English curriculum puts great emphasis on spoken English, there are several other aspects which may be believed to be useless by the students. If one considers the students to believe that the ability to speak English is the most important aspect of the English course, then several points in the curriculum are likely to be perceived as irrelevant. As the competence aims after Year 10 puts emphasis on for example the student's ability to "explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway" (Utdanningsdirektoratet, 2020), and to "explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world" (Utdanningsdirektoratet, 2020), there is certainly grounds for the argument to be made that this would be experienced as unnecessary for the students who believe the English course's sole purpose is to develop their language abilities. Similarly, the emphasis put on the student's ability to "read, interpret and reflect on English-language fiction, including young people's literature", could fall under this category, and one student even stated that he believed that EE activities should be implemented in the classroom because those are the activities that young people today enjoy, and they are "not just some random tasks about an author from the 1800s".

Another consideration to be made regarding the students' beliefs around EE, is that of why they believe their various EE activities to be so beneficial for their own learning. As Sundqvist and Sylvén (2016) state, one of the major differences between inside-classroom and outside-classroom English learning, is that in EE activities, the initiator is the learner him/herself, as opposed to the teacher. They further mention that due to EE activities being self-initiated, the notion of EE is directly linked with learner autonomy. As mentioned previously, learner autonomy has been defined as a learner's ability to take charge of one's own learning, and an autonomous learner is one who is able to control their own learning through choosing how, what and when to learn, while considering one's own interests and

capacities (Boyadzhieva, 2016). Learner autonomy is further connected to motivation, as the general assumption is that if a learner is more autonomous, he/she will also be more motivated (Boyadzhieva, 2016). As Ryan and Deci (2000) mentioned, motivation can come through for example asserting high value towards an activity, and personal interest. As previously established, the students in this project certainly believe EE to be of high value in regards to their own learning, and as these activities are voluntary and based on personal interest, Ryan and Deci's mentioned factors both resonate with the students' beliefs. Ryan and Deci (2000) further state that people with authentic motivation, i.e. self-authored and/or endorsed, typically have higher interest, confidence, and excitement towards the action, which often manifests itself through better performance, creativity, and persistence. To put this further into context, the notion of student engagement becomes important, as described by Axelson and Flick (2011) as the level of involvement or interest a student seems to have around one's own learning, and how connected one is to their classes, fellow students, and institutions. As the vast majority of students in this project held very strong beliefs around EE's potential to develop their English abilities, this could be one explanation for why they feel this way, and also why many of them believe the contents of their classroom is irrelevant or useless. If the students believe EE to be a great source of learning the English language, then they will consider their EE activities to be learning-activities, which are learner-initiated. As learner-initiated activities are a central part of learner autonomy, one could link this directly to motivation, as stated by Boyadzhieva (2016). Furthermore, due to the activities being chosen and performed on the basis of personal interest, and believed to be of high value in regards to learning, Ryan and Deci's statement shows that this can strengthen the students' motivation. As the activities themselves are performed with authentic motivation, confidence and excitement around the action is likely to occur, as mentioned by Ryan and Deci (2000). This connection shows that the students who hold this belief, are likely to be very engaged in these activities, as they are involved and interested in their own learning, which is done autonomously. Considering this in contrast with their formal English education, EE activities have the advantages of being performed voluntarily and based on personal interest, completely self-regulated, whereas in the classroom, one is far more limited, and the activities are largely chosen by the teacher. One answer as to why so many students believe EE to be better for their English development, might be because of this. They are much more engaged, active, autonomous, and motivated while doing EE activities than they are in the classroom, and they are likely to be far more involved and interested in their EE activities than the classroom-activities they perform in school. EE activities are driven by authentic

motivation, as mentioned by Ryan and Deci (2000), and many students will have externally controlled motivation in their classroom, through for example pressure from parents around their performance and grades. Furthermore, as Krashen's (1982) affective filter hypothesis emphasises the positive effects of motivation and self-confidence within one's language acquisition process, and states that learners with these traits will be more susceptible to acquisition. A predicament in this regard is that students are far less capable than educated teachers when it comes to determining what relevant learning truly is, but the very existence of such beliefs can cause problems. As Kalaja et al. (2017) state, L2 learner beliefs can cause stimuli for action, depending on their understanding of themselves and their surroundings, and if the students believe the contents of their formal English education to be irrelevant or useless, then this will have impacts in several ways on the classroom situation.

5.2.1 Student beliefs variances

Another important consideration in this project, is what beliefs are held by the group who spends an above average amount of time on EE activities, and those below average. Whether or not the differences in beliefs are a result of the EE activities is difficult to dictate, but there is likely to be a correspondence between them regardless. As presented in chapter 4.4.2 and 4.4.3, the differences between the EE active group and non-EE active group will be discussed in this chapter.

One of the major differences between the two groups, as presented in chapter 4.4.3, is the difference in motivation inside the classroom. 61% of the EE active group reported feeling motivated in the English classroom, whereas only 32,3% of the non-EE active group reported the same. Regarding why they feel motivated in the classroom, the most commonly reported factor was feeling competent in the course, as reported by 75% of the EE active group, and only 35% of the non-EE active group. 67,5% of the EE active group further reported believing they were motivated in the classroom as a result of having learnt so much English through their EE activities, which was only reported by 38% of the non-EE active group. Similarly, 60% of the EE active group reported feeling motivated in the classroom, due to the course being easy, which was reported by 35% of the non-EE active group. Another difference in beliefs between the two groups was their belief around whether or not English was an important course in their formal education. 92,5% of the EE active group reported agreement to this statement, whereas 67,6% of the non EE active group reported the same. As the students were asked to rate their satisfaction with their English competence on a scale of 1-10, 71,2% of the EE active group reported between 8-10, whereas 48% of the

non-EE active group reported the same. This can be connected with Gardner's (Gardner, 1985, as cited in Norton, 1995) notion of self-confidence in the context of language learners, as he states that self-confidence occurs through positive experiences in a second-language context, and stimulates one's motivation to learn the second language. As discussed earlier as well, this links directly to Ryan and Deci's (2000) notion of competence being one of the three innate needs of human psychology which increases self-motivation. Similarly, one could argue that the belief that one is highly competent, allows one to work less dependently on the teacher, granting autonomy, which is a second mentioned need which increases self-motivation (Ryan & Deci, 2000).

5.3 Teaching implications

The teachers who participated all agreed on one thing, being that in modern times, the classroom dynamic has changed, and they believe EE to be one of the driving forces behind it. As presented earlier, the teachers believe students' English skills today are far beyond that of previous generations, again as a result of EE. However, this raises a new problem, which is an increase in difference of L2 level inside the classroom. With a drastic increase in general English abilities and competence for some, others run the risk of being left behind, and the teacher needs to adapt their teachings, and accommodate for students within all levels of competence. As Sundqvist and Sylvén (2016) state, students today have vastly different English input and output in their everyday lives, and the teacher is left unable to control the amount of exposure their learners have to English. These individual differences, such as their habits and favoured extracurricular activities, become learner differences which complicates the teachers' job in turn (Sundqvist & Sylvén, 2016). Considering the teachers' interviews in light of this, however, shows little to no concern in this regard. The teachers seem to believe that the general level of English abilities have in fact been elevated so far as to allow the students to become language users, as opposed to language learners. They mentioned factors like the students' familiarity with the language, and how the teachers' extensive vocabulary and ability to explain things to the students are among the only advantages they have today. They also discussed the belief that upper-secondary school English today has become about usage, as opposed to explicit language learning, and that some students who themselves are above average in competence, feel lesser in the classroom due to the excellence other students possess in their abilities with the language. The teachers in this project, however, seem to believe that the elevation of general competence has reached such a level that

autonomous working on projects, individually or in groups, works for the entirety of the student mass. Still, the notion of sense of mastery was mentioned, as the students far exceeding the average level of competence negatively impact those who themselves are above average, who feel lesser as a result. As these become learner differences, as described by Sundqvist and Sylvén (2016), it certainly raises a problem in the classroom, and demands the need for teachers to adapt their teaching strategies.

As Simon Borg (2017) mentioned, a teacher's beliefs has a filtering function, through which new information and experiences are interpreted, and it influences the way teachers adapt to change in the educational system. As recognising problems in the first place is a prerequisite for adaptation to take place, a reaction needs to follow. The teachers have different approaches to this, in regards to raising motivation among the students. One mentioned belief was that through building stronger relationships with the students, one would have a stronger foundation upon which to motivate the students. Another mentioned belief was that one could motivate the students through ensuring relevance within the choice of topics, as well as emphasising co-determination and autonomy in the classroom with the students. As teacher belief systems, according to Richards and Lockhart (1994) are built upon the goals, beliefs and value that a teacher holds in regards to the process and contents of teaching, the expressed beliefs by all three teachers stay consistent throughout the interviews, as they have very different methods and ways of handling problems in the classroom. Beliefs such as the importance of letting the students learn skills and traits which they will need in their lives later on were expressed, such as the ability to withstand boredom. The importance of the students' perceived relevance was also expressed, and that allowing students to work on topics they find engaging held several benefits. The common factor among all teachers in this project, is that they all believe the teacher to be very important in regards to the students motivation. Through ensuring that the topics are perceived as relevant and useful, the tasks are engaging, and one's relationship with the students is beyond surface level, one can build a classroom culture which is healthy both for students and for the teacher.

The students' beliefs on how the English classroom should be today, is somewhat different from the teachers. As one of the questionnaire items they responded to had them select various activities they believed would raise their motivation in the classroom, watching TV, playing video games, and listening to music were reported the most. In order to discover why the students would feel more motivated by implementing these activities in the classroom, a lot of the students mentioned that it would make for a more fun and enjoyable learning experience, and it reflects personal interest. However, what was mentioned more

frequently than anything else, was that it would make the course-material more varied. Similarly, in response to the question of what the biggest reasons are for them feeling unmotivated in the classroom, the most popular response-option was that there was too little variation in the course material. Similarly, 33% of the students expressed a desire for more oral activities to be implemented in their classroom, which the teachers are aware of. Several teachers mentioned their belief that their students preferred oral tasks above written, and that they enjoy working with each other in projects, discussing topics orally. As the most reported EE activities among the students was watching TV and listening to music, one could certainly link this belief in relation with student engagement, as oral activities are something which most of the students are involved with themselves, and allows them to cooperate with their peers in their learning experiences, which are factors Axelson and Flick (2011) mention to be important aspects of student engagement.

Implementing EE activities in the classroom seems to be the largest dividing point between the teachers and students of this entire project, as the students seem eager to have more of such activities, and the teachers seem reluctant towards them. As previously discussed, the teachers utilise their students' EE habits in various ways to make for a better classroom environment, such as through structuring tasks around different characters or themes from the students' activities, or use their personal interests as a basis for getting to know them and strengthening the relationship between teacher and student. The students, however, would like to see more of the actual activities themselves inside the classroom, as it would make the course more varied and fun. The fundamental issue here, becomes that though teachers and students agree on EE activities' potential for language development, they disagree on whether or not it should be utilised in the classroom. As Richards and Lockhart (1994) states, teacher beliefs constitute the basis for the teacher's decision making, and are built upon the beliefs and values a teacher holds regarding the process and contents of teaching. As a teacher is an authority in the classroom, and has formal education around teaching and learning, their beliefs are vital in this regard, and the choices are theirs to make. A distinction is important to make here, as there is a difference between the students wanting to use an English session to go outside and play football in the sunny weather, and wanting to use video games in the classroom, even though teachers could feel these to be similar. Teacher 1, for example, is reluctant to implement video games in his class, as he believes it to most likely become all fun and games, and little to no learning taking place. However, as Sundqvist and Sylvén (2016) states, using activities like video games in the classroom are shown to be beneficial, through for example working together and co-operating on a game,

and allow the competent players to help those who struggle a bit more for example. Similarly, Jakobsson (2018) found in his research that computer gaming seems to be among the most effective popular EE activities today in regards to language development. There was a clear link in his research between time spent playing video games as an extracurricular activity and a higher English proficiency (Jakobsson, 2018). As previously stated, the students in this project believe EE activities to be excellent learning tools, and in their perception this is a tool which is neglected to a certain degree. As Kalaja et al. (2017) states, learner beliefs refers to the opinions, ideas, and conceptions that learners hold around L2 learning, and the belief these students hold stands in stark contrast with that of the teachers. One problem in this matter could in fact be the teachers' failure to recognise the students' relationship with EE in general, and assume that they themselves believe it to be nothing more than hobbies which unconsciously develop their language. This would make the students' suggestions like using video games in class to fall under the same category as going outside and playing football, for example. Borg (2017) states in regards to teacher beliefs, that they are expected to affect how teachers interpret and deal with problems which arise during one's practice. In this case, however, it seems like the teachers regard EE completely differently than the students, even though they both agree on its benefits, although neither party recognises this as a problem. The students desire more variation, and they believe they would be further motivated in the classroom by implementing activities such as watching films, or listening to music, but they still report a high level of motivation in the classroom, and very high levels of satisfaction with their own language-abilities. It seems the students are in fact satisfied to some degree, just like the teachers, even though their beliefs differ greatly on this topic.

One important note which seems to be the case among all three teachers in this project, is that their idea of what EE is seems to be a bit misunderstood. As all of them express reluctance to implement any sort of EE activity into the English classroom, it seems as if they fail to realise they already are, but they do not consider these activities to be EE activities the students themselves do. None of the teachers mentioned using movies or TV-series in their classroom, for example, and it seems unlikely that none of them have used this tool in their English class. Similarly, podcasts were mentioned by Teacher 1 as something his students liked to work on, but not in the context of EE. He used podcasts as a way to let his students do presentations without the pressure of speaking in front of a whole class. Seemingly, he did not consider this as an EE activity, even though 20% of all the students in this project reported enjoying listening to podcasts. It seems like the teachers associate EE with gaming, music and social media, and their expressed reluctance to implement such

activities is based on this belief, as several of them already are implementing various EE activities in their classroom, such as reading and working with podcasts.

5.4 Limitations

The main limitation in this study is the low quantity of participants, as this project utilised three interviews with 10th grade English teachers, and 75 questionnaire-responses from 10th grade English students. Due to the small sampling of this project, this fails to prove any larger generalised trends or phenomena, and can not be used to represent teachers or students in Norway at large. Furthermore, the selection of participants could be concerning, as the three teachers who participated were the first three to respond to the invitation, which could mean they are of different characteristics than those who denied or ignored the invitation.

Additionally, the interviews themselves revolved around reported practices and beliefs, and are therefore susceptible to influence of meeting social expectations, as the participants will often report what they believe to be expected of them (Dörnyei, 2007). There is also the issue of translating the transcriptions of the interviews from Norwegian to English, in which some of the original statements could become altered. In regards to the questionnaire, one issue is that the students had no obligation to report in truth, nor to respond to every single question in the questionnaire. As some students spent between 10-15 minutes, there are several who spent about 3-4 minutes, meaning that several voices of the classroom could not be heard, as they did not bother to take their time with the questions. Another issue around the students is that their grades were never taken into consideration in this thesis, which could have allowed for an even clearer mapping of how their EE habits impact their performance. As this project uses their satisfaction with their English proficiency, this could further be used to connect their perceived proficiency with their grades, and consider whether or not their satisfaction with their own learning has any connection with their actual grades.

6. Conclusion

6.1 Main findings

This thesis aimed to explore L2 English teachers' and learners' beliefs about EE and motivation. In regards to the teacher's beliefs, this thesis aimed to discover their beliefs on the challenges and benefits of modern EE habits, as well as the consequential teaching implications. In regards to the students, this thesis aimed to explore their beliefs around EE and motivation, and attempt to map how they believe English should be taught to promote motivation in these EE times. Emphasis was put upon the teachers as their beliefs are what constitute the activities in the classroom through planning and creating their sessions according to what they believe is best in any given class, and they are the ones who hold the responsibility to know the interests and needs of their current students. Through the mixed method research design implemented in this thesis, a total of three 10th grade L2 English teachers were interviewed, and their three 10th grade L2 English classes, consisting of 75 students, participated in a questionnaire survey. The goal of the study was to answer the following research questions:

- What are the beliefs of 10th grade L2 English teachers in relation to motivation and EE?
 - What are the benefits and challenges teachers encounter concerning motivation and EE?
 - What are their beliefs concerning teaching implications resulting from modern EE habits?

- What are the 10th grade L2 English students' beliefs in relation to motivation and EE?
 - How do students believe English should be taught to promote motivation in EE times?

To answer the first research question, the teachers in the current project had very positive beliefs in regards to EE and its effect on modern students, and believed it to have a drastic impact on modern students' English language capabilities and communicative abilities. On the topic of benefits, they believe that EE habits provide motivation in the classroom, through granting students a greater sense of mastery, alternative fields of interests which can be used in various tasks to create engagement, and through providing another field, such as TikTok or

video games, which a teacher can use in order to build relationships with the students, through participating and engaging themselves in their students interests. The general consensus among the teachers is that today, the general student mass has a far superior level of English proficiency than before, and that one of the major factors in this development is EE. Another mentioned belief was that this increase in competence and proficiency among the students, allowed the teachers to focus on more content in the classroom as opposed to grammar, which created room for several engaging tasks for the students. One mentioned example of this is through granting the students autonomy in task selection, and allowing them to freely choose the topics of many of their tasks, which oftentimes resulted in students writing papers on TikTok creators, Anime-authors, or social media influencers.

On the topic of challenges, the teachers in this project believed that a major challenge was the implementation of EE activities into the classroom, and they expressed reluctance in this regard. They believed that connecting activities like video games to the curriculum was a very difficult task, and would require a substantial amount of planning to carry out. It was also mentioned that even as a project done merely to increase engagement and motivation in the classroom, it would be almost impossible to create a project which captivates and engages a whole class of students. They mentioned how they believe that the English course itself remains more or less the same today as before, and that it was the responsibility of each teacher to consider what works best in each classroom, and act upon that. Nonetheless, they mentioned activities throughout the interviews which certainly are EE activities, which they fail to recognise as such, an example being podcasts. When asked about their implementation of EE activities in the classroom, the only activities mentioned were reading English novels, which several teachers had done, and one teacher mentioned using gaming in a special class where he was not bound by the curriculum, but never in any other classes. This seems to indicate that the teachers' perceptions on what EE is might be somewhat incomplete, as not a single teacher mentioned activities like watching films or documentaries, music, or even TV-series. One teacher even mentioned using podcasts regularly in his current class, but this was mentioned as a modern adaptation he had done in reaction to his students' reluctance to speak English in class, and not in regards to implementing EE activities. The teachers seem to believe that EE is mostly about video games and social media, although as Sundqvist and Sylvén states (2016), EE refers to all exposure to English outside of the classroom walls. The teachers mentioned further challenges in their classroom, such as the increase in difference of competence within the English language. Even though they believe the entirety of the student groups' levels of proficiency has increased, the internal differences still remain. This results

in students who perform well in the English class to feel inferior, and perceive the English course as difficult.

To answer what the 10th grade L2 English students' beliefs in relation to motivation and EE are, this study found that the students held very high beliefs around the effects of EE, and most of the students believed their EE habits to be the main contributor to their current English proficiency. The students reported spending an average of 4 hours and 20 minutes on EE activities every day, and enjoying activities like watching TV, listening to music, using social media and playing video games were each reported by more than 75% of the students. 61% of the students reported believing that they learn more practical English during their freetime than in their classroom, and most of the students believed that learning English at home without a formal English education would not be hard, which further depicts how significant the students regard their EE activities in connection with language learning. Furthermore, the students believe that what motivates them the most in the English classroom are feeling competent in the course, having learnt a lot beforehand from their extracurricular activities, and feeling that the course is easy. The students clearly both believe EE to drastically impact their English proficiency, and therefore owe a significant amount of their motivation in the classroom to these habits.

The students' difference in EE habits also showed to impact their beliefs. Among the students who spent an above average amount of time on EE activities on a daily basis, far more felt motivated in the classroom, believed English to be an important course in their formal education, felt okay with speaking English aloud in the classroom, and many more reported a higher satisfaction with their current level of English proficiency. Furthermore, far more than half of the EE active group reported feeling motivated in the classroom due to feeling competent, and from perceiving the English course as easy, as opposed to the 35% of the non-EE active group reporting the same. Through the findings of this project, there is a clear connection between motivation in the classroom and time spent on EE activities, as well as with beliefs around EE's potential to develop one's language.

To answer the question of how the students believe English should be taught to promote motivation in these modern EE times, the students in this project reported finding the English course to contain some material that they find irrelevant, unnecessary, or useless. As almost half of the class mentioned at least one of these factors in regards to what demotivates them the most in the classroom, this is a widespread belief among the students in this project. One hypothesis presented in this thesis, is that this could be due to their strong beliefs on the effects of EE, and the different levels of autonomy, engagement, and reflection

of personal interests this represents as opposed to their classroom. If the goal of the student is to learn to use the English language, than topics of culture, history, and literature could feel inferior to the various EE activities they perform, where they communicate, read, write, and are exposed to authentic English on a daily basis. The students desire more EE activities implemented into their classroom, but the main reason for why they want this is due to it providing more varied course material. Additionally, as almost half of the students reported experiencing irrelevant and unnecessary course material, there seems to be a disconnect between the teachers' beliefs and the students' beliefs in regards to what should be taught in the English classroom. As the students expressed wanting more oral activities and using other methods of working in class, the teachers seem to focus more on writing, as mentioned by several teachers. As the students reported the highest levels of satisfaction with their oral language abilities, and the teachers knew that their students preferred working with oral tasks, it seems the students fail to realise that their writing skills are being surpassed by their oral skills from their EE activities, and that the emphasis on writing tasks in the classroom could be to compensate for this. The teachers are very aware of the students' EE habits and its effects, and actively chose to take different routes in the classroom than the students believe to be best. They utilise the habits and increase in proficiency in other ways, such as through granting the students autonomy in their work, particularly in their writing. The teachers believe themselves to know best what the students need, and adapt their teachings accordingly, and express that it works well in their experience. The students work on the various materials in a very engaged way, and the students produce papers and presentations on topics the teachers themselves may have little to no knowledge of before they are presented the topic by the students, though the tasks are formed according to the curriculum. This lets the students work on the topics the teachers want them to, but through a different channel, which is through utilising their personal interest around their various EE activities. Though the teachers and students hold somewhat different beliefs on how the modern English classroom should work, these bridging activities are among the produced solutions the teachers have utilised, and serves as a link between the students' desires of implementing EE activities, and the teachers desires to remain within the curriculum as much as possible, while still keeping their students engaged and motivated.

6.2 Contributions and implications for further research

This thesis aimed towards contributing to the fields of teacher and learner beliefs around the notions of EE and motivation. The research study has contributed to these fields through both the teachers' and the students' perspectives, and has been considered in light of the classroom situation. The study has further discovered the teachers' beliefs on their practices in EE times, and discovered the students' beliefs around their classroom experience. It has further contributed towards discovering the two groups' perceptions of the term EE, both in regards to their beliefs around its effects on modern students' language development, as well as their beliefs on EE in the classroom.

Further studies within this field is recommended, as knowledge and competence around this field could prove useful for teachers to have. Further studies could take the students' grades into consideration, and explore whether or not their beliefs around how well one learns language through EE activities impact their grades, regardless of time spent on EE activities on a daily basis. Furthermore, one could increase the sample size and expand the area of which the sampling is taking place. Another aspect for further studies is considering the effect of how connected a teacher's beliefs are to their students', and how this impacts the students' motivation and performance in the classroom. Gender could also be taken into consideration in further studies, and explore the difference in effects various EE activities have on students' language development. Further studies could also include student interviews, to grant further insight into the students beliefs. Another aspect for further studies to consider, is the effect EE has on modern students' beliefs and motivation in the English course, as opposed to the other courses they have. Finally, further studies could research L2 English teachers' and learners' beliefs around what useful and relevant learning material in the classroom is and what is not, and seek the reasons they have for holding these beliefs.

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7. Appendixes

Appendix A: Student questionnaire

Del 1 - Ditt forhold til engelskfaget!

Denne delen er for å finne ut hvordan du opplever engelsk-faget på skolen, og om du føler deg motivert eller ikke!

1. Jeg synes at engelsk er et viktig fag på skolen!

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

2. Jeg føler meg motivert i engelskundervisningen min på skolen.

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

3. Jeg føler meg motivert til å jobbe med stoffet vi har i engelsk-timene på skolen!

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

4. Jeg synes det er helt greit å snakke engelsk høyt i klasserommet

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

5. Er det noe forandring du ville ha likt rundt den engelsk-undervisningen du får på skolen? Isåfall- hva da?

Del 2 - Engelske fritidsaktiviteter!

I denne delen blir du spurt om dine fritidsaktiviteter, hvor engelsk er en del av det. For eksempel gaming, musikk, sosiale medier, chatting osv. hvor engelsk er en del av aktiviteten, er det vi er ute etter her!

7. Hvilke av disse aktivitetene liker du å gjøre på fritiden din? Her krysser du av ALLE aktivitetene du liker å gjøre på fritiden din.

Lese engelske bøker / blader

Bruke sosiale medier, hvor jeg må lese/høre engelsk

Høre på engelsk musikk

Gaming / dataspill på engelsk

Se på TV/serier/film på engelsk

Snakke/chatte engelsk med venner/familie/andre folk på nett

Høre engelsk podcast

8. Er det noen av disse aktivitetene du føler ikke er en stor nok del av din engelskundervisning, som du tror ville ha motivert deg mer i engelsk-klasserommet? Her krysser du av på de aktivitetene du tror ville ha motivert deg mer i klasserommet, om de ble lagt mer fokus på!

Lese engelske bøker / blader

Bruke sosiale medier, hvor jeg må lese/høre engelsk

Høre på engelsk musikk

Gaming / dataspill på engelsk

Se på TV/serier/film på engelsk

Snakke/chatte engelsk med venner/familie/andre folk på nett

Høre engelsk podcast

9. Jeg vil inkludere disse aktivitetene (som du valgte i forrige spørsmål) i engelsk klasserommet, MEST fordi: (Her krysser du av på det alternativet du synes passer best, og det er altså om aktivitetene du krysset av i forrige spørsmål.)

Det ville gjort engelskundervisningen gøyere

Det ville gjort engelsk-undervisningen mer variert

Det ville gjort engelskundervisningen mer lærerik

Det ville gjort engelsk-undervisningen lettere

Jeg bare liker aktiviteten(e).

10. Hvor mange timer hver dag tror du at du må bruke engelsken din gjennom disse aktivitetene? (Igjen om de engelske fritidsaktivitetene!) Hvis du for eksempel spiller spill hvor engelsk er en del av spillet i 3 timer hver dag, kan du krysse av på "2-3 timer hver dag".

0-1 timer hver dag

2-3 timer hver dag

4-5 timer hver dag

6-7 timer hver dag

8+ timer hver dag

11. Hva er det viktigste "verktøyet" du har for dine fritidsaktiviteter hvor du må bruke engelsken din?

Telefon

PC / Chromebook

Spillkonsoll

TV

Bøker/blader

Nettbrett (som iPad)

13. Hvorfor tror du at du ville blitt mer motivert i engelsk-klasserommet ditt, om noen av disse aktivitetene ble inkludert i klasseromsundervisningen? Hvis du IKKE tror det ville ha hjulpet med motivasjonen din i det hele tatt, trenger du ikke å svare noe som helst her!
Det er igjen snakk om de samme engelske fritidsaktivitetene.

Del 3 - Dine engelske kunnskaper!

I denne delen vil du bli spurt om hvordan du føler at dine engelske kunnskaper er, og litt om hvordan du tror man lærer engelsk på en best mulig måte. Dette har ingenting å gjøre med hvilke karakterer du får eller slikt, men om hvor FORNØYD du er med dine kunnskaper!

14. Fra 1-10, hvor fornøyd er du med dine evner til å lese og skrive engelsk?
Her markerer du fra 1-10, hvor 1 er veldig lite fornøyd, og 10 er veldig fornøyd.

15. Fra 1-10, hvor fornøyd er du med dine evner til å snakke og lytte på engelsk?
Her markerer du fra 1-10, hvor 1 er veldig lite fornøyd, og 10 er veldig fornøyd.

16. Fra 1-10, hvor fornøyd er du med ditt ordforråd på engelsk?
Her markerer du fra 1-10, hvor 1 er veldig lite fornøyd, og 10 er veldig fornøyd.

17. Jeg tror at jeg er flinkere i engelsk på grunn av fritidsaktivitetene mine hvor jeg har brukt engelsk.

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

18. Jeg tror jeg lærer mer praktisk (brukbar) engelsk i klasserommet enn jeg gjør på fritiden.

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

19. Jeg tror det er vanskelig å lære engelsk hjemme, UTEN å lære det på skolen i tillegg.

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

20. Velg 1 alternativ: Hvilken metode tror du utvikler din engelsk mest?

Gjennom valgfrie aktiviteter på fritiden sin hvor en hører / leser / snakker / skriver engelsk

Gjennom utvalgte klasseromsaktiviteter, planlagt av læreren

Gjennom en kombinasjon, hvor både lærer og elever finner ut hvordan elevene skal jobbe, og med hva.

Del 4 - Motivasjon!

I denne delen blir du spurt om ulike sider med din motivasjon i engelsk-faget!

21. Jeg er mer motivert i engelsk-klasserommet, på grunn av tiden jeg har brukt på fritidsaktivitetene mine hvor jeg har brukt engelsk.

Helt uenig

Ganske uenig

Nøytral

Ganske enig

Helt enig

22. Hvor motivert føler du deg av å jobbe med disse ulike arbeidsmetodene i engelsk-klasserommet?

Jobbe individuelt

Veldig lite motivert

Lite motivert

Nøytral

Noe motivert

Veldig motivert

Jobbe i par

Veldig lite motivert

Lite motivert

Nøytral

Noe motivert

Veldig motivert

Jobbe i større grupper

Veldig lite motivert

Lite motivert

Nøytral

Noe motivert

Veldig motivert

Lage et produkt (skrive tekst, lage presentasjon, podcast, plakat osv.)

Veldig lite motivert

Lite motivert

Nøytral

Noe motivert

Veldig motivert

Jobbe med valgfrie oppgaver

Veldig lite motivert

Lite motivert

Nøytral

Noe motivert
Veldig motivert

Jobbe med faste oppgaver, bestemt av læreren på forhånd
Veldig lite motivert
Lite motivert
Nøytral
Noe motivert
Veldig motivert

23. Jeg er motivert i engelsk-klasserommet, fordi:
Her kan du også krysse av på ALLE alternativene du er enig med.
Jeg liker arbeidsmetodene våre
Jeg liker undervisningen vår
Jeg føler meg flink i faget
Jeg får styre litt min egen læring
Jeg synes engelsk-faget er lett
Jeg liker emnene vi holder på med
Jeg har lært mye på forhånd fra fritidsaktivitetene mine
Jeg har det gøy i klasserommet
Jeg føler at jeg lærer mye i klasserommet
Jeg føler at stoffet vi jobber med er relevant for meg
Jeg føler at stoffet vi jobber med er nyttig

25. Jeg er lite motivert i engelsk-klasserommet, fordi:
Her kan du også krysse av på ALLE alternativene du er enig med.
Vi har for lite varierte klasseroms-aktiviteter
Jeg føler at jeg ikke er flink nok
Jeg synes det er ubehagelig å snakke engelsk
Jeg ser ikke nytten av det vi jobber med
Jeg liker ikke arbeidsmetodene våre
Jeg synes oppgavene våre er for vanskelige
Jeg føler at det vi jobber med er irrelevant
Vi må jobbe for mye på egenhånd
Vi får jobbet for lite på egenhånd
Jeg føler at engelsken vi lærer er lite brukelig

27. Til sist: Hva tror du er den beste måten for deg å bli mer motivert i engelsk klasserommet?
Her er det bare å skrive uansett hva du tenker, om det er noe læreren bør gjøre, skoleverket, deg selv, foreldrene dine, osv.

Appendix B: NSD letter of approval

08.05.2023, 17:00 Meldeskjema for behandling av personopplysninger

[Meldeskjema](#) / [Engelsk og motivasjon!](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer

484086

Engelsk og motivasjon!

Dato

23.01.2023

Behandlingsansvarlig institusjon

Vurderingstype Standard

Prosjekttittel

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig

Torill Irene Hestetraet

Student

Endre Lauritz Wanvik Røre

Prosjektperiode

22.08.2022 - 15.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 20.06.2023.

[Meldeskjema](#)

Kommentar

OM VURDERINGEN

Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Taushetsplikt

Forskningsdeltagerne har yrkesmessig taushetsplikt. De kan ikke dele taushetsbelagte opplysninger med forskningsprosjektet. Vi anbefaler at du minner dem på taushetsplikten. Merk at det ikke er nok å utelate navn ved omtale av elever. Vær forsiktig med bruk av eksempler og bakgrunnsopplysninger som tid, sted, kjønn og alder.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.)

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: <https://sikt.no/melde-endringar-i-meldeskjema>

OPPFØLGING AV PROSJEKTET

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet!

Appendix C: Interview guide

Teacher Interviews Manuscript

Introduction:

- How long have you been teaching the English course?
- Do you believe that modern day English students have a higher English language proficiency than before?

Teacher's beliefs regarding students and motivation

1. To what extent would you say your students are motivated in the English classroom?
 - 1.1 Do you believe that there has been a particular increase or decrease over the years?
 - 1.2 If so - why do you think that is?
2. What sort of tasks / work / activities do they respond the best/least to?
3. Which factors do you believe affect students' motivation the most in a modern English classroom? Is it mainly internal or external factors, classroom-related, or maybe tied to personal interests?
4. What do you believe is the best way an English teacher can help his/her students become more motivated in the English classroom?

Teacher's beliefs on EE and Motivation

5. Do you believe EE-activities could somehow be used to increase motivation in the classroom?
 - 6.1 If so - how?
6. How do you believe modern EE habits have affected your English classroom?
 - 6.1 Have you felt the need to adapt your teaching in any way to accommodate these changes? If so, how?
7. Do you believe the students' EE habits present any benefits to their learning of English skills and competences within the classroom?
8. Do you believe that adapting one's teaching in order to meet the students' extramural English habits could have any negative side-effects?
 - 10.1 Why / why not?

Appendix D: Teacher information manuscript

Intervju informasjon om personopplysninger

Skal leses høyt for alle intervjudeltakere, og kan fås skriftlig om ønskelig.

- Forespørsel om å delta i forskningsprosjektet
- Prosjektet her foretar seg din tro, tanker, ideer og erfaringer rundt moderne elever, spesifikt rundt hvorvidt moderne elevers engelske fritidsvaner vil påvirke klasseromssituasjonen, og dine tanker rundt dette knyttet opp mot motivasjon. Opplysningene fra dette intervjuet vil bli holdt anonymt, og kun brukt til å sammenligne med andres anonyme intervjuer, for å finne ut hva lærere tror og syns rundt dette temaet.
- Dette er et forskningsprosjekt gjennom Universitetet i Stavanger, spesifikt gjennom “Fakultetet for utdanningsvitenskap og humaniora - Institutt for kultur- og språkvitenskap”. Det er jeg som foretar prosjektet, under veiledning av Torill Irene Hestetræet hos UiS. Ønsker du å kontakte personvernombudet ved UiS, er dette Rolf Jegervatn, som kan nås på email til personvernombud@uis.no. All kontaktinfo kan du også få av meg når som helst i etterkant av intervjuet, og du kan nå meg på telefon eller e-mail.
- Jeg vil drive intervju med deg, som lærer, og spørreskjema for elevene dine, og gjøre det samme på 2 andre skoler. Dette har som formål å samle inn informasjon om dine og elevene dine “tanker og tro”, samt erfaringer og ideer. Begge disse vil forbli anonyme, forutenom at jeg vil ta opp dette intervjuet, og ha stemmen din på lydspor underveis mens jeg jobber med forskningen. Dette vil bli slettet ved prosjektslutt, som er 15. mai, 2023.
- Det er selvfølgelig frivillig å delta, og du kan trekke deg når som helst, uten noen spesiell grunn til det.
- Forskningen her vil være grunnlaget i min Masteroppgave, som blir lagt ut etter innlevering, men med anonym data som ikke skal kunne spores tilbake til deg. Lydsporet fra dette intervjuet vil slettes med en gang jeg er ferdig med denne masteroppgaven. Alt som vil ligge igjen fra intervjuet, er dataen jeg trekker ut fra den gjennom masteroppgaven, og du vil ikke bli gjenkjent fra dette.
- Du har også visse rettigheter her, blandt annet retten til innsyn, retting og sletting av opplysninger, retten til dataportabilitet og/eller kopi, samt retten til å klage til Datatilsynet.
- Kontaktopplysningene til prosjektsansvarlig og institusjonen sitt personvernsombud står også tilgjengelige for deg.
- Forstår du disse rettighetene og alt det de inneholder, samt gir ditt samtykke til å delta i dette prosjektet?