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# Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom

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# Abstract

This action research study aimed to explore how the inclusion of different types of extramural English (EE) activities in a lower secondary ninth grade class would impact the students' motivation for the English subject. Through a teaching project that consisted of six English lessons, the researcher implemented different EE activities with varying degrees of restrictiveness in the tasks in order to research student beliefs regarding their motivation. The research question for this study is "To what extent does the incorporation of extramural English activities impact learner beliefs about motivation in a 9th grade EFL classroom?" and it will be examined through the use of both restrictive and less-restrictive tasks connected to the EE activity.

This thesis was an action research (AR) study that used a cyclical process of reflect, plan, act, and observe to continually improve and evolve the lessons of the research project. The study used both qualitative and quantitative research methods to gather data. These data collection methods included teacher and student interviews, multiple student questionnaires, and researcher observation. The study involved a ninth grade EFL class which consisted of 28 students where two of the students and their subject teacher were interviewed.

The main findings of the study show that the students were more motivated in the lessons that featured less restrictive tasks compared to the lessons that had more restrictive tasks. The researcher believed that this could be because of the formality of the lessons. The formality can have a direct influence on the learner's motivation (Sundqvist & Sylvén, 2016) and that could be the reason why the less formal lessons received positive feedback from the students. Further findings suggest that using EE activities in a classroom does increases learner motivation, but further research is needed on the subject.

The present study contributes to the ongoing research within the field of L2 English learning concerning EE activities and their use and implementation in school. Additionally, it contributes to the practical use of EE through a Norwegian context. There are multiple studies regarding EE and the effect it can have on student motivation, but there seems to be a lack of research on the practical implications. This study aims to fill that research gap. Further research should be conducted inside of the classroom regarding EE, how to implement student interest in the classroom effectively, and how non-restrictive tasks could improve learner autonomy.

# Table of Contents

## List of Abbreviations

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| EE | Extramural English |
| EFL | English as a Foreign Language |
| KTANE | Keep Talking and Nobody Explodes |
| LK20 | Norwegian Curriculum for Knowledge Promotion 2020 |
| L2 | Second Language |
| Sikt | Norwegian Agency for Shared Services in Education and Research |

# List of illustrations

# 1       Introduction

## 1.1     Topic, Aims and Research Questions

This present study is an action research study that aims to explore how the inclusion of different types of Extramural English (EE) activities in a lower secondary ninth grade class can impact the students' motivation in the English as a foreign language (EFL) classroom. EE is a concept that Sylvén (2009a) introduced in her dissertation when researching the effect of out-of-school English activities' influence on learner's English proficiency and vocabulary (Sylvén, 2009a). EE refers to the activities that a learner participates in, that is not school related and includes English (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) state that the formality of learning can have a direct effect on the motivation of learners (Sundqvist & Sylvén, 2016). Therefore, this study's main aim is to research the learner beliefs about the lessons that include EE with varying degrees of restrictiveness that make the lessons more formal or informal. The research question will be divided into two sub-questions, and they are as follows:

- To what extent does the incorporation of extramural English activities impact learner beliefs about motivation in a 9th grade EFL classroom?
    o What are the learner beliefs about motivation when implementing Extramural English activities into lessons with less restrictive tasks?
    o What are the learner beliefs about motivation when implementing Extramural English activities into lessons with more restrictive tasks?

## 1.2     Relevance of the project and contribution of the study

There are multiple studies that have been conducted through the recent years about EE and its effect on language acquisition and motivation with a Norwegian context, but those studies were focused on conducting questionnaires and interviews with students and teachers. To the best of the researcher's knowledge, there has been a lack of practical research on the topic of including extramural English activities in the classroom with a Norwegian context. This study

aims to fill that gap in the research with providing an action research study on the inclusion of EE activities in a ninth grade EFL classroom.

The lessons of the action research project were inspired by Sundqvist and Sylvén's (2016) model of L2 English learning. Sundqvist and Sylvén (2016) stated that the learner's driving force, or their motivation, is directly connected with how formal the learning is (Sundqvist & Sylvén, 2016). Therefore, in their model of L2 English learning, presented in chapter 2, section 2.1 (figure 1), they show that the learners' EE activities are learner initiated and take place away from the classroom and are thus less formal, while more traditional lessons are teacher initiated and take place behind the desk and thus become more formal. EE activities are generally non-restrictive, meaning that these activities do not directly restrict the learners or set up a framework for learning, while traditional English lessons tend to be more restrictive because they are other initiated for the explicit purpose of learning. The question became, what would the learner beliefs about motivation be if the tasks connected to the EE activities featured different degrees of restrictiveness. Where some tasks would feature a lot of freedom of choice, or non-restrictiveness along with the EE activity, while some lessons would feature EE activities connected to more restrictive tasks.

## 1.3    Outline of the thesis

This section will give an overview of the present thesis and its chapters. The thesis consists of six chapters where chapter 1 introduced the thesis, the aims and the research questions, and further presented the relevance of the project and its contribution. Chapter 2 presents the theoretical background regarding EE, motivation, learner autonomy, learner beliefs, presents relevant parts of the English subject curriculum (LK20), and present summaries for previous research on EE. Chapter 3 explains the methods used to conduct the study, the data collection methods, ethical considerations, and introduced the lessons that would be conducted in the study. Chapter 4 presented the results gathered from the research project. Chapter 5 discussed the findings from the results chapter in relation to the theoretical background presented in chapter 2. Lastly, chapter 6 presents the main findings, contributions and implications for further research.

## 2        Theoretical Background

### 2.1        Extramural English

In her dissertation "Extramural English Matters" (2009a) Sundqvist researched a phenomenon that she did not have an accurate term for. Sundqvist (2009a) was researching the effect of English outside of school through non-school related activities and its effect on their oral proficiency and vocabulary (Sundqvist, 2009a), but there was not a term that accurately described this concept. Therefore, in her dissertation, Sundqvist (2009a) introduced a new term for this phenomenon, extramural English. According to Sundqvist (2009a), *extramural English* means "English outside the walls" and the term stems from two Latin words, extra, meaning outside, and mural meaning wall (Sundqvist, 2009a). The "walls" in Sundqvist's (2009a) definition is the classroom, and she further explains that *extramural English* is any type of English contact that a person might come across outside of the classroom, and is not school initiated (Sundqvist, 2009a). Any English contact that happens outside of a school setting may contribute to help English development and language acquisition. The contact does not need to have a direct learning focus, incidental English exposure can still go towards further understanding of English. The concept of *extramural English*, henceforth referred to as EE, is a relatively new concept in the field of English language teaching (ELT). Sundqvist (2009a) explains in her dissertation that EE is closely related to Benson's (2011) concept of out-of-school learning (Sundqvist, 2009a), but you can also see the roots in other resource-based approaches that Benson (2011) covered.

Benson's (2011) concept of out-of-school learning is similar to what Sundqvist (2009a) wanted to research; however, Sundqvist (2009a) wanted a term that covered both aspects of input and output when it came to contact with English as a second language, and wanted the term to also encompass incidental contact with English and contact that was not explicitly learning focused (Sundqvist, 2009a).

Benson's (2011) resource-based approaches to language learning are closely related to the concept of EE, but the major difference is that the resource-based approaches are narrower in their definitions and focus on school-based or school-related learning (Benson, 2011). Consequently, EE is more broadly defined to encompass both input and output of English, and EE does not need to have a specific learning focus (Sundqvist 2009a). According to Sundqvist

and Sylvén (2016), the term EE can function as an umbrella term for different terms and concepts within second language (L2) acquisition related to English contact outside of the classroom whether it be through implicit learning or not (Sundqvist & Sylvén, 2016). Examples of EE activities include interacting with media that features English, for instance watching a movie or tv-show, listening to music or podcast, reading the news, playing a videogame, etc. EE activities can even be an incidental conversation with a stranger or a friend if it is through English (Sundqvist & Sylvén, 2016).
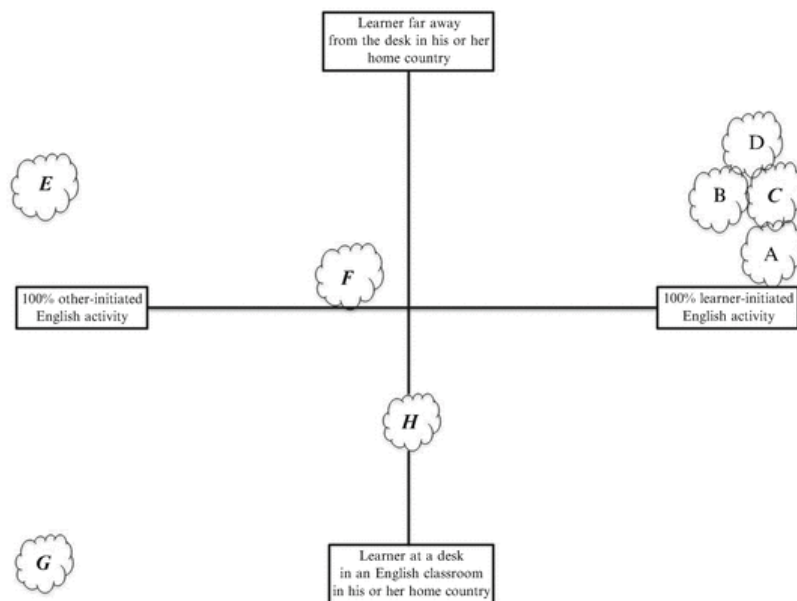


*Figure 1 Model of L2 English learning (Sundqvist & Sylvén, 2016, p. 10)*

Sundqvist and Sylvén (2016) presents a model of L2 English learning that included EE to show where different activities were placed in relation to where the English activity took place, and to what degree it was learner initiated. Figure 1 shows this model of L2 English learning. In their model, the horizontal or X-axis represents the driving-force of learning English. All the way to the right on the X-axis (100% learner-initiated English activity) they feature activities that are self-chosen by the learner, whilst all the way to the left (100% other-initiated English activity) feature activities that are chosen by someone that is not the learner like a teacher (Sundqvist & Sylvén, 2016). The vertical or Y-axis shows what location the activity takes place. All the way to the top of the Y-axis represents the farthest a learner can be from a classroom, whilst all the way down represents sitting in the classroom (Sundqvist & Sylvén, 2016). The two variables of their model are therefore the driving force of the learner and their location, and they argue that most English activities can be placed on this model

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(Sundqvist & Sylvén, 2016). The letters shown in the figure correspond to different examples that Sundqvist and Sylvén (2016) give when describing the model. Letters A-D are EE activities and are placed towards the upper-right corner because they are learner-initiated and take place outside of the classroom (Sundqvist & Sylvén, 2016). Letters E-H are representations of non-EE activities that are to different degree teacher-initiated and therefore non-EE activities (Sundqvist & Sylvén, 2016). The letter G represents activities that are completely teacher-initiated where the learners sit at their desks alone with the purpose of learning English (Sundqvist & Sylvén, 2016). Letter F and H are variations of teacher-initiated activities, either in or outside of the classroom, but with a strong emphasis on learner input (Sundqvist & Sylvén, 2016).

Sundqvist and Sylvén (2016) state that "a learner's driving force is connected with the level of formality of learning" and further explain that when an activity is initiated by a teacher it becomes more formal-learning, while an activity that is initiated by the learned becomes more informal-learning (Sundqvist & Sylvén, 2016). When a student interacts with English outside of school it is often learner initiated and that can have an effect on the learner's driving force, or motivation, through the informal English activity. The learner can get motivation to learn because of their interest and researchers suggest that this aspect of EE should be implemented into lectures in order to motivate the students to learn in a school setting (Leona, et al., 2021).

## 2.2    Benson's (2011) Resource-based approaches

In "*Teaching and researching autonomy in language learning*" Benson (2011) writes about resource-based approaches. He describes resource-based approaches as cover term for different concepts that "share a focus on the learners' independent interaction with physical, human or digital language learning resources" (Benson, 2011, 127). The resource-based approaches that Benson (2011) covers are self-access, tandem learning, distance learning, self-instruction, and out-of-class learning (Benson, 2011). These approaches are relevant when discussing EE and some of them are directly sited as inspiration and being the groundwork for defining EE in its inception, but the resource-based approaches also indirectly present methods of how to include EE activities into a classroom setting.

### 2.2.1 Self-access

Benson (2011) describes two separate definitions of *self-access*. The first definition cited in Benson (2011) comes from Sheerin (1991) and describes self-access as "a way of describing materials that are designed and organized in such a way that students can select and work on tasks on their own" (Benson, 2011, p. 128). This definition compares well with the concept of EE and with Sheerin's (1991) definition of self-access the teacher can guide the students through their own interest to hopefully enhance their interaction with the subject. Benson (2011) also describes Gardener and Miller's (1999) definition and argues that their definition is the best version of self-access (Benson, 2011).

According to Gardener and Miller (1999), self-access takes the form of self-access centers where you have a physical hub of different tools and people that can directly help you to achieve your learning goals (Benson, 2011, p.128). Such a self-access center could for instance be a library where you have staff that can help you, but also tools where you can work independently. Gardener and Miller (1991) presents an interesting way of including the students EE activities and interests into a school setting, but for this project with a limited time frame, Sheerin's (1991) description of self-access appears to be the more relevant definition. With Sheerin's (1991) definition of self-access, the focus is set on the student's interaction with the content, likewise to EE, self-access aims to put a lot of the learning initiative on the learner through interaction, but with the teacher as a guideline.

### 2.2.2 Tandem Learning

Similarly, to self-access, *tandem learning* also has a focus on school-based learning, and institutionalized organization. Benson (2011) used different resources to arrive at different conclusions of what tandem learning is, but in general it is focused on two pupils working together to learn from each other (Benson, 2011). An example Benson (2011) uses is where a French learning German class paired up with a German learning French class where they cooperatively worked together to learn from each other (Benson, 2011). *Tandem learning* is described to focus on in-school learning, however it can be used in an out-of-school context and therefore have a similar effect to EE. Benson (2011) used Skype as an example of a tool that could be used to promote language learning through tandem learning (Benson, 2011). Consequently, through the rise in both the usage and versatility of other communication apps like discord, there has been an increase in EE activities that promote language learning similar to tandem learning. It has become easier for people with different backgrounds and languages to talk and interact with each other through shared interests because of communication apps

like Skype and Discord. This can place an English learner with other English learners or native English speakers to promote language learning. An example of this is shown in Sundqvist and Sylvén (2016) where they met Hicham, a Swedish student, who had talked to a native English speaker in order to further develop his own English skills (Sundqvist & Sylvén, 2016). Benson (2011) uses tandem learning as a focus for international cooperation between schools, but the concept has its use in a normal classroom setting. Many students do experience tandem learning in their free time by communicating with people from different nationalities, thus having English exposure through those interaction. In an ordinary school setting, tandem learning can be used by through groupwork and other social aspects where the learners can work together and learn from each other.

### 2.2.3   Distance Learning

Self-access and tandem learning have a focus on institutional learning but can still function in an out-of class setting. However, Benson (2011) explains that distance learning and self-instruction are not supposed to be in school at all, but rather at home, work or wherever, yet still include a teacher as a guide (Benson, 2011, p. 133). In practice, *distance learning* is supposed to be autonomously guided learning. According to Benson (2011), distance learning was made for people who either could not or did not want to be in a traditional classroom setting (Benson, 2011, p. 135). Through the use of distance learning, the learner gains more autonomy even though it was not the purpose of distance learning (Benson, 2011). Through distance learning the learner gains more control of their own schedule and goals and it supports the development of learner autonomy. Distance learning is supposed to take place outside of school and therefore share many similarities with EE.

### 2.2.4   Self-Instruction

Benson (2011) use the term *self-instruction* "to describe various ways in which people 'teach themselves' foreign languages" (Benson, 2011, p. 137).  According to Benson (2011) there is little research on the effectiveness of self-instruction. Self-instruction, like the name applies, is where the learners are responsible for their own learning, but often through self-instructional material. Benson (2011) notes that similarly to distance learning, a learner that uses self-instruction needs autonomy to succeed, however there is little evidence that self-instruction fosters learner autonomy and it is difficult to evaluate its effectiveness in L2 language learning (Benson, 2011). Self-instructional materials are typically designed to be

worked on chronologically by the learner and therefore do little to foster autonomy (Benson, 2011).

In contrast, distance learning provides the learner with meaningful interactions with the coursework through support, feedback, interaction and a more collaborative control between the learner and the teachers (Benson, 2011). Through interest, this method can be useful, but mostly in learners who already have some form of autonomy (Benson, 2011). Generally, distance learning and self-instruction are supposed to be learning outside of the classroom and is for students that either do not want to be in an ordinary classroom setting, or that wants to continue working outside of school. However, there are ways of using these approaches in a school setting, for instance by creating lessons that are out of the ordinary and feature a lot of autonomously guided learning. Thus, you motivate the learner who does not like the normal classroom setting by giving them something different, and you give the more autonomous learner freedom to work however they want.

### 2.2.5 Out-of-class Learning

According to Benson (2011), *out-of-class learning* is centered around the idea of activities that serves as a supplement for classroom learning, where the focus is to learn through interest and pleasure (Benson, 2011, p. 139). Benson (2011) writes that out-of-class learning includes learning such as homework or extracurricular activities, all school-based activities, however, Benson (2011) chooses to focus on the interest and pleasure side of the concept. Through out-of-class learning, a learner can incorporate their interest and pleasure in order to promote language learning but through a focus on learning (Benson, 2011, p. 139). Out-of-class learning is the concept that is most closely associated with EE. However, the major difference is that out-of-class learning locks the person into a deliberate learner role with a focus on language learning. This excludes any form of incidental language learning and incidental English exposure that Sundqvist (2009a) wanted a term to include, and consequently introduced EE (Sundqvist, 2009a). The focus on student interest and pleasure in out-of-class learning, can still be featured in in-class learning. By creating lessons that incorporates learner interest into lessons, one might achieve the same results as Benson's (2011) out-of-class learning, but inside the classroom.

The resource-based learning approaches that Benson (2011) presents are defined within an educational learning environment, where the focus is language learning through implicit learning. The activities are designed by a teacher or someone else, to teach someone a language. The resource-based learning approaches, along with similar concepts within L2

language learning, lay the groundwork for Sundqvist's (2009a) definition of EE. These approaches within L2 language learning focus on activities where the goal is to learn the foreign language. Yet, Sundqvist (2009a) needed a term that included incidental English exposure, English activities that were not intended to promote language learning, but still in some ways did. Sundqvist (2009a) introduced the new term EE, but it also became an umbrella term for other concepts in L2 language learning (Sundqvist & Sylvén, 2016). EE includes activities outside of school that has the intended focus to learn English, but also activities that just feature English. Therefore, all of the resource-based approaches that do not happen within school, are included in this term, and also other concept that feature learning outside the classroom fits under the umbrella of EE.

## 2.3    Motivation

An important concept within learning is motivation. Ryan and Deci (2000a) defines to be motivated as "to be moved to do something" (Ryan & Deci, 2000a, p. 54), someone who is unmotivated lacks the desire or inspiration to do something, while someone who is motivated is more active and energized (Ryan & Deci, 2000a). In L2 learning, motivation plays a significant role in a learner's overall engagement, persistence, and ultimate success in acquiring proficiency in their L2. The motivational theories presented in this chapter are Ryan and Deci's (2000b) self-determination theory with a focus on intrinsic and extrinsic motivation, the theoretical concept of flow and Dörnyei's (2009) L2 motivational self-system.

### 2.3.1    Self-determination theory

Deci and Ryan (2000b) define self-determination theory as an approach that focuses on human motivation and growth (Deci & Ryan, 2000b). Through self-determination theory, Deci and Ryan (2000b) propose that there are three factors that play a role towards facilitating motivation and well-being in a person, these factors are the need for competence, relatedness and autonomy (Deci & Ryan, 2000b). Self-determination involves "the experience of choice" (Deci & Ryan, 1985, p. 38) and therefore being autonomous, being able to show competence and having a sense of relatedness and belonging is instrumental towards self-determination theory (Deci & Ryan, 2000b). Ryan and Deci (2000a) also use self-determination theory to "distinguish between different types of motivation based on the different reasons or goals that

give rise to an action" (Deci & Ryan, 2000a, p. 55). Two of these different types of motivations that will be elaborated on further is intrinsic motivation and extrinsic motivation.

### 2.3.2   Intrinsic motivation

According to Sundqvist and Sylvén (2016), intrinsic motivation is the motivation that comes from within oneself (Sundqvist & Sylvén, 2016). It is the type of motivation that can stem from the want of doing something either from pleasure, satisfaction, curiosity, or just the simple notion of wanting to do that certain activity (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) further note that through research within L2 motivation they have experienced that learners who are intrinsically motivated have more fun and have more meaningful experiences, and a possible result this can have is that the L2 learning can be stronger (Sundqvist & Sylvén, 2016). Deci and Ryan (1985) describes being intrinsically motivated as someone who is free from pressures and the need for rewards and therefore describes intrinsic motivation as more autonomous (Deci & Ryan, 1985). Intrinsic motivation, according to Deci and Ryan (2000a), is doing something because it is interesting or because it is enjoyable (Deci & Ryan, 2000a).

### 2.3.3   Extrinsic motivation

The other form of motivation Sundqvist and Sylvén (2016) discuss is extrinsic motivation. Sundqvist and Sylvén (2016) explain extrinsic motivation as coming from outside factors and they further explain it as "individuals performing a behavior as a means to a specific end" (Sundqvist & Sylvén, 2016, p. 89). It is the motivation that comes from meeting a deadline on a project, it is the motivation to do well on tests, or to study hard to get good grades (Sundqvist & Sylvén, 2016). Ryan and Deci (1985) explain extrinsic motivation as where you do something for another reason than interest and pleasure, and that it can be because of pressure from outside factors (Ryan & Deci, 1985). Both extrinsic and intrinsic motivation are important in their own right, but intrinsic motivation is the more reliable form of motivation to prevent burnout and to gain greater L2 learning outcomes (Sundqvist & Sylvén, 2016).

### 2.3.4   Dörnyei's L2 Motivational Self System

An important model in L2 motivational research is the model of the L2 Motivational Self System introduced by Dörnyei (2005). The model for L2 motivation that Dörnyei (2005) introduced, is a reimagination and a reformation of previous research on L2 motivational

theories, especially the concept of integrativeness by Gardner and Lambert (1959) (Dörnyei, 2009). Dörnyei's (2009) L2 Motivational Self System is built on other concepts and research within the motivational research field; however, it stands out by utilizing theories of the self (Dörnyei, 2009). Dörnyei (2009) argues that progression in L2 is not the same as other subjects (Dörnyei, 2009). According to Dörnyei (2009), previous research on L2 motivational theories have argued that the subject of L2 is more personal and connected to the learner's personality, meaning that it has a greater effect on the person as a whole (Dörnyei, 2009). The L2 motivational self system is built on three concepts, the ideal L2 self, ought-to L2 self, and L2 learning experiences.

*The ideal L2 self* refers to the image that the learner has of themselves as a successful language user. According to Dörnyei (2009) the ideal L2 self can be a powerful motivating factor in L2 development because of "the desire to reduce the discrepancy between our actual and ideal selves" (Dörnyei, 2009, p. 29). If someone has an ideal version of themselves, or looks up to someone who is the ideal, it can be motivating to work towards that ideal (Dörnyei. 2009). Dörnyei (2009) hints at the learner internalizing their motivation and that the motivation comes from themselves, from their interest in achieving their goals. Therefore, the ideal L2 self is closer to intrinsic motivation because of the internalizing of goals and wanting to get themselves closer to what they perceive as their ideal L2 self.

*The ought-to L2 self* refers to the person that the learner should aspire to become. According to Dörnyei (2009) the ought-to L2 self is the "attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). It is the societal expectations and the obligations that influences the L2 learner and is more in line with the extrinsic form of motivation, motivation through outside factors.

*The L2 learning experience* refers to the actual situations, environment, and experiences through learning an L2 (Dörnyei, 2009). These L2 learning experiences can be through activities with the L2, from the curriculum, classmates, experience of success, interactions, challenges encountered by the learner, and other experiences that affect their L2 acquisition (Dörnyei, 2009). Through these activities and positive experiences of success there can be an increase in motivation while the opposite can happen through negative or demoralizing experiences.

## 2.4    Learner Autonomy

The concept of *autonomy* was first introduced by Holec (1981) in his report to the Council of Europe where he wrote about autonomy in language education. In Holec's (1981) report, *Autonomy and Foreign Language Learning*, he defines autonomy as "the ability to take charge of one's own learning" (Holec, 1981, p. 3). Holec (1981) further elaborates that autonomy is where the learner is entirely responsible in all aspects of their learning, objectives, contents and progression, methods and techniques, and evaluation (Holec, 1981). However, Benson (2011) argues that this definition is problematic due to its focus on the technical term and "leaving open the nature of the cognitive capacities underlying effective self-management of learning" (Benson, 2011, p. 60). Instead of adhering with Holec's (1981) original definition of autonomy being "the ability to take charge of one's own learning" (Holec, 1981, p. 3), Benson (2011) provides a different definition, thus defining *autonomy* as "the capacity to take control of one's own learning" (Benson, 2011, p. 58). Benson (2011) chose to focus on the construct of taking control instead of taking charge since "the construct of 'control' appears to be more open to empirical investigation than the constructs of 'charge' or 'responsibility'" (Benson, 2011, p. 58).

According to Benson (2011), it is not necessary to give a more specific definition of autonomy (Benson, 2011). Someone can give a more specific definition that maps out all the different aspects of autonomy, but that would not give a practical or useful definition (Benson, 2011). Autonomy is an open term that can take many forms and therefore it can be more applicable to have a broader and simpler definition of the term.

In an attempt to describe an autonomous learner, Benson (2011) sites different attempts of profiling an autonomous learner through research on the subject. There are those who have attempted to create lists of competencies and characteristics that describe the autonomous learner. Some of the lists are excessive in their inclusions like Candy's (1991) list where she has 13 sections with more than a hundred points on what an autonomous learner is (Candy, 1991). Others like Breen and Maan (1997) have a more compressed set of characteristics in order to give a more comprehensive view and description of the autonomous learner. Benson (2011) notes that in these list of characteristics "the components described are often of very different orders, ranging from skills to aspects of attitude and personality" (Benson, 2011, p. 118) and further elaborates that if the autonomous learner is someone who has learned the attributes of an autonomous learner, or if these traits are inherently ingrained in their personality and approach to learning and life (Benson, 2011). Benson (2011) discusses

how much control a learner needs over their learning in order to be an autonomous learner and comes to a possible definition of learner autonomy. To define and explore *learner autonomy* it can be interesting to view it from a holistic perspective, Benson (2011) explains learner autonomy as "a broad capacity to control those aspects of learning that are particularly salient to the learner, the learner's goals and purpose, and the context of teaching and learning" (Benson, 2011, p. 118).

## 2.5    Learner Belief

According to Paula Kalaja, Ana Maria F. Barcelos and Mari Aro (2018), the research regarding L2 *learner beliefs* have changed throughout the years. The research has changed "from a narrow focus on beliefs alone to an ever-broadening focus on beliefs being constructed by a learner while interacting with others" (Kalaja et al, 2018, p. 232). The newer ideas behind L2 learner beliefs are that it is complex. Kalaja et al. (2018) describe the newer views on learner beliefs as it being more dynamic and how student's beliefs can be influenced by other factors to a larger extent than previously thought (Kalaja et al., 2018). Kalaja et al. (2018) states that "broadly speaking, the term learner beliefs refer to the conceptions, ideas and opinions learners have about L2 learning and teaching and language itself" (Kalaja et al., 2018, p. 222).

Kalaja et al. (2018) explain that when looking at learner beliefs with a contextual approach, the focus is that the beliefs are intertwined in the student's contexts (Kalaja et al., 2018). A study that they bring up when discussing student beliefs from a contextual approach, they present a study by Barcelos (2003). In Barcelos (2003) study, she researched student beliefs where she compared and contrasted beliefs of three teachers and some of their students, where it ended up showing that the teachers and students held different opinions about "the roles of teacher and learners, and the teaching of grammar" (Kalaja, et al., 2018, p. 224). Both the teachers and the students influenced each other's beliefs (Kalaja, et al., 2018). According to Kalaja, et al. (2018) the study showed that the beliefs were dynamic and that the beliefs were "context-dependent in nature" (Kalaja, et al., 2018, p. 224).

They go on by discussing the affective turn in research on L2 learner beliefs where the focus became how emotions could have an effect on beliefs and that there is an affective dimension to beliefs (Kalaja, et al., 2018). When discussing this affective turn, they present

Aragão's (2011) study on how emotions could have an effect on student beliefs. According to Kalaja, et al. (2018) the study discovered that there was a strong correlation between the students' beliefs and emotions. Not only were the students' beliefs influenced by their own emotions of fear and joy, but their emotions were also influenced by their beliefs about the rest of their class (Kalaja et al., 2018). Kalaja et al. (2018) suggests that Aragão's (2011) study shows how there is a strong link between beliefs and emotions (Kalaja et al., 2018). Emotions can both have a negative and a positive effect on the student's beliefs depending on the student's contexts and according to Kalaja et al. (2018) "Emotions and beliefs interact in complex ways" (Kalaja et al., 2018, p.230).

## 2.6    Core Curriculum and LK20

The core curriculum – values and principles for primary and secondary education (Overordnet del – verdier og prinsipper for grunnopplæring), is the foundation of Norwegian education and is a guide for educators that outlines overarching values, principles and goals that are central in the Norwegian educational system (Kunnskapsdepartementet, 2017). The core curriculum presents different ideals that education should achieve as a whole, and what practices educators should strive towards in their planning and execution of lessons and course material (Kunnskapsdepartementet, 2017). The core curriculum is overarching in its design, consequently, to gain a better view of specific subject related goals and guidelines you need to view LK20 for specific subjects.

LK20 is the latest iteration of the Norwegian national curriculum. LK20 stand for "Læreplanverket for Kunnskapsløftet 2020" and is a guide for education in Norway (Kunnskapsdepartementet, 2019). In contrast to the core curriculum, LK20 is more specific towards subjects and goals within those subjects. The curriculum show what students are expected to learn by certain years, and educators should design their lessons with LK20 in mind. In LK20 it states that English is a central subject for cultural competencies, communication, education and identity development and should prepare a student for different parts of life (Kunnskapsdepartementet, 2019).

Competence aims and assessment is a part of LK20, and it gives an overview of what a student is expected to know throughout their education. When designing a course and a yearly plan, it is important for a teacher to make sure they have planned for these competency

aims throughout their lessons. The designed lessons for this research project have its basis in these competency aims and can be connected to many of them. However, there are some that are more important to this project than others. Some of the lessons in this research project focus on oral skills while other focus on writing skills, as a result there are many relevant competence aims that are connected to these lessons, but here are the most relevant:

The pupil is expected to be able to…
- use a variety of strategies for language learning, text creation and communication.
- use different digital resources and other aids in language learning, text creation and interaction.
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation.
- write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation.
- read, discuss and present content from various types of texts, including self-chosen texts.

(Kunnskapsdepartementet, 2019).

Following the competence aims, LK20 present its ideas regarding formative assessment. LK20 state that "The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills" (Kunnskapsdepartementet, 2019). LK20 emphasizes that the students should be given the opportunity to experiment on their own and with others when learning a English (Kunnskapsdepartementet, 2019).

## 2.7    Previous Research

This section will present previous research on the topic of EE and motivation through different studies conducted on the subject. This section will have a focus of studies in a Norwegian context but will also include research by Sundqvist and Sylvén (2016). EE is a relatively new term and concept in the field of L2 learning, however, despite its recentness there has been numerous studies done on the topic of EE. The book by Sundqvist and Sylvén

(2016) is an example of a book that has compiled theoretical research and practical research that has been carried out within the field of EE and has heavily inspired the field of EE research.

### 2.7.1 Sundqvist and Sylvén (2016)

Sundqvist and Sylvén (2016) suggest that mapping out and having a dialogue with the learners about their EE activities can be influential in the empowerment of both the teacher and the student (Sundqvist & Sylvén, 2016). By knowing their students EE activities, the teacher can get a greater sense of empowerment, and can create lessons that appeal to the students out-of-school activities. From the student's perspective it can empower them by showing interest in their hobbies, but also show the students the importance of their EE activity and make them more aware of the language learning potential (Sundqvist & Sylvén, 2016). They suggest a number of different methods a teacher can learn and map their respected students EE activities, among these are language diary, questionnaire, interviews, etc (Sundqvist & Sylvén, 2016).

Sundqvist and Sylvén (2016) suggest multiple ways of implementing EE into the classroom. Implementing EE into the classroom does not need to be revolutionary. For instance, reading a book for English class can become an EE activity by introducing free reading where the students themselves choose what book they want to read through their own interest (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) mention that film and tv is underutilized in today's L2 education, simply giving the students the opportunity to suggest films and tv that can be a part of the education is a huge step towards implementing EE into the classroom (Sundqvist & Sylvén, 2016). One of the more challenging ways of implementing EE into the classroom, but far from impossible, is through digital games. Sundqvist and Sylvén (2016) state that "research has shown that digital gaming seems to be an excellent way of promoting the acquisition of a large L2 English vocabulary, and especially so if the games are interactive" (Sundqvist & Sylvén, 2016, p. 171).

### 2.7.2 Røre (2023)

Røre (2023) researched the topic of teacher and learner beliefs regarding EE and motivation. He used a mixed methods approach and gathered data through interviews with three teachers and questionnaires with their 10th grade Norwegian EFL classes.

Through his interviews, Røre (2023) discovered that the teachers had very positive beliefs on the subject of EE, however, they were reluctant to include EE activities in their lessons (Røre, 2023). The teachers believed that it was challenging to engage the entire classroom with these activities, that it would take a lot of time to plan and implement, and they thought there were better activities and projects that would lead towards greater learning (Røre, 2023). An example they had given was in the case of bringing videogames into the lesson. Firstly, the teachers had difficulties of justifying gaming in the curriculum, secondly, it required heavy time investment of the teacher to plan and conduct the lessons, and thirdly they mentioned that it would be near impossible to plan out a lesson that engaged all of the students (Røre, 2023). According to Røre (2023) the teachers "believe that the English course itself remains more or less the same today as before, and that it is the responsibility of each teacher to consider what works best in each classroom, and act upon that" (Røre, 2023, p. 83).

Even though the teachers that Røre (2023) interviewed were reluctant to include lessons with the focus of EE, they did see the benefits of EE. They believed that the students EE interactions had a major effect on the recent increase in English proficiency of modern Norwegian students (Røre, 2023). They also believed that through the increased EE of the students, their motivation had gone up because of the feeling of mastery and the fact that they can interact with English through their own interests (Røre, 2023). There was also a belief that the risen L2 proficiency resulted in the teachers being able to focus more on the content of the lessons versus grammar and learning the language of English. An example that Røre (2023) brings up is where the teachers are able to give the students more autonomy by having a choice of what topics they want to write about, the results being them choosing to write about TikTok creators, anime-authors, and social media influencers (Røre, 2023). An observation Røre (2023) made that is of interest is that the teacher mentioned activities that they had used, but they had not recognized that they were EE activities (Røre, 2023).

Røre´s (2023) research also shows the students thoughts around the implementation of EE and their motivation. The student beliefs in this study were very positive towards EE and its place in education (Røre, 2023). They believed that EE was an important factor in their English proficiency, and it was reported that on average the students in the study spent 4 hours and 20 minutes daily interacting with EE activities (Røre, 2023). This is a drastic increase from Sundqvist's (2009b) study where she measured that the learners spent on average 18.4 hours a week, or approximately 2 hours 30 minutes per day (Sundqvist, 2009b). Røre (2023) had a relatively small sample size, but it is still notable.

According to Røre (2023), the students held EE in high regard where 61% of the students believed that they learned more practical English during EE activities than at school (Røre, 2023). The students believed their motivation came from "feeling competent in the course, having learnt a lot beforehand from their extracurricular activities, and feeling that the course is easy" (Røre, 2023, p. 84) but also felt demotivated towards the English subject because they believed there were a lot of unnecessary coursework (Røre, 2023). Almost half of the students in Røre's (2023) study reported that they felt there was a lot of irrelevant and unnecessary classwork connected to the English subject, they were for this reason positive towards the implementation of EE because of it enabling variation (Røre, 2023).

### 2.7.3   Estensen (2021)

Estensen (2021) researched the EE habits and English vocabulary acquisition of Norwegian sixth graders where the aim of his research was to map out their EE exposure, their EE activities, and its relation towards their English vocabulary proficiency (Estensen, 2021). Estensen (2021) used a mixed methods approach where he gathered qualitative and quantitative data through the use of language diary, vocabulary tests, and a questionnaire (Estensen, 2021). At the time of Estensen's (2021) study, covid-19 was a major limitation in the scope of the study. Thus he only managed to gather data from 45 sixth grade pupils and from the same school (Estensen, 2021).

Estensen (2021) discovered that the students in his study spent an average of "25.1 hours per week" (Estensen, 2021, p. 60)  on EE activities, however he notes that there was a large variation between the lowest reported of 7.1 hours per week and the highest of 62.1 per week, and because of the extreme high of 62.1 hours per week. Estensen (2021) also highlight that some of the data can be exaggerated by the students (Estensen, 2021). Estensen (2021) reported lower numbers than Røre (2023), however, they both report that students spend substantially more time with EE activities than Sundqvist and Sylvén's (2016) findings. This is likely because of the easier access and reliance on computers and mobile phones, and also the rise of social media and online culture.

Similarly to Røre (2023), Estensen (2021) reported that the students in his study believed that they learned more English at home through EE activities, than at school (Estensen, 2021). Some of the activities that the students listed having a great impact on their English proficiency were playing videogames, TikTok, and watching film, tv or videos (Estensen, 2021). While Røre (2023) discovered that some students thought that a lot of the coursework in the English subject was irrelevant, Estensen (2021) suggested that even though

the students believed that EE was their optimal way to learn English, some still argued that there were aspects of the more traditional classroom activities that were helpful in their English development (Estensen, 2021).

Through his study, Estensen (2021) saw a correlation between different EE activities and the students reported proficiency. The two EE activities that were the most popular were playing digital games and TikTok, where boys preferred the former and girls the latter (Estensen, 2021). He encountered that the boys outperformed the girls in the vocabulary tests, and that "The participants who spent the least time on TikTok performed better than those who spent a lot of time on the same activity" (Estensen, 2021, p. 87). It is important to remember that this was a small sample size, but this still suggest that there is a difference in the quality of English in different activities (Estensen, 2021).

### 2.7.4  Høyvik (2022)

Høyvik (2022) explored teacher and student beliefs regarding the use of digital tools in ESL learning, which digital tools were used, and beliefs around digital competence (Høyvik, 2022). The study used a mixed methods approach, collecting qualitative and quantitative data through teacher interviews and student questionnaires, and this was done with 121 students and four teachers, all from a Norwegian school at VG1 (Høyvik, 2022).

Similarly to previous studies, Høyvik (2022) experienced mostly positive results from both students and teachers regarding the use of digital tools in language education. According to Høyvik (2022), the students believed that the use of digital tools increased their motivation towards learning English, but as reported in both Røre (2023) and Estensen (2021), the students in the study believed they learned more English at home through digital games and social media than through its implementation at school (Høyvik, 2022).

The teachers in the study also reported mostly positive beliefs towards digital tools, however some notable challenges were put forward. The major challenge that arise from the use of digital tools were the element of distraction (Høyvik, 2022). Some of the teachers reported to mainly use physical textbooks as resource to create a closed environment without the potential distraction that arrive with digital tools (Høyvik, 2022). Distraction was also a concern for the students in their beliefs (Høyvik, 2022).

This present study has observed that there is a lack of practical research done in the field of EE with a Norwegian context. Accordingly, this present study's aim is to explore learner beliefs regarding EE and their motivation when EE is implemented in English lessons.

# 3　　Methodology

## 3.1　　Introduction

This chapter will present and outline the methods used to investigate the research questions of this thesis that was presented in chapter 1. The main research question of this thesis and the sub-questions are:

- To what extent does the incorporation of extramural English activities impact learner beliefs about motivation in a 9th grade EFL classroom?
  - What are the learner beliefs about motivation when implementing Extramural English activities into lessons with less restrictive tasks?
  - What are the learner beliefs about motivation when implementing Extramural English activities into lessons with more restrictive tasks?

This present thesis was an AR project that used both quantitative and qualitative research methods. Section 3.2 describes and presents the AR approach along with the AR cycle that influenced the teaching project of this thesis. Section 3.3 presents and describes mixed methods research. Section 3.4 shows the quantitative research and data collection method, and section 3.5 shows the qualitative research and data collection employed during this research study. Section 3.6 discusses the reliability and validity of the project while section 3.7 presents the ethical considerations. Lastly, section 3.8 presents the study and the class context in which the study was conducted.

## 3.2　　Action Research

This research project falls in the category of action research and was conducted in a lower secondary 9th grade EFL class. According to Burns (2015), *Action research* (AR) encompass a group of research approaches that "systematically investigate a given social situation and promote democratic change and collaborative participation" (Burns, 2015, p. 187) and further elaborates that it is characterized by "dynamic movement, flexibility, interchangeability and reiteration" (Burns, 2015, p. 188) and allows for self-reflection on the behavior, actions and interactions between all parties (Burns, 2015).

Similarly, Johnson and Christensen (2017) explains that AR has a focus on problem-solving, and that a classroom or workplace can be where someone conducts research (Johnson & Christensen, 2017). Through action research you gather data, and with that data you change what does not work in order to progress in your research (Johnson & Christensen, 2017). Johnson and Christensen (2017) explains *action research attitude* as "when you take on the attitude of a practitioner and a researcher and you think about how you can improve your workplace" (Johnson & Christensen, 2017, p. 58). You are a researcher, but also a participant, who constantly work towards addressing challenges and work on improving. A classroom is a changing environment where different challenges can occur, therefore having an action research attitude, where you are both the researcher and the teacher, can help with identifying problems and use new strategies to figure out what works (Johnson & Christensen, 2017). Johnson and Christensen (2017) explain that your role is to identify problems, attempt to fix those problems, then observe if what you have changed worked (Johnson & Christensen, 2017).

According to Johnson and Christensen (2017), the difference between AR and more regular scientific research is where the different methods emphasize their importance. Johnson and Christensen (2017) explain that the primary focus of basic or regular scientific research is to produce scientific knowledge (Johnson & Christensen, 2017). The knowledge in basic or regular scientific research is more generalized, applies broadly, and even though application of the research is important, it is not the main focus (Johnson & Christensen, 2017). In comparison, AR emphasize the application of research in practice, and to "focus on the local and the particular, rather than on the national and the general" (Johnson & Christensen, 2017, p. 62). Furthermore, AR seeks to identify effective strategies or approaches that help in confronting challenges in particular circumstances or contexts (Johnson & Christensen, 2017). However, according to Johnson and Christensen (2017) AR should "over time be disseminated to the more general level so that the local knowledge can be integrated into more general theory" (Johnson & Christensen, 2017, p. 63). As stated by Johnson and Christensen (2017), a core idea of AR is to conduct research in your workplace and then "when you find strategies and principles that work, you should share them with others in journals, professional associations and universities. That's how local practice can inform broader practice and policy" (Johnson & Christensen, 2017, p. 64).

Johnson and Christensen (2017) strongly believe and present AR as a very positive activity and research method. In their chapter about AR they briefly outline the challenges and limitations that comes with AR research compared to other regular scientific research

methods. According to Johnson and Christensen (2017) AR often have weaker methods and validity strategies, often produce limited information and knowledge, the results are difficult to generalize, and is challenging for institutional review boards that evaluate the ethical practices of the research (Johnson & Christensen, 2017). Johnson and Christensen (2017) present these and other weaknesses, however, they do not explore this aspect any further.

The main difference between this present study and previous studies on the subject of EE in education, especially with a Norwegian context, is that this study uses an AR approach of research. The previous research featured in the theory chapter interviewed teachers and conducted questionnaires with the students to research learner beliefs on EE and motivation. However, there seems to be a lack of research on the implementation of EE into education and its effect on learner's motivation. Thus, to research this topic, the researcher of this study concluded that AR was best suited for exploring learner's beliefs about the inclusion of EE into education and its impact on the learner's motivation.

This AR study followed the cyclical process that Johnson and Christensen (2017) presented. They show the process of AR as a cyclical process, the stages of which are reflect, plan, act, and observe. (Johnson & Christensen, 2017). According to Johnson and Christensen (2017) you can start at any of the four stages, depending on where you are in your research, and one might go through the cycle a number of times (Johnson & Christensen, 2017). This cyclical process was important for the evolution of the lessons in this present research study. Firstly, the researcher needed to reflect and plan the lessons before conducting them. The reflection and planning were helped by the previously conducted questionnaire about the students EE habits, what motivated them, what they liked or disliked about the English subject, etc. Secondly, the researcher acted and conducted the lesson. Thirdly, the researcher noted any observations that were noteworthy throughout the lesson and conducted a questionnaire at the end in order to gather feedback and beliefs about the lesson and their motivation. Lastly, the researcher and their subject teacher reflected upon the data gathered from the questionnaire and observation, thus influencing the following lesson by making improvements and changes in the planning stage.

Throughout the project, the researcher considered the students feedback from the questionnaires and through a collaborative effort, the lessons were changed to address this feedback. Burns (2015) and Johnson and Christensen (2017) explains how AR is suited for reiteration, problem-solving and improvement in the classroom. Through the AR research method, the researcher listened to the learner's feedback, improved what the researcher believed could be improved, and kept what appeared to work in an attempt to increase

motivation and gain a better view of what motivated the learners and the learners beliefs around the inclusion of EE.

## 3.3    Mixed Methods research

This study utilized a mixed methods approach to investigate the research questions. Through a *mixed methods approach*, a study integrates and use both qualitative and quantitative research methods in its data collection and analysis (Dörnyei, 2007; Johnson & Christensen, 2017). A strength that comes with utilizing a mixed methods approach is its possibility of "increasing the strengths while eliminating the weaknesses" (Dörnyei, 2007, p. 44) of both qualitative and quantitative research (Dörnyei, 2007). According to Johnson and Christensen (2017), a mixed methods researcher believe that it is important to view both the qualitative and the quantitative aspects of a research project in order to gain a fuller picture of the research (Johnson & Christensen, 2017). Through the mixed methods approach, the researcher gathers data from multiple sources and methods in order to strengthen the results and minimize the weaknesses in the individual methods (Johnson & Christensen, 2017).

Dörnyei (2007) argues that defining quantitative and qualitative research methods is not straightforward. In their most basic explanation, quantitative research is numerical data, and qualitative research is non-numerical data (Dörnyei, 2007). However, Richard (2005) in Dörnyei (2007) argues that simply giving that basic definition is not a clear enough distinction since "qualitative researchers would almost always collect some information in numbers, and similarly, quantitative researchers usually also collect some non-numerical information" (Dörnyei, 2007, p. 25). Richard (2005) further concludes, "qualitative and quantitative data do not inhabit different worlds. They are different ways of recording observations of the same world" (Richards, 2005, p. 36). Mixed methods approach uses both quantitative and qualitative research methods and by combining the two methods a researcher can strengthen the results by both gathering and viewing the data from different perspectives.

## 3.4 Quantitative Research

According to Johnson and Christensen (2017), quantitative research is focused on the numerical data and is suited for the confirmatory scientific method where the focus is to test hypothesis and theory (Johnson & Christensen, 2017). The numerical information and data gathered through quantitative research methods is focused on representing quantities, measurements and/or counts (Dörnyei, 2007). Quantitative research "generally reduces measurement to numbers" (Johnson & Christensen, 2017, p. 37) and can commonly be seen in survey research where the answers are measurable. Quantitative data is statistical in its nature and more objective and measurable than qualitative data. In this study the researcher got their qualitative data from a number of questionnaires throughout the project. The questionnaires featured in the project contained questions that gathered both quantitative and qualitative data.

### 3.4.1 Questionnaire

Johnson and Christensen (2017) state that a questionnaire is "a self-report data-collection instrument that each research participant fills out as part of a research study" (Johnson & Christensen, 2017).  In this current research study, the questionnaire has a function of gathering data that can be measured and assessed. The questionnaires will gather data concerning the learner beliefs regarding the topics of motivation, EE and the lessons. Measurement is defined as the act of identifying "the dimensions, quantity, capacity, or degree of something" (Johnson & Christensen, 2017, p. 158) and will help identify key features of the collected data.

There are many factors that play a role in the construction of a questionnaire. Johnson and Christensen (2017) have created such a list of 15 principles of questionnaire construction that give an overview of what is important to consider while constructing a questionnaire (Johnson & Christensen, 2017). All the points should be considered while constructing the questionnaires, but only the most relevant points will be listed and elaborated on in this section. Some of the principles are self-explanatory, but still important. The first principle is an example of a principle that can be self-explanatory, it states "Make sure the questionnaire items match your research objectives" (Johnson & Christensen, 2017, p. 192) and will therefore not be elaborated on.

One of the most important points for this research project is Johnson and Christensen's (2017) second principle, "Understand your research participants" (Johnson & Christensen,

2017, p193).The research participants in this study are 9th grade EFL students, who vary in their degree of competency in the English subject, therefore the questionnaires need to be able to appeal and to be understood by all of the students.

The third principle is "Use natural and familiar language" (Johnson & Christensen, 2017, p. 193) a classroom is filled with students from different backgrounds, degrees of English proficiency, and a researcher need to make sure that everyone can understand all of the questions. According to Johnson and Christensen (2017), a researcher should use language that is understandable and to avoid technical terms (Johnson & Christensen, 2017). Therefore, in order to make sure that everyone can answer the questionnaires to the fullest of their abilities, it is applicable to use the original language of the classroom and for this present study this would be in Norwegian. This principle is also relevant to the fourth principle "Write items that are clear, precise, and relatively short" (Johnson & Christensen, 2017, p.194). Similar to the third principle, it is important to keep the questions understandable for both the researcher and the participant, adding unnecessary length and complexion will neither benefit the researcher nor the participant, it will only lead towards unreliable data, and frustration and confusion for the participant (Johnson & Christensen, 2017).

Johnson and Christensen's (2017) eight principle "determine whether an open-ended or a closed-ended question is needed" (Johnson & Christensen, 2017, p.197) is an important principle in many ways. As Johnson and Christensen (2017) state, an open-ended question leaves the participant with the ability to answer whatever they want, and therefore have the ability to give natural and insightful qualitative data (Johnson & Christensen, 2017). Open-ended questions can provide information that the researcher have not considered, but in order to construct quality open-ended questions, one need to consider the participants ability and environment.

Johnson and Christensen's (2017) tenth principle is "Consider the different types of response categories available for closed-ended questionnaire items" (Johnson & Christensen, 2017, p. 200). Here they give an outline of the different methods of which closed-ended questions can be made and which responses can work. The closed-ended questions in this study's questionnaire are based on a rating scale in order to gather data from the participants. Johnson and Christensen (2017) explain rating scale as a "continuum of response choices that participants are told to use in indicating their responses" (Johnson & Christensen, 2017, p. 200). The closed-ended questions in this study's questionnaire uses a *fully anchored rating scale* which is where there is a rating system, in this case 1-6, where each point is labeled. Johnson and Christensen (2017) also stress that creating a balance between the anchor points

are important for correct result (Johnson & Christensen, 2017). This means that if you have a scale from 1-6, three of the options should be towards the negative side, and three towards the positive. Therefore, for this study's questionnaires the researcher landed on the following fully anchored rating scale: (1)strongly disagree, (2)disagree, (3)somewhat disagree, (4)somewhat agree, (5)agree, (6)strongly agree. Rating scales that have less than four choices are considered to give less reliable information, while having more than 11 can be deemed as confusing for the participant (Johnson & Christensen, 2017). This questionnaire used six anchor points to get a better view of the student beliefs and letting the participants have a decent amount of options, but not overwhelmingly many. The researcher also chose to omit the neutral middle from the scale. Johnson and Christensen (2017) state that omitting the neutral stance can lead towards less ambiguous data, however, it can irritate participants who actually are neutral on a subject (Johnson & Christensen, 2017), but since the participants are 9th graders the researcher felt it was more important to have them choose instead of opting for the easy middle-ground.

The final principle that Johnson and Christensen (2017) present is "Always pilot test your questionnaire" (Johnson & Christensen, 2017, p.211). This is an incredibly important principle, especially if one is not familiar with questionnaires. A pilot questionnaire was conducted at the beginning of the project, and it showed the flaws in the original questionnaire. The researcher of this study has not conducted many questionnaires before, thus by conducting a pilot questionnaire the researcher was able to spot problems with its design and scope. The questions in the original were too convoluted, confusing, and used a different rating scale that was not as effective. However, the biggest problem was that the questions on the questionnaire did not gather enough data, therefore the questionnaires were rebuilt, and questions were added to strengthen the quality of the results.

The questionnaires that were conducted in this study, were conducted through Nettskjema. The main reason for using Nettskjema is because of ethical reasons. According to the University of Oslo, students are recommended to use Nettskjema when collecting personal data, and Nettskjema is a safe option that stores data digitally and encrypted (University of Oslo, n.d.). The ethical aspect of the use of Nettskjema will be further elaborated upon in the ethical consideration section. From a practical point of view, Nettskjema was easy to use for both the researcher when constructing the questionnaires, easy for the students to access and use since only a link was needed to access the questionnaire. Furthermore, the data collected was easily accessible afterwards and made graphs out of the answers to clearly show the results.

Six questionnaires were conducted throughout the duration of the teaching project. The first questionnaire was held before the project started, which served to map out the students EE habits and English interaction, their beliefs around their motivation to learn English, and other background information. This post-project questionnaire consisted of 38 questions and the data from these questions would lay the foundation for the planning of the lesson plans throughout the project. With the data from the starting questionnaire, the researcher gained a greater idea of what EE activities the students engaged with, what motivated them to learn English, what the students believed about their own learning, and more.

While the teaching project took place, four questionnaires were conducted towards the end of most of the lessons. The reason for not having one after each lesson was because some lesson plans used two lessons. These questionnaires were shorter in length compared to the starting questionnaire, consisting of between 13 to 20 questions each. Varying in questions based on what the lesson consisted of. The questions feature in these post-lesson questionnaires were a combination of quantitative and qualitative questions, and the questions aimed to gather data about learners' beliefs regarding the lessons and motivation. Students were asked about what they liked about the class, what they did not like, if they felt more motivated, what could be improved, etc. The goal for these questionnaires were twofold, the first goal was to gather data about their beliefs about the inclusion of EE activities and ideas, the other goal was to improve the later lessons with what worked and change what did not. Based on the feedback gathered from these questionnaires, the lessons would continually change based on the learner's beliefs and thoughts about the lessons and the researcher's observations.

When the teaching project was finished, the researcher conducted a post-project questionnaire in order to assess the overall student beliefs about the project. This questionnaire consisted of 18 questions where six out of the 18 questions were open-ended, where they could freely write their thoughts and beliefs. The remaining questions were quantitative where they chose between the six options they received.

## 3.5     Qualitative Research

According to Johnson and Christensen (2017), *qualitative research* is exploratory in its data and focuses on people's experiences and people's perspectives (Johnson & Christensen, 2017). Contrasted with quantitative methods where the goal is collecting numerical data which are easily measurable, qualitative data aims to collect nonnumerical data that are based on for instance writing or pictures (Johnson & Christensen, 2017). Dörnyei (2007) define qualitative research similar to Johnson and Christensen (2017), but also writes that defining qualitative research has generally been more difficult compared to quantitative research, because of its lack of distinct guidelines (Dörnyei, 2007). However, Dörnyei (2007) presents qualitative research as a thriving discipline that have its own core set of characteristics and attributes: its emergent nature, its wide set of data collection methods, it's natural setting, its interpretive analysis, etc. (Dörnyei, 2007).

According to Johnson and Christensen (2017), pure qualitative research methods are usually done when little is known about the research topic and can be used to gather data about people's experiences and perspectives (Johnson & Christensen, 2017). This study has a focus on learner's beliefs, therefore qualitative research methods play a major role in the data that was collected. The qualitative data gathered from the research study came from multiple sources. Interviews were conducted with the class subject teacher and two participating students. Additionally, the questionnaire gathered qualitative data through its open-ended questions where students could freely write their thoughts. Finally, qualitative data was gathered through observation and field-notes from the researcher throughout each lesson.

### 3.5.1   Interview

This present study conducted interviews with a ninth grade English teacher and two students. The purpose of an interview is for the interviewer to gather information from the person he is interviewing (Johnson & Christensen, 2017). The interviews that were conducted in this study were face-to-face, or in-person interviews, where the interviewer conducted the interviews personally with the subjects and not through a computer (Johnson & Christensen, 2017). Johnson and Christensen (2017) state that an interview is an interpersonal encounter where it is important for the interviewer to establish good rapport with the interview subject (Johnson & Christensen, 2017). There are many parts that play a role in conducting an interview, the interviewer needs to be friendly to establish a safe environment for the interviewee, but the

interviewer also needs to be impartial in their approach (Johnson & Christensen, 2017). If the interviewer reacts either strongly positive or negative, this can affect the responses that the interview subject gives, thus being neutral and at the same time approachable can be important for reliable results (Johnson & Christensen, 2017). Another aspect of interviewing that Johnson and Christensen (2017) highlight, is that the interviewer needs to be trustworthy (Johnson & Christensen, 2017). They argue that if one is not trustworthy, the data one would gather would be biased and the suggested ways this can be prevented is to be clear and informative with the interview subjects (Johnson & Christensen, 2017).

To establish trustworthiness for this present study the interview subjects received an information letter and a consent form of what the interview would be about and their rights (see appendix A and B). During the interviews the interviewer would be clear, informative and honest about the project and how the data would be handled. The interview subjects were informed about the project and what the interviews would be about and that the data would be handled with care. The interviews in this project would be recorded using Nettskjema's Diktafon app. It can be important to record the interviews because then it is assured that no important data is lost (Johnson & Christensen, 2017). The choice of using specifically Nettskjema's Diktafon app will be elaborated on in the ethical considerations section, but the interview subjects were informed that the recording would be encrypted and safely stored through Nettskjema and not on any private device. Another aspect that makes Nettskjema's Diktafon app the optimal tool for recording interviews is that it has a function that transcribes the interviews. The transcription is not always flawless, and it needs to be double checked whenever used and corrected by the researcher, but fixing the generated transcription saves more time than transcribing by hand. The interview subjects were all informed that the interview would be anonymous and that pseudonyms would be used when referring to the subjects, no personal identifiers would be featured in the study. Two of the interview subjects were 9th grade students, therefore the consent form was signed by their guardian instead of by themselves.

There are different approaches of conducting interviews, and the interviews that were held in this research project followed the interview guide approach. Johnson and Christensen (2017) write that there are three common approaches to conducting qualitative interviews, informal conversational interview, standardized open-ended interview and interview guide approach (Johnson & Christensen, 2017). *Informal conversational interviews* are very loose in its structure and do not include an interview protocol that it follows but rather talk about the topic and follow the leads that spring up (Johnson & Christensen, 2017). *Standardized open-*

*ended interview* takes the opposite approach of having an interview protocol or guide with questions that will be asked and follows this guide in all interviews (Johnson & Christensen, 2017). Compared to the other two approaches, the *interview guide* approach handles the middle ground of utilizing an interview protocol or guide, but also being able to stray from the guide, ask follow-ups, omit questions and ask questions that stems from the conversation (Johnson & Christensen, 2017). Through the interview guide the interviewer has a plan for what open-ended questions they want to ask but is able to change and adapt to the interview (Johnson & Christensen, 2017). The interview guide approach was chosen because of its versatility and because it appeared to be the best fitting approach from both the researcher and the interview subjects. To view the interview guides, see appendix C and D.

3.5.2   Observation

Observation was another form of quantitative data collection method that was used throughout the project. Johnson and Christensen (2017) define observation as the "watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest" (Johnson & Christensen, 2017, p.240). They further inform that observational data collection is an important counterpart to the participants self-reported data, because it can show potential discrepancy between what information is gathered by the participants and how they actually behave (Johnson & Christensen, 2017). The researcher should attempt to be unobtrusive in their observation in order to get more natural responses and observations (Johnson & Christensen, 2017).

Naturalistic observation was performed in this study. *Naturalistic observation* is where the observation is done in a natural setting or the real world (Johnson & Christensen, 2017), in this study's case the classroom would be the natural setting. Additionally, the observation will be qualitative because the observation will not be structured or standardized to the effect of quantitative observations (Johnson & Christensen, 2017). The observation was done through the use of field notes where the researcher wrote notable observations that were relevant to the research and improvement of the lessons. Furthermore, the field notes consisted of impressions the researcher made towards the content of the lessons based on the reaction of the students, their appearance or reluctance to interact with the lessons, and any other notable observations. According to Johnson and Christensen (2017), you need to consider everything while observing that can be relevant, and the nature of qualitative observations is to be exploratory in its purpose (Johnson & Christensen, 2017).

Johnson and Christensen (2017) mention different roles a researcher can play when in the field. They vary from complete participant, participant as observer, observer as participant and complete observer (Johnson & Christensen, 2017). On one side of the spectrum you have the *complete participant* who acts as an insider and a participant of the group in the study, on the other side of the spectrum you have the *complete observer* who is on the outside of the group in the study (Johnson & Christensen, 2017). The example of complete observer that Johnson and Christensen (2017) use when explaining the role is if the participants are being observed through a one-way mirror, they do not know they are being observed and can, in theory, act more naturalistic than when they know they are being observed (Johnson & Christensen, 2017). In the complete participant or complete observer, the participants are not informed that they are being observed, therefore these are not the roles the researcher will take during this current research project. The role that the researcher played in this study is the role of participant-as-observer. Johnson and Christensen (2017) explain the role of participant-as-observer as when the researcher is observing and writing field notes, but the main focus is on the participation in the study (Johnson & Christensen, 2017). In this study the researcher acted as a second teacher, a participant in the study, but also observed and noted relevant observation in the field notes. The participants in the study were also fully aware that they were being observed, and that they were a part of a research project. The weakness of this approach is that the participants are aware that they are being observed and a part of a research study. However, as Johnson and Christensen (2017) suggest, "this problem usually disappears as the people begin to trust the researcher and adjust to his or her presence" (Johnson & Christensen, 2017, p. 242) this project would last for three weeks and during that time this factor could be dampened as the participants gets more used to the researcher.

## 3.6    Reliability and Validity

In any research study, trustworthiness and credibility is massively important when considering the data collected during the study. Reliability and validity in the data collection methods and research methods is what gives the data trustworthiness and credibility. *Reliability* is the consistency in the results and data, while *validity* is the accuracy and truthfulness in the results and data (Johnson & Christensen, 2017).

According to Dörnyei (2007) the term *reliability* "indicates the extent to which our measurement instruments and procedure produce consistent results in a given population in different circumstances" (Dörnyei, 2007, p.50) and further explains that unreliability can arrive from the inconsistencies in procedures, and changing aspects of test and test takers (Dörnyei, 2007). A researcher needs to be careful about reliability when it comes to using instruments that have been reliable in the past (Dörnyei, 2007). Dörnyei (2007) points out that it is easy to get a "false understanding that reliability is a characteristic of the instrument, which would imply that if we use an instrument that has been documented to produce reliable scores before, we do not need to worry about establishing reliability in our sample again" (Dörnyei, 2007, p. 51). Reliability comes from the data, not necessarily the methods of collection.

On the other hand, validity refers to how accurately test scores and data allow for drawing conclusions or interpretations (Johnson & Christensen, 2017). When discussing validity, Dörnyei (2007) mentions two forms of validity, measurement validity and research validity. Dörnyei (2007) argues that the concept of validity has changed from its more traditional definition of "a test is valid if it measures what it is supposed to measure" (Dörnyei, 2007, p. 51) to a definition that encompass many variations of validity that focus on different aspects of the validation (Dörnyei, 2007). However, generally validity's focus is on the "quality of the interpretations and not of the test or the test scores" (Dörnyei, 2007, p. 52) Dörnyei (2007) further adds that it is not possible to gain perfect validity, but a researcher should strive to provide the best evidence for validating the arguments and interpretations (Dörnyei, 2007). In order to gain validity, one must have reliability, but reliability does not instantly make something valid (Nunnally & Bernstein, 1994).

Measuring reliability and validity in this type of action research can be difficult, however there many steps a researcher can take in order to increase trustworthiness and credibility through reliability and validity. This study was about learners' beliefs; therefore, it is important to make the participants comfortable while answering the questionnaire in order to gain truthful data. Before the project started, an informational document was given to all the students and parents that informed them about the project. This informational document is a part of the ethical consideration, but also to inform that participation in the project is completely optional, and if they partake in the questionnaires, the answers are anonymous. Informing the participants that the data collected cannot be traced back to the participants, that their answers are completely anonymous, and that they can opt-out of the study at any moment, helps with them answering truthfully. At every questionnaire they were reminded

that the answer was anonymous and that it was optional. Additionally, to get more reliable answers, the questionnaires were adjusted for the students. It is important for the participants to understand the questions that they are answering. If you make them too technical or make the questions too easy it will give unreliable data (Johnson & Christensen, 2017). The questions used clear and concise language and when the questions demanded something more from the participant, there was given more information in the description of the question. To further bring clarity the questionnaires were written in Norwegian.

To increase the reliability and validity of the research study, multiple data collection methods were used such as interviews, questionnaires and observations. These multiple data collection methods strengthen reliability and validity through its possible triangulation of the data (Burns, 2015). The answers towards the questionnaires gives one perspective, while the interview and observation complement and strengthens or questions the answers of the questionnaire.

The recording of the interviews strengthens reliability and validity. If the interviews were only hand-written notes from the researcher, there is a high likelihood that important details would be forgotten, omitted or misunderstood. Consequently, by recording the interviews nothing gets lost and it is easier to re-listen to the interviews to get a better understanding of what the participant stated, and it leaves less room for misinterpretations. To address this potential misinterpretation of what was said in the interview, the teacher could read what was written based on the interviews, which strengthens validity.

## 3.7    Ethical Consideration

Ethical consideration is a necessity in research, and it is at the heart of action research (Johnson & Christensen, 2017). While doing educational research in any capacity, it is important to consider the ethical aspect of conducting research, especially when your research participants are minors. To conduct this educational research study, the researcher first applied to Sikt in order to establish ethical grounding for the project. If someone wants to conduct research in Norway, it is important to apply to Sikt for approval of the project and to make sure that the project is aligned with the laws and regulations for such research. An application was sent to Sikt, informing them of the project, the plans for the project, and how it would

collect and deal with any personal data that would be collected throughout the project. Sikt approved the research project and the approval can be found in appendix E.

Johnson and Christensen (2017) define *Ethics* as "the principles and guidelines that help us uphold the things we value" (Johnson & Christensen, 2017, p. 124). When conducting ethical research, the researcher needs guidelines and principles in order to create a safe environment for the participants. The research participants safety and privacy is the most important aspect to consider according to Johnson and Christensen (2017) and as Dörnyei (2007) states " social research – including research in education – concerns people's lives in the social world and therefore it inevitably involves ethical issues" (Dörnyei, 2007, p 63). There are many precautions that were taken in order to address the ethical aspect of this research study where privacy, anonymity, clearness, and voluntariness were at the core.

In this research it was important to be clear and open about the project and its effect towards the research participant. For the majority of the participants, the data collected would not gather any personal information. For the majority of the class the data that would be collected was from the questionnaires, and how that data would be collected and stored would not collect any personal information. However, the interviews with two of the students would collect informational data because of the recording of the interviews. Therefore, the way the interview subjects would be informed was different to how the rest of the participatory class would be informed. Even if the majority of the class would not have any personal data collected, it is still important inform about the project. The participants and their parents were all informed about the research that would take place in their classroom. They were informed that no personal information would be gathered from them, but that for three weeks there would be a researcher in the class with the teacher conducting lessons that had the goal of enhancing motivation in the classroom. The parents and the participants were also informed that there would be held questionnaires throughout the project concerning their beliefs about the lessons. Furthermore, it was clearly expressed to the parents and the participants that participation in this project was voluntary and that they could withdraw at any point and that the lessons were jointly made with the teacher in order to not disrupt the student's education.

The two students that were going to be interviewed were informed differently because they were going to be recorded and interviewed by the researcher. Since the interviewees were minors, and therefore cannot consent to participate in the interview, a consent form was handed out to their guardians for them to consider whether or whether not they want their child to partake. The consent form can be found in appendix B and it informed about the project, what precautions were taken for privacy concerns, what the interviews were going to

be used for and other information. Similarly, a consent form was sent to the subject teacher since they were also going to be interviewed (See appendix A).

Privacy and anonymity were key concerns throughout the data collection methods utilized in this project. What methods is used, and how they are implemented are important in order to protect the participants and keep things anonymous (Dörnyei, 2007). Nettskjema were used for both collecting data via questionnaires and the interviews were recorded via Nettskjema's Diktafon app. Nettskjema is recommended by the University of Stavanger and is supported by USIT at Oslo University and is used because of its focus of privacy and security (University of Stavanger, n.d.). Any traffic that arrives through Nettskjema is encrypted, this means that if a participant partakes in a digital questionnaire through Nettskjema, there will not be any cookies or tracers that will track that this person has been on Nettskjema (University of Oslo, 2023). The data from the questionnaire is stored on Nettskjema's databases instead of a personal device of the researcher. Another important feature of Nettskjema is that it is impossible for the researcher to know who has answered what on the questionnaire. Interviews were also conducted through Nettskjema through its Diktafon app. Compared to the questionnaire, interviews contain identifying factors. Therefore, using Nettskjema's Diktafon app is recommended. With Nettskjema's Diktafon, interviews can be recorded and stored safely on Nettskjema databases and therefore will not be saved on any personal devices. Having the recordings safely stored is important when it comes to the participants privacy.

Before the project, the participating students were all informed about the project by the researcher and their subject teacher. This was done to create clarity in why there was a researcher present, and to assure them that this was planned with their subject teacher and that there would not be a drastic interference on their overall education. They were also informed about the data collection methods that would be applied throughout the project and that the researcher would be both act as a teacher to help the classroom and clarify any tasks or questions. They were made aware that the researcher would write down field notes and observations throughout the lessons and that being a part of the research project and the questionnaires were optional. They could opt-out at any point during the research study and the participants were reminded about this, and the anonymity of the questionnaires, throughout the lessons in order to create more safety and natural answers.

## 3.8    The study and class context

The research project took place over three weeks where six English lessons were planned and conducted by both the researcher and the participants English teacher. The main goal for the research project was to explore the learner beliefs about their motivation through the use of EE activities in the classroom. Additionally, the researcher would explore the difference in student beliefs when EE activities were connected to less restrictive tasks and more restrictive tasks.

The participating class is a 9th grade EFL class consisting of 28 students of mixed abilities, a normal classroom. Since this was an AR study, the researcher played the role as both the participant and the researcher, but because of time constraints the researcher believed it was best that the participating teacher conducted the lessons. As stated in section 3.6, one of the limitations with AR that Johnson and Christensen (2017) note, is that students might answer and act differently when a researcher is present (Johnson & Christensen, 2017). To reduce this limitation, the participating class' English teacher would mainly conduct the lessons where the researcher would observe, but also help students and act as a supporting teacher.

Following the AR cycle presented in section 3.2, before any of the lessons were planned, a questionnaire was conducted with the class. This pre-project questionnaire served the purpose of informing the researcher about the different EE activities the students participated with and their beliefs about their motivation to learn English. The results from this questionnaire can be found in the results chapter, section 4.2 Pre-project questionnaire. Table 1 gave an overview of what EE activities the students actively used and table 2 shows what activities motivated them to learn English. This data would help to create the lessons for the project. It can be seen in table 1 that the activity that received the highest frequency was music and in table 2, 88.5% of the students believed that they felt motivated to learn English through music. Table 2 also shows that they felt very motivated to learn English through video games, films and TV-shows, social media and YouTube, with 84% or more of the students agreeing with the statements. This data would start the cyclical process of AR where the findings from this pre-project questionnaire would influence the planning stage through reflection, and in accordance with this process the overall plan would change through the repeated process and constant reiteration (Johnson & Christensen, 2017).

This research project used the AR cyclical process that Johnson and Christensen (2017) presented, and this process would continuously evolve throughout the lessons in the

project. The stages of the process are reflect, plan, act and observe, and when following this AR cycle, the researcher needs to adapt the project to the feedback received from the observations and the participants (Johnson and Christensen, 2017; Burns, 2015). The questionnaire and the observations would act as the observe stage, where data is gathered about the student's beliefs regarding motivation and what works in the classroom. Reflection is the next stage where the data and observation need to be analyzed in order to figure out what worked and what needs to be changed. Afterwards comes the planning stage where the lessons need to be altered or planned again to address the feedback and analysis from the previous stages. Lastly comes the act stage where the lessons will be conducted (Johnson and Christensen, 2017). This cycle is repeated for each lesson, and each lesson would be used with the aim of improving the lesson through the feedback. Because of this cycle, the lessons that were originally planned were changed heavily to address the observations and feedback from the students. In the following sub-section, the outline for the lessons that were conducted will be presented and their lesson plans can be found in appendix F through I.

3.8.1 Lesson one: Keep Talking and Nobody Explodes

The first lesson of the project utilized the videogame *Keep Talking and Nobody Explodes* henceforth referred to as KTANE. Table 2 in section 4.2 Pre-project questionnaire, shows that 84.6% of the class believe they feel motivated to learn English through video games, consequently this lesson would feature a video game that puts an emphasis on communication skills. KTANE is a videogame where cooperation is key. One person sits at the computer where they are presented with a bomb that needs to be defused, while another person has a bomb defusal manual. The two players are only supposed to view their part. The person on the computer should only see the bomb, while the person with the printed manual should only see the manual. To disarm the bomb, they need to work together to solve the challenges. The focus of this lesson is for the students to work together, using English, to disarm bombs of varying difficulty. The goal was for the game to be the mediator of speech. The challenge and the countdown timer should act as a motivator for communication and be a fun activity that engages the students with a medium that they are comfortable with i.e. videogames. The students in this class were already familiar with this video game, since their teacher had used this before with this class and would therefore serve as a starting point for this project. KTANE was chosen since it was considered a fun activity that they were familiar with and that uses a common EE activity to promote language skills in an educational setting. The lesson featured some restrictiveness in the tasks. The students received instructions on what

they were going to do throughout the lesson, and the video game is very straightforward in what the goal is. The lesson would take place outside the ordinary classroom and would be conducted in the school's computer lab.

3.8.2 Lesson two and three: *Gone Home*

The second and third lesson used a video game called *Gone Home* as a jump-off point to writing a text. Originally this was one lesson, but after reading feedback from the previous lesson about what could be improved, see figure 6 in chapter 4.3.1, some of the students mentioned that they wanted more time with the game and this would be relevant for the lesson that used the game *Gone Home*. Following the AR cyclical process, the feedback was considered, and the lesson became a two-part lesson. *Gone Home* is a game that is commonly referred to as a game novel. In this game, the students play as a character that comes home to her family home, but when she arrives, there is no one there. In the game the students will explore the house, read letters and notes scattered around the house, interact with puzzles and explore the story. It is an exploratory game where there is a focus on reading in order to understand what has happened, and their family history. If the students receive more time with the game, they can uncover more of the story, but if they are rushed, they might not understand anything. Therefore, this lesson was changed to a gameplay session where they played the game, and one lesson for the writing task. The story, atmosphere and mystery of the game are intriguing and engaging and was used as inspiration for the writing tasks that the students received during the second lesson. A limitation with the use of this video game is that there are only 18 computers, but upwards of 28 students, but figure 5 in section 4.3.1 shows that the majority of the students mentioned they liked the cooperative factor of the previous lesson, therefore the gameplay session would also be a cooperative task. One student would be controlling the character, while the other wrote down notes that could be useful in the writing task. When half of the time was used, they would switch.

During the next lesson, they would use their experiences with the videogame to create a text. EE activities tend to be less formal and the formality of the activity can have an effect on the student's motivation (Sundqvist & Sylvén, 2016). Therefore, the choice of what to write would be very freedom of choice oriented. Giving the students freedom in what they were writing could help make the lessons less formal, and by using the video game as inspiration for the writing task the informal activity of playing a video game might make the writing task less formal. The students received little restrictions in what they wanted to write about, and the writing session strived to be less restrictive than an ordinary writing session.

### 3.8.3 Lesson four: Open presentation

The fourth lesson of this project were presentations with topics that were somewhat self-chosen by the students. The lesson was originally going to be individual and there were originally going to be less choice in the topic of the presentation, but the feedback from the previous lessons changed how this lesson was carried out. Following the cyclical process of reflect, plan, act and observe that Johnson and Christensen (2017) presented, changes were made from the original plan. The feedback and observations from the previous lessons show that the students enjoyed the social aspect of the lessons, see section 4.3.1, figure 5 and section 4.4.1, figure 8 for student feedback and 4.3.2 and 4.4.2 for observations. Therefore, the lesson was changed from individual presentations to group presentations where two students would work together. There was also positive feedback towards the freedom of choice featured in the writing session in the third lesson, see section 4.4.1, figure 8. This feedback was adapted for the presentation task. Instead of presenting a favorite film or TV-show, the students would receive multiple choices where there was a lot of freedom of choice. The groups were asked to find a common interest out of the tasks, which were to present a favorite band or artist, tv-show or movie, and important person (could be important to them), a social media trend, and lastly they could choose to present a common interest. The pairs decided on a topic and the presentation format would be different from standard presentations. Instead of presenting in front of the whole class, the groups of two would present their task for one other group. This presentation format would be less formal, and this change of formality could have an influence on the learner's motivation (Sundqvist and Sylvén, 2016).

### 3.8.4 Lesson five and six: Music Analysis

The activity in the fifth and sixth lesson was music analysis. Music analysis was supposed to only be one lesson, but this was changed following feedback from the previous lessons. In both the lessons featuring *Gone Home* and in the open presentations the students stated in the questionnaire that they did not receive enough time, see the results chapter section 4.4.1 figure 7 and figure 9 about the lessons that used the game *Gone Home* and results chapter section 4.5.2 figure 10 and figure 12 about the open presentations. The students believed they would be more motivated if they had more time with the game, the writing, and the presentation, and they also believed that more time would have been an improvement. The lesson that was

planned around the use of social media was dropped in favor of extending the music analysis into two lessons in accordance with the AR cyclical process.

The music analysis lessons were analytical. The students were going to analyze a song that they chose themselves. In the beginning of the first lesson, their subject teacher went through an analysis of a song, to show the students how the task could look like. They received instructions and a template for how an analysis could look like and what they could include in their analysis. The task was more restrictive compared to the presentations they had in the previous lesson of open presentation. However, they still received the freedom of choice to choose what song they wanted to analyse, and mostly what to include in their analysis.

In contrast to all of the previous lessons, this lesson was individual. The lessons that featured teamwork, cooperation, and groupwork received very positive feedback from the students. They believed to a large extent that this aspect of the lessons motivated them and that they liked it. The music analysis lessons were ultimately meant to be individual to see how this would affect their motivational levels. The lesson would feature the other positive feedback received from the previous lessons such as working with their interests and having the freedom of choice in their task.

# 4 Results

## 4.1 Introduction

This chapter will present the data and findings from the various data-collection methods employed throughout the teaching project in order to answer the research question of "To what extent does the incorporation of extramural English activities impact learner beliefs about motivation in a 9th grade EFL classroom?" and further see what the learner beliefs are when implementing EE activities into lessons focused on more restrictive tasks and less restrictive tasks. The data and findings will be presented in a chronological order and from a lesson by lesson basis, starting with section 4.2, the pre-project questionnaire. The following sections 4.3-4.6, will present the data and findings from the questionnaires for each lesson along with the researchers' observations. Section 4.7 will present the data and findings from the post-project questionnaire that featured questions about the project in its entirety, and section 4.8 will present the data and findings from the interviews that were conducted at the end of the project.

The class in this study consisted of 28 students in total, but the number of responses for each questionnaire varied slightly since some of the students were sick or away from school and some did not want to answer the questionnaire. The questionnaires that were conducted after the lessons followed generally the same format. The first part of the questionnaire featured closed-ended questions that asked the students to what degree they agreed or disagreed with a statement, providing quantitative data for the project. These questions had six different response options: strongly agree, disagree, somewhat disagree, somewhat agree, agree, strongly agree. For simplicity, when presenting the findings for these questions, the six answers were merged into two categories, agree and disagree. These closed-ended questions will be presented in tables at the start of each section. The second part of the questionnaire featured open-ended questions about the lessons where the students could write their own answers and give qualitative data. The answers to these open-ended questions will be put into categories depending on what they answered and will be presented in figures separately from the closed-ended questions. A student could write down multiple answers to a certain question, if that happens the answer will count towards all of the mentioned activities.

For instance, if a student answered that they preferred to learn English through video games and movies, this would count towards both the categories of "Video Games" and "Movies".

The researcher's observations will be presented for each lesson along with the data and findings from the questionnaires. As stated in the methodology chapter, see 3.5.2, observation will act as the counterpart to the data the students provide through the questionnaires. The observation will help to triangulate, corroborate, and show the potential discrepancies between the information the students provide, and how it is perceived by the researcher (Johnson & Christensen, 2017). The researcher had a focus of observing whether the students were engaged in the activity or not, but noted down anything that could be interesting.

## 4.2    Pre-project questionnaire

The first questionnaire that the students answered was conducted several weeks before the first lesson of the project. This initial questionnaire served to gather data about the students EE habits and their beliefs about how they get motivated to learn English. This questionnaire had three parts. The first part featured closed-ended questions about how often they interacted with certain English activities in order to map out the students EE habits. The second part featured closed-ended questions about their beliefs towards motivation. The third and final part featured two open-ended questions about how they like to learn English during school and free time.

Table 1 shows the answers for the first part of the initial questionnaire about how often the students interacted with different EE activities. This group of closed-ended questions is slightly different from all of the other closed-ended questions asked throughout this project, and therefore the answer categories are slightly different. Instead of giving the students a statement like the other closed-ended questions, in this first part of the initial questionnaire, the students were asked how often they partook in certain activities.

| Item | Question | Never | Rarely | Sometimes | Often |
|------|----------|-------|--------|-----------|-------|
| 1 | How often do you listen to English-speaking music in your spare time? | 0% | 0% | 11.5% | 88.5% |
| 2 | How often do you read English song texts in your spare time? | 3.8% | 15.4% | 38.5% | 42.3% |
| 3 | How often do you listen to English-speaking Podcasts? | 42.3% | 23.1% | 23.1% | 11.5% |
| 4 | How often do you watch English-speaking videos on YouTube? | 7.7% | 11.5% | 23.1% | 57.7% |
| 5 | How often do you watch English-speaking movies during your spare time? | 0% | 7.7% | 23.1% | 69.2% |
| 6 | How often do you watch English-speaking TV-shows during your spare time? | 0% | 11.5% | 11.5% | 76.9% |
| 7 | How often do you speak English with Norwegian friends? | 7.7% | 46.1% | 23.1% | 23.1% |
| 8 | How often do you speak English with international friends? | 26.9% | 23% | 15.4% | 34.6% |
| 9 | How often do you write English with Norwegian friends? | 15.4 | 26.9% | 38.5% | 19.2% |
| 10 | How often do you write English with international friends? | 30.8% | 30.8% | 11.5% | 26.9% |
| 11 | How often do you read books in English? | 42.3% | 26.9% | 15.4% | 15.4% |
| 12 | How often do you visit English-speaking websites? | 7.7% | 7.7% | 23.1% | 61.5% |
| 13 | How often do you write English when playing video games? | 15.4% | 7.7% | 19.2% | 57.7% |
| 14 | How often do you use English verbally when playing video games? | 11.5% | 19.2% | 34.6% | 34.6% |
| 15 | How often do you read English when playing video games? | 15.4% | 3.8% | 34.6% | 46.2% |

*Table 1    How often the students participate in certain EE activities. N=26*

Table 1 shows what activities the students mostly participate in and would give the researcher an idea of what activities to feature in the lessons. According to item 1, all of the students interacted with English music during their spare time and item 2 shows that most of the

students also read song lyrics, but to a lesser degree. Item 5 and 6 shows that all of the students watch English-speaking films and tv to some extent, and item 4 shows that most of the students also watch English-speaking YouTube videos. Item 7 to 10 shows that a lot of the students does interact with Norwegian and international friends in English through both writing and speaking to some extent. Item 3 and item 11 shows that almost half of the students does not interact with English-speaking podcasts or books written in English. Table 1 shows that generally speaking, all of the students interact with English to a large extent in most categories.

In the second part of the initial questionnaire, the students were asked to what extent they agreed with certain statements about their motivation. Table 2 presents the students beliefs regarding their motivation to learn English through different methods of interacting.

| Item | Question | Disagree | | Agree | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| 1 | I feel motivated to learn English through video games | 4 | 15.4% | 22 | 84.6% |
| 2 | I feel motivated to learn English through homework | 18 | 69.2% | 8 | 30.8% |
| 3 | I feel motivated to learn English through English lessons | 11 | 42.3% | 15 | 57.7% |
| 4 | I feel motivated to learn English through film and TV-shows | 2 | 7.7% | 24 | 92.3% |
| 5 | I feel motivated to learn English through social media | 4 | 15.4% | 22 | 84.6% |
| 6 | I feel motivated to learn English through YouTube | 4 | 15.4% | 22 | 84.6% |
| 7 | I feel motivated to learn English through Music | 3 | 11.5% | 23 | 88.5% |
| 8 | I feel motivated to learn English through books and texts | 13 | 50% | 13 | 50% |

*Table 2    To what degree the students agree or disagree with statements about motivation*

Table 2 shows that there were three questions that stood out from the rest with more mixed beliefs. Item 2 and 3 were school-related questions where the students were asked if they were motivated to learn English through homework and English lessons. Item 2 shows that 69.2% believed they were not motivated through homework, but 57.7% were motivated to learn English through English lessons as shown in item 3. Item 8 shows a clear divide when asked

if they were motivated to learn English through books and texts. The rest of the questions were more related to the students EE activities, and the students generally believed they felt motivated to learn English through these activities. Item 1 shows that 84.6% of the students believed that they were motivated to learn English through video games and item 4 shows that 92.3% believed they were motivated to learn English through film and TV. Item 5 and 6 shows that 84.6% believed they were motivated through social media and YouTube, and item 7 shows that 88.5% believed they were motivated to learn English through music.

In the third and final part of the initial questionnaire, the students were asked two open-ended questions. The questions were how they liked to learn English at home and how they liked to learn English during their spare time.
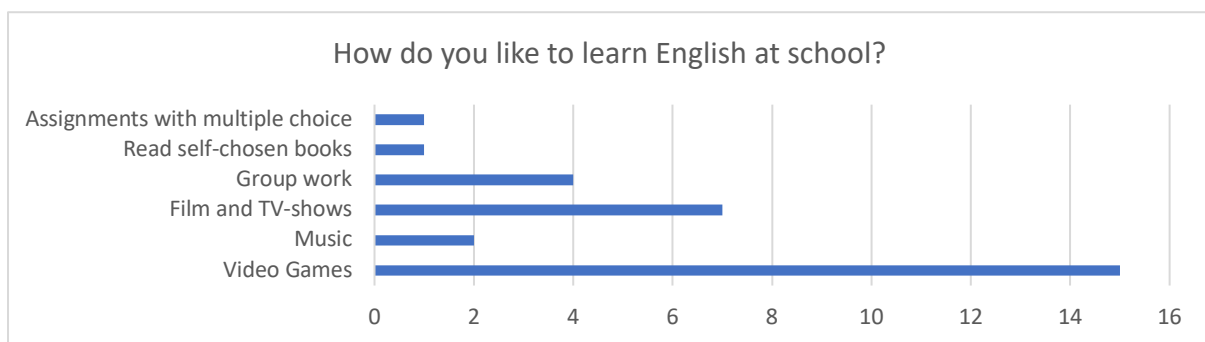


*Figure 2  Answers to the open-ended question about how they prefer to learn English at school*
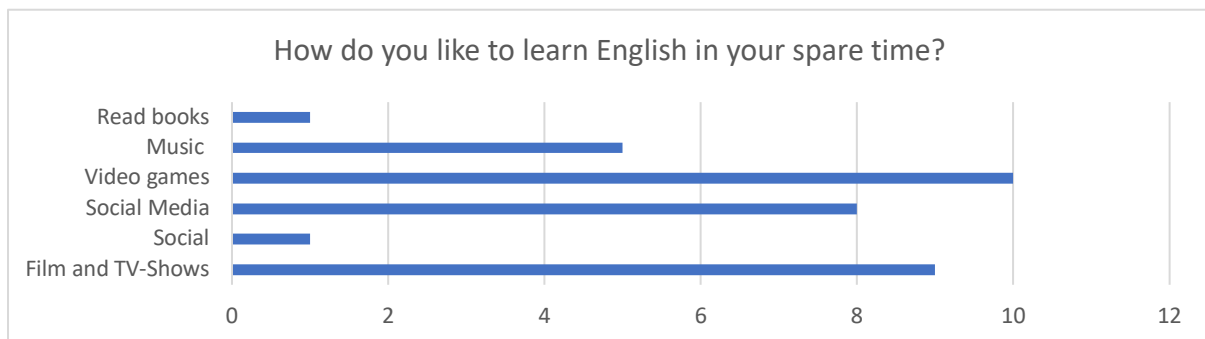


*Figure 3  Answers to the open-ended question about how they prefer to learn English during their spare time*

Figure 2 shows that the most common answer to the question of how they like to learn English at school was through the use of video game with 15 students mentioning this. The second most mentioned activity was learning through film and tv-shows with only seven students. Figure 2 was dominated by the activity of playing video games, while figure 3 shows that what they prefer during their spare time is more varied. Figure 3 shows that the most common answer is still video games with ten mentions, but now there are two activities that are close. Film and TV-shows were now mentioned nine times and social media was mentioned eight times.

## 4.3    Lesson one: Keep Talking and Nobody Explodes

This was the first lesson of the research project and it featured the video game KTANE where the focus was on communication. This section will present the findings and data from the questionnaire and observation that were conducted after the lesson. Sub-section 4.3.1 will present the findings from the questionnaire and sub-section 4.3.2 will present the observations conducted by the researcher.

4.3.1 Questionnaire

Table 3 presents the questions and answers to the closed-ended questions of the questionnaire that was conducted at the end of the first lesson. The questions featured in table 3 are about the students' beliefs about the lesson, their participation during the lessons and their beliefs around their motivation during the lesson.

| Item | Question | Disagree | | Agree | |
|------|----------|----------|---------|--------|---------|
| | | Number | Percent | Number | Percent |
| 1 | I liked the lesson featuring Keep Talking and Nobody Explodes | 6 | 22.2% | 21 | 77.8% |
| 2 | I felt the game made it easier to speak English in class | 10 | 37% | 17 | 63% |
| 3 | I spoke more English in this lesson compared to other lessons | 6 | 22.2% | 21 | 77.8% |
| 4 | I believed that I participated well in this lesson | 3 | 11.1% | 24 | 88.9% |
| 5 | I think that it is good to use video games in English lessons | 3 | 11.1% | 24 | 88.9% |
| 6 | The video game made me more motivated to work with my classmates | 4 | 14.8% | 23 | 85.2% |
| 7 | I was more motivated in this lesson compared to a traditional lesson | 3 | 11.1% | 24 | 88.9% |

*Table 3    Responses to the closed-ended questions regarding the lesson featuring KTANE*

As table 3 shows, the students had generally positive beliefs about all the questions. The most divisive question was item 2 which asked the students if the game made it easier to speak

English, where 37% disagreed. That is still more than half that agreed with the statement, but the students believed that they spoke more English during this lesson with KTANE compared to other lessons, see item 3, where 77.8% agreed with the statement. Item 1 asked the students if they like the lesson, to which 77.8% agreed. The following items received more positive feedback compared to the other questions. Item 4 show the student beliefs about their participation during the lesson where 88.9% believed they participated well. Item 5 shows that 88.9% of the students believe that using video games during English lessons is a good thing and item 6 shows that 85.2% of the students believed the video game made them more motivated to work with their classmates. Lastly, item 7 asked the students if they were more motivated during the lesson featuring KTANE compared to a traditional lesson, where 88.9% of the students agreed with the statement.
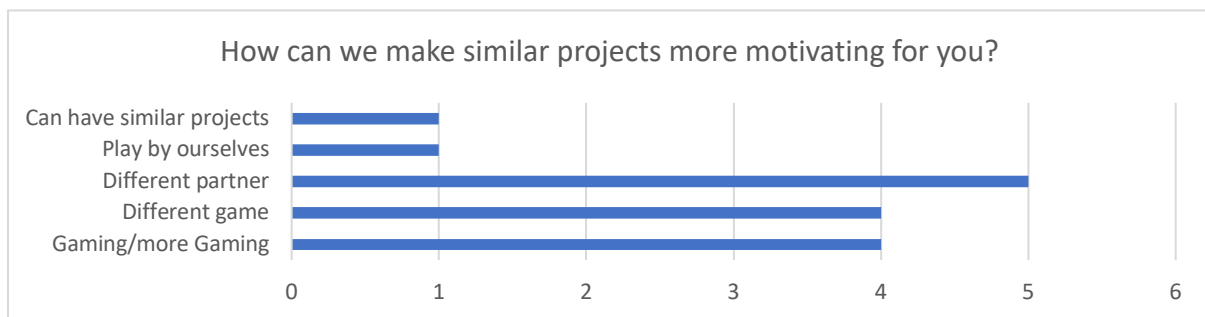


*Figure 4  Answers to the open-ended question regarding how to make similar projects more motivating*

Figure 4 was an open-ended question that asked the students how we could make similar projects more motivating for them. Most of the feedback were related to the videogame aspect where four students believed that they would be more motivated by a different game, and four students mentioned that they were motivated by gaming, or that they wanted to play more. One student believed that they wanted to have a similar lesson and the rest of the answers were related to their partners. One student preferred to play by themselves and five students mentioned that they wanted a different partner or to choose who they were grouped with.
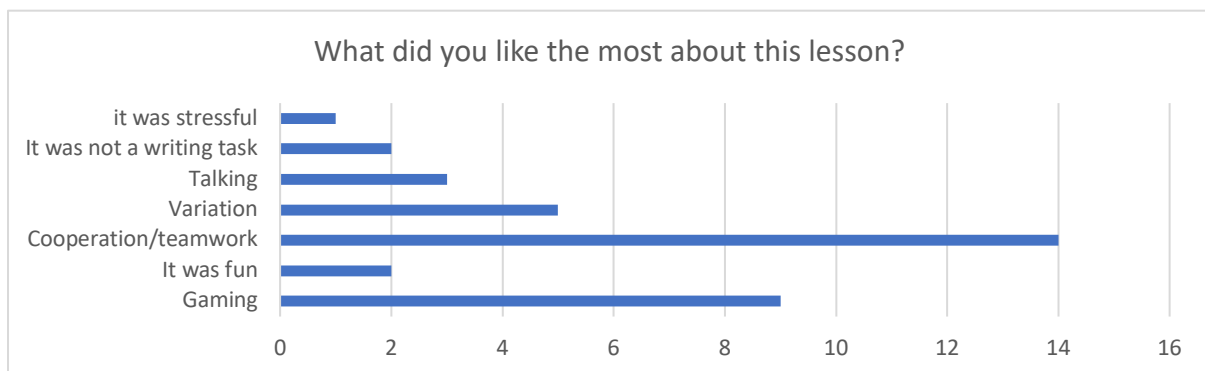


*Figure 5  Answers to the open-ended question regarding what they liked the most about this lesson*

Figure 5 shows the beliefs to the open-ended question that asked the students what they liked the most about this lesson. The most mentioned belief about what they liked the most about the lesson was the cooperation and the teamwork with 14 students mentioning this part of the lesson. The second most mentioned belief with nine mentions was that they liked the gaming aspect of the lesson. Five students also believed that they liked that the lesson was different and featured variation from more standard English lessons. The other mentions varied between one to three students mentioning that they liked that it was stressful, did not feature any writing tasks, they liked talking and that it was a fun activity.
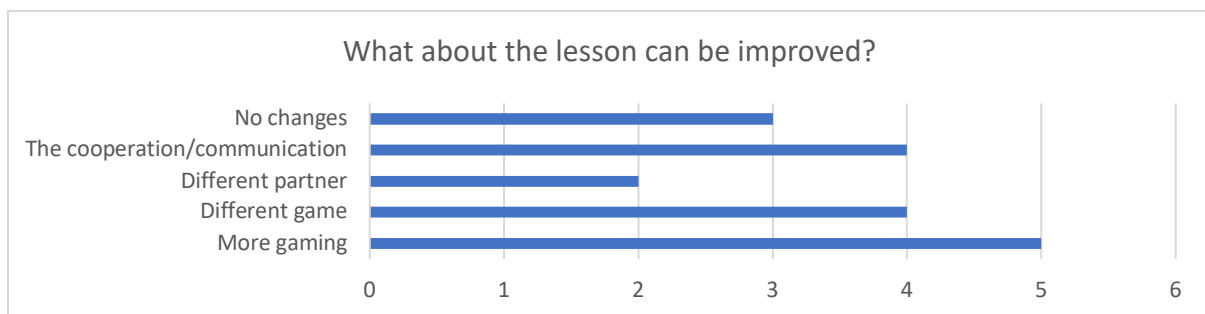


*Figure 6  Answers to the open-ended question regarding what could be improved*

Figure 6 shows the beliefs of the students towards the question of what about this lesson could be improved and the responses were somewhat varied. There were three students that believed that the lesson needed no changes. The other responses were about the social aspect and the gaming aspect. Two students believed they wanted different partners while four students mentioned that communication and cooperation could be improved. Five students believed that they wanted to play more video games while four students believed that a different game would improve the lesson.

At the end of the questionnaire the students were asked if they had any extra comments or feedback regarding today's lesson. Most of the answers were simply "no". However, the students that did choose to write extra feedback all had positive feedback. One student wrote "Fun and active lesson. It gives me more motivation to play social games" while the other three wrote "More gaming like this", "No, it was a very fun lesson" and "It was a fun lesson. I wish to have more like this."

4.3.2 Observation

The first thing that the researcher noted in their observation was the time needed to set up this form of lesson. There was a lot of preparation needed to conduct this lesson. The school

where this research project was conducted had a gaming room that had 18 computers available, therefore the researcher had to start all of the computers, log in, launch the game, and make everything ready. The preparation for this lesson took about 15 minutes for an experienced person.

When the lesson took place, the researcher observed that most of the students were engaged in their groups and were actively participating with the video game. Through the researcher's observations, there was a low number of struggling students, possibly because of their previous experience with the videogame. However, there were many students that switched between Norwegian and English. As far as the researcher could observe, the students were engaging and participating with the lesson and appeared to be motivated just as the student's beliefs from the questionnaire showed.

## 4.4     Lesson two and three: *Gone Home*

The second and third lesson of this project utilized the game *Gone Home* where the focus of the lessons were to use the video game as a starting point for creative writing. This was a two-part lesson where during the first lesson they played the video game *Gone Home* and during the second lesson they could choose a writing tasks out of six options they received. The video game and tasks had a large focus of player freedom and student choice where in the game they explored a house to gather information in their own ways, and the writing tasks they received featured a lot of freedom. 4.4.1 will feature the data and findings from the questionnaire and 4.4.2 will feature the researcher's observation throughout the two lessons related to the student's engagement and interaction with the lesson.

### 4.4.1 Questionnaire

Table 4 presents the questions and answers to the closed-ended questions of the questionnaire. The questionnaire asked the students about their beliefs about the video game session, the writing session, and of their motivation throughout the two lessons.

| Item | Question | Disagree | | Agree | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| 1 | I liked the lessons with Gone Home | 0 | 0% | 23 | 100% |
| 2 | I thought that it was exciting to explore the house in Gone Home | 0 | 0% | 23 | 100% |
| 3 | I felt that the game made it easier to work with the writing task | 0 | 0% | 23 | 100% |
| 4 | I think that there were enough choices for the writing assignment | 1 | 4.3% | 22 | 95.7% |
| 5 | I found a task that suited me | 1 | 4.3% | 22 | 95.7% |
| 6 | I worked better with this writing task compared to other writing tasks | 1 | 4.3% | 22 | 95.7% |
| 7 | Playing Gone Home first made the writing easier | 1 | 4.3% | 22 | 95.7% |
| 8 | I believed that I participated well in these lessons | 0 | 0% | 23 | 100% |
| 9 | The video game made me more motivated to work with the writing task | 3 | 13% | 20 | 87% |
| 10 | I was more motivated by having the ability to choose the writing task | 4 | 17.4% | 19 | 82.6% |
| 11 | I was more motivated by the lessons with Gone Home than traditional lessons | 3 | 13% | 20 | 87% |
| 12 | I would like to have more lessons similar to these with Gone Home | 2 | 8.7% | 21 | 91.3% |

*Table 4    Responses to the closed-ended questions regarding the lessons featuring Gone Home*

As shown in table 4 the responses to the questions of the questionnaire were very one-sided where most of the student, and in some cases all of the students, answered 'Agree' to the statements regarding the lessons. Out of all the questionnaires, this was by far the most unanimously answered questionnaire. Item 1, 2 and 8 shows that all of the students believed they liked the lessons, that it was exciting to explore the house in *Gone Home* and that they believed they had participated well during the lessons.

When the students had to answer statements about the effect the video game had on their writing, the responses were overwhelmingly positive. Table 4, item 3 shows that all of the students believed that the video game made the writing task easier, item 6 shows that 95.7% believed they worked better with this writing task compared to other writing tasks, and item 4 and 5 shows that 95.7% of the students believed there were enough choices for the

writing assignment and that they found a task that suited them. There was very positive feedback towards the writing task.

When answering statements about their motivation, there were a few more who disagreed with the statements, but the vast majority were still agreeing. Item 9 shows that 87% of the students believed they were more motivated to work with the writing task because of the video game, item 10 shows that 82.6% were motivated by the freedom of choice in the writing task and item 11 shows that 87% believed they were more motivated during these lessons than traditional lessons. Overall the feedback was surprisingly positive.
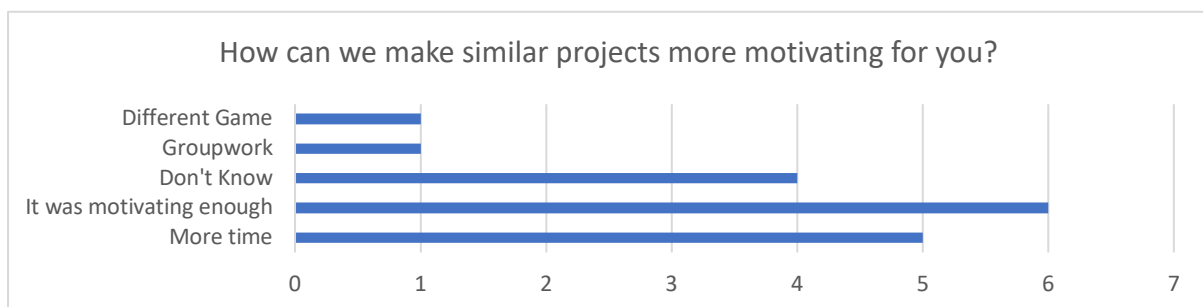


*Figure 7  Answers to the open-ended question regarding how to make similar lessons more motivating*

Figure 7 shows the student replies when asked the open-ended question of how to make similar projects more motivating for them and the feedback was mostly positive. The majority of the students did not have any feedback on how to make the lessons more motivating and simply either wrote that they did not know, or that it was motivating enough. The one feedback that were mentioned by multiple feedback was the time given to the gameplay session and writing session. Five students believed that they would gain more motivation by having more time with either the game or the writing tasks.



*Figure 8  Answers to the open-ended question regarding what the students liked the most about the lessons*

Figure 8 shows the student beliefs when asked the question of what they liked the most about the lessons and most of the feedback towards these lessons were related to the gameplay session. Ten students mentioned that they liked the video game or that they liked playing video games, six students liked the cooperative nature of the gameplay session or the teamwork, five students liked the exploration of the house, and one mentioned that they liked that the game was scary and exciting. Some of the other responses were more general and could apply to either lesson, with one student simply writing 'everything', one student liked the variation and one student mentioned that they like to work with things that are fun for them. The one category that were specifically towards the writing session were the multiple-choice category. Four students wrote that they liked the freedom of choice in the writing assignment.



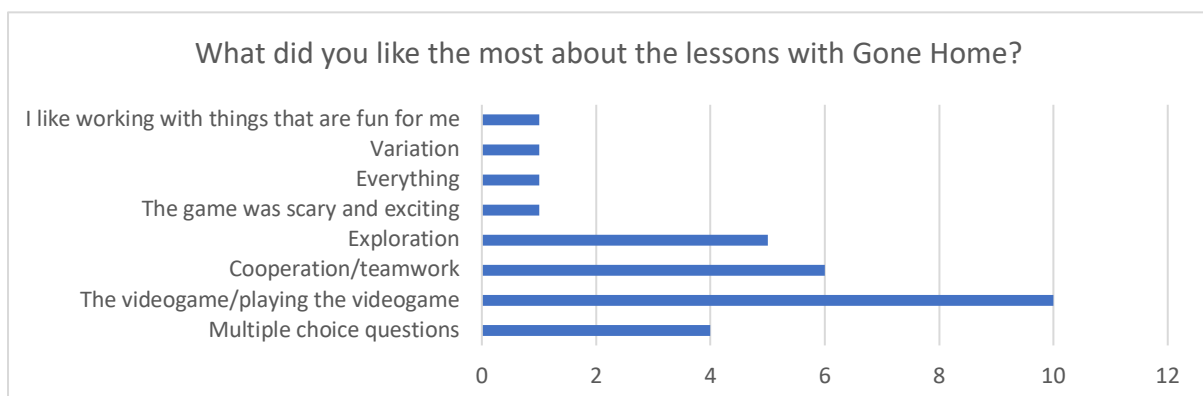*Figure 9  Answers to the open-ended question regarding what could be improved*

Figure 9 shows the student replies when asked the open-ended question of what about the lessons could be improved and the responses were similar to figure 7. Four students wrote that they did not know what could be improved and four students wrote that nothing could be improved. The most frequent answer was again the time allocated to the different lessons. Some students wanted more time with the gameplay session, some students wanted more time with the writing assignment and others wanted more time with both.

The final question of the questionnaire asked the students if they had any extra comments or feedback for the lessons. Most of the students answered 'no' or did not answer, but four of the students wrote feedback. One student commented that if they had a similar lesson, they wanted to be placed with someone they knew. Two students commented that it was a good lesson and the last wrote "Please let us finish the game."

4.4.2 Observation

Similarly to the observation for the first lesson featuring KTANE, setting up the computers for this lesson took approximately 15-20 minutes for an experienced person. The researcher's

observation during the gameplay session was similar to what the students reported in the questionnaire. During the gameplay session it appeared that all of the students were engaged with the video game and that all of the students were having fun exploring the house in *Gone Home*. There were no observations of students struggling throughout the gameplay session. During the lesson one of the students said "it was actually very fun" with a seemingly surprised tone. When the lesson was finished another student told the researcher that "it was very motivating to figure out stuff, get rewards and unlock progress in the house."

The researcher's observation during the writing session shows a slight contrast to what the students reported in the questionnaire. The researcher observed that there was a lot of unrest during the writing session, which was expected, and some of the students appeared to struggle with the task. After the lesson, the teacher said that the level of unrest was actually at the usual level, if not better than usual. From the researcher's perspective, it appeared that the writing session was not well received by the students, but from their English teacher's point of view, they were slightly more focused than usual, and from the student reported answers to the questionnaire, it appeared that the writing tasks were received well after all.

## 4.5    Lesson four: Open presentation

The fourth lesson of this project were presentations on self-chosen topics. The focus of this lesson was the freedom of choice the students received in the topic they were presenting and how this would affect their motivation. They were split into pairs and together they would find a common interest that they would present to one other group at the end of the lesson. The presentation format that was utilized was different from the standard school presentation. As mentioned in section 3.9.3, the presentation format would be more relaxed and more similar to presenting in front of a friend group compared to presenting in front of an audience. Section 4.4.1 will present the data and findings from the questionnaire that was conducted at the end of the lesson, and section 4.4.2 will present the researchers observations during the lesson.

4.5.1 Questionnaire

Table 5 presents the questions and responses to the closed-ended questions of the questionnaire that was conducted at the end of the lesson. The questionnaire features similar questions to the previous questionnaires.

| Item | Question | Disagree | | Agree | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| 1 | I liked the lesson with open presentation | 4 | 19% | 17 | 81% |
| 2 | I think there were enough choices for the presentation | 2 | 9.5% | 19 | 90.5% |
| 3 | I thought the multiple choices were varied enough | 3 | 14.3% | 18 | 85.7% |
| 4 | The options made it easier for me to choose an interesting topic | 2 | 9.5% | 19 | 90.5% |
| 5 | I worked better on this presentation compared to other presentations | 5 | 23.8% | 16 | 76.2% |
| 6 | I believed that I participated well in this lesson with open presentation | 1 | 4.8% | 20 | 95.2% |
| 7 | I felt comfortable with presenting in front of my classmates | 4 | 19% | 17 | 81% |
| 8 | I was motivated to work on the presentation because I had good options | 3 | 14.3% | 18 | 85.7% |
| 9 | I was more motivated to work because I worked with my interest | 3 | 14.3% | 18 | 85.7% |
| 10 | I was more motivated to work because I had to present it for someone | 7 | 33.3% | 14 | 66.7% |
| 11 | I liked that it was a group presentation | 4 | 19% | 17 | 81% |
| 12 | I was more motivated to work because it was in groups | 5 | 23.8% | 16 | 76.2% |
| 13 | I would like to have more lessons like this one | 2 | 9.5% | 19 | 90.5% |

*Table 5    Responses to the closed-ended questions regarding the lesson with open presentations*

Table 5 shows that the student beliefs around this lesson were positive. The results were not as positive as the previous lessons that featured *Gone Home*, but more positive than the first lesson that featured KTANE. Item 1 shows that 81% of the students liked this lesson, item 6 shows that 95.2% believed they participated well during the lesson, and item 13 shows that

90.5% of the students would like to have more lessons like this one, giving a strong indication that the lesson was well received.

The students were asked in the questionnaire what they believed about the freedom of choice and multiple-choice tasks they received during the tasks. When answering statements about the multiple choices, table 5 shows that the responses were positive. Item 2 shows that 90.5% of the students believed that there were enough choices for the presentation and item 4 shows that 90.5% of the students believed the options made it easier for them to choose an interesting topic. When it came to motivation through the multiple choices item 8 shows that 85.7% of the students believed they were more motivated because of the multiple choice and item 9 shows that 85.7% of the students believed they were motivated because they were working with their interests.

When they were asked about the presentation part of the lesson, the responses in table 5 were also positive. Item 5 shows that 76.2% believed they worked better with this presentation compared to other presentations. Item 11 shows that 81% liked that it was a group presentation and according to item 12, 76.2% were more motivated to work because they were working in groups. Lastly, item 7 shows that 81% felt comfortable presenting in front of others. Very positive responses towards the groupwork, multiple choices, and the presentation format.
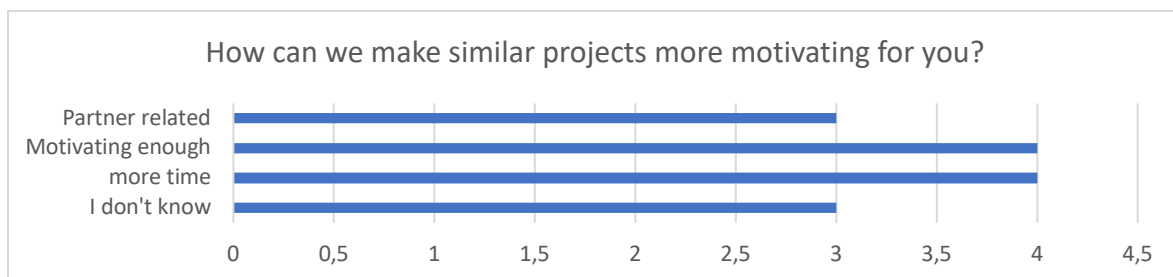


*Figure 10*          *Answers to the open-ended question regarding how to make similar lessons more motivating*

Figure 10 shows the student beliefs to the open-ended question about what could make this lesson more motivating for them and the responses were four categories. Three students answered that they did not know what would make the lessons more motivating and another four students answered that it was motivating enough. Three students mentioned that they were not satisfied with their partners and would either want to do the presentation individually or wanted to choose who they were partnered with. Four students also wrote the common feedback of wanting more time to work with the presentations. None of the students mentioned that the topic of the lesson could have been more motivating or that the

presentation format could have been more motivating, it was focused on time and who they were partnered with.
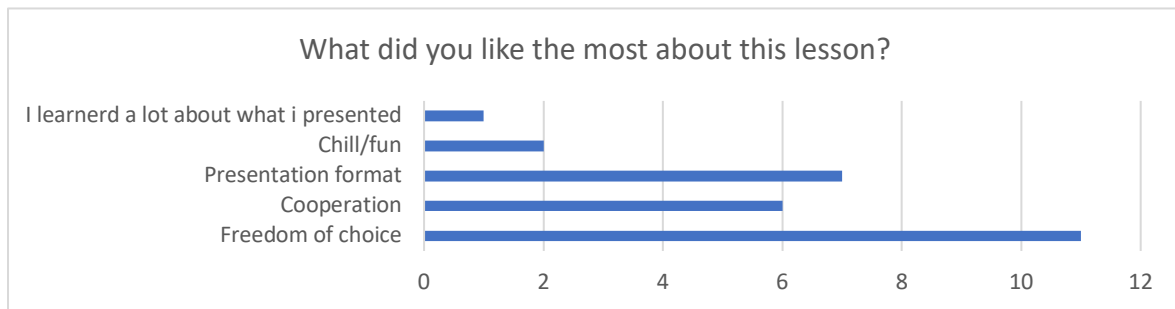


*Figure 11*          *Answers to the open-ended question regarding what the students liked the most about the lesson*

Figure 11 presents the responses to the open-ended question of what they liked the most about the lesson. Figure 11 shows that the most frequent answer to what they liked the most was the freedom of choice. 11 students answered that they liked the options and the openness of the presentation topic. The second most frequent answer was the presentation format, where seven students believed that the presentation format was fun and more relaxed. Another six students mentioned that they liked working in groups and that it made the lesson more fun.
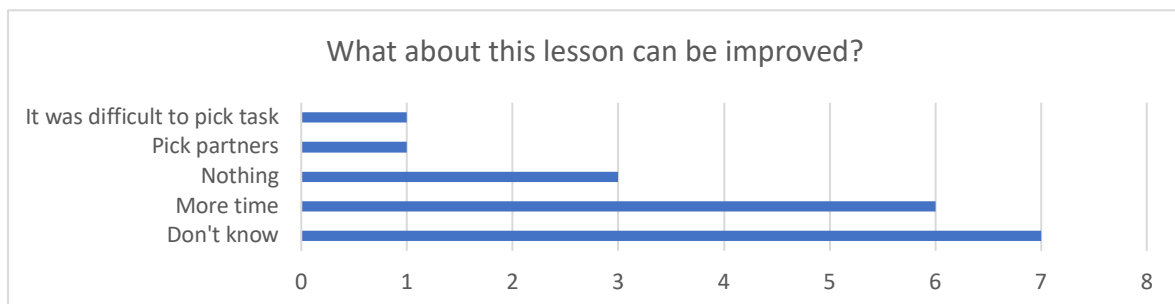


*Figure 12*          *Answers to the open-ended question regarding what could be improved*

Figure 12 shows the responses to the open-ended question of what could be improved in this lesson. Figure 12 shows that seven students did not know what could be improved in this lesson and another three students said that nothing could be improved. The second most frequent belief of what could be improved was that they wanted more time to work on the presentations.

When asked if they had any extra comments or feedback to the lesson most replied with 'no' or did not reply. However, four students did reply, and they all said in different ways that the lesson was fun and good. No negative feedback was received when they could write freely about anything and everything.

4.5.2 Observation

The observations were similar to what the students reported in the questionnaire. One of the more notable observations were that the students were to a large extent more focused during this task compared to the writing session in the previous lesson. The students were observed to have better focus, and they generally seemed more engaged in working with this task compared to the previous lesson. There are many possible explanations for this difference in focus, but some that came to mind during the observations was the time pressure they had while working on the presentations. Their subject teacher noted that they usually get a lot of time when preparing presentations, but this lesson had them receive the task, create a presentation, and conduct that presentation in only 50 minutes. Another observation that the researcher made was that another possible reason for the increase in focus could have been because of their topics. It appeared that most of the students chose something they enjoyed, and some chose what they thought would be funny to present. The topics the students chose to present were varied. The topics ranged from popular memes, to music artists that they loved, the Norwegian prime minister, and even Joseph Stalin.

The students were observed to be creative in what they wanted to present and include in the presentations and could be seen as a motivational factor for some who delved deep into the people and memes history. Some students took the presentations more seriously than others, but overall the researcher observed that most, if not all, enjoyed working on the presentation and presenting them.

## 4.6    Lesson five and six: Music analysis

The fifth and sixth lesson of this project would be the last two. During these two lessons the students were going to choose a song that they like and analyze it. The focus of this lesson was to feature aspects of previous lesson that received positive feedback like the freedom of choice and working with their interest, however it was a more demanding lesson because of the analysis part. This section will present the findings and data collected from these two lessons. Section 4.6.1 will feature the data and findings from the questionnaire and section 4.6.2 will feature the data and findings from the researcher's observation.

4.6.1 Questionnaire

| Item | Question | Disagree | | Agree | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| 1 | I liked the lessons with music analysis | 6 | 26.1% | 17 | 73.8% |
| 2 | I believed that I participated well in the lessons with music analysis | 2 | 8.7% | 21 | 91.3% |
| 3 | I would have preferred if the teacher chose the song for me | 16 | 69.6% | 7 | 30.4% |
| 4 | I was more motivated to work because I could choose what song I wanted to analyze | 3 | 13% | 20 | 87% |
| 5 | I was more motivated to work because we worked with music | 7 | 30.4% | 16 | 69.6% |
| 6 | I was more motivated to work because we were presenting our analysis for a classmate | 13 | 56.5% | 10 | 43.5% |
| 7 | I would like to have more lessons like these | 8 | 34.8% | 15 | 65.2% |

*Table 6      Responses to the closed-ended questions regarding the lessons with music analysis*

Table 6 shows the questions and responses to the closed-ended questions of the questionnaire that was conducted at the end of the two lessons. Table 6 shows that even though this was a more demanding two lessons compared to the other lessons, it still received positive results. Item 1 shows that 73.8% of the students liked the lesson and item 7 shows that 65.2% would like to have more lessons this these. There were fewer students that agreed with the statements of liking the lesson compared to the previous lessons, but more than half of the students still agreed. Item 2 shows that 91.3% of the students believed they participated well in this lesson, showing that even though the lesson was more demanding, they still believed they participated well during the lessons.

Item 4 and item 5 in table 6 shows the responses to the statements regarding their motivation. Item 4 asked the students to what they agreed with that they were more motivated because they could choose what song they wanted to analyze, to which 87% responded with agree. The students believed they were more motivated to work because they had the freedom of choice when it came to choosing song, but item 5 shows that only 69.6% felt motivated because they were working with music. The students were more motivated to work because of the freedom of choice compared to working with the interest of music, which shows a contrast to some of the questions and responses to the initial questionnaire. In the initial questionnaire,

item 1 of table 1 in section 4.2 shows that 88.5% of the students answered that they often listened to English-speaking music in their spare time and 11.5% answered sometimes, and item 7 of table 2 in section 4.2 shows that 88.5% agreed with the statement "I feel motivated to learn English through music."



*Figure 13          Answers to the open-ended question regarding how to make similar lessons more motivating*

Figure 13 shows the answers to the open-ended question about what can make similar lessons more motivating for the students. The two most frequent comments in figure 13 is that they wanted more time with the music analysis and that they did not know what would make the lesson more motivating. Even though this became a two-hour lesson, the student still believed that they could have used more time. One of the other responses was positive where a student noted that they wanted to continue with freedom of choice in tasks, however the rest of the feedback was towards the negative. Three students said that they wanted something different, one did not like presenting their analysis, one did not like writing analysis and one student simply said that it would not be possible to make it more motivating because it was music.
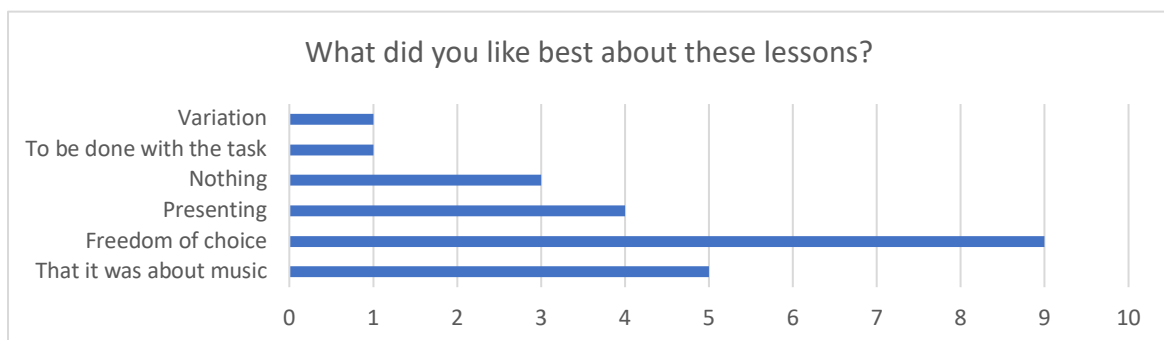


*Figure 14          Answers to the open-ended question regarding what the students liked the most about the lessons*

Figure 14 shows the answers towards the open-ended question of what they liked the best about these lessons. The most frequent answer in figure 14 were that the nine of the students mentioned that they liked the freedom of choice. Five students mentioned that they liked to

work with music, one of their interest and four students mentioned that they liked to share their analysis with another classmate. Four students were negative towards the lessons where three said they liked nothing about the lessons and the fourth said that they liked that they were done with the task.



*Figure 15          Answers to the open-ended question regarding what could be improved*

Figure 15 presents the student responses to the open-ended question of what could be improved and shows that the most frequent answer to what could be improved was again related to time. Six students said that they wanted more time to research and write the analysis, even though they received two sixty-minute lessons. Two students said that they would prefer if the teacher did not go through his analysis to the extent that he did, and the other three responses were negative towards the lessons.

When asked if the students had any extra comments or feedback to the two lessons, four students wrote an answer. Two of those answers were positive and stated that they thought the lessons were exciting and that everything was good. One student wrote that they wanted more time to work with the subject matter and the last student wrote that they did not like to write analysis. As expected, there were more negativity towards this lesson compared to the other lessons, but generally there were about three to four students who absolutely did not like the lesson. However, from the questionnaire we can see that the majority did like the lessons.

4.6.2 Observation

The observation made by the researcher gave a different view about the lesson compared to the questionnaire. During the first lesson while the subject teacher presented the task and went through an analysis of a song that he had chosen, the researcher observed that the students were focused on what the teacher was presenting. There were some students who seemed tired, but the class were focused on the teacher when he explained how to analyze a song.

When the students started working on their analysis, some struggled with finding a song to analyze, but most of them started working right away and seemed focused while researching.

During the second lesson when they were primarily working with the music analysis, all of the students seemed focused and motivated to work with their analysis. There were minimal amounts of talking and unfocused behavior, and they were more work oriented than previously observed in other lessons. From the researchers point-of-view, the students seemed very motivated to work with the task, however from the student's point of view it seemed more mixed in the responses.

## 4.7    Post-project questionnaire

This section will present the data from the last questionnaire conducted during this project. After all of the lessons were conducted, the students were given one final questionnaire that asked questions about the project as a whole. The questionnaire contained multiple close-ended questions that asked the students to what degree they agreed or disagreed with statements about the project, and the questionnaire contained open-ended questions about their thoughts regarding the project.

| Item | Question | Disagree | | Agree | |
|------|----------|--------|---------|--------|---------|
| | | Number | Percent | Number | Percent |
| 1 | In this project we at least worked with one of my interests | 2 | 8.7% | 21 | 91.3% |
| 2 | To work with my own interest in school makes me more motivated to learn | 2 | 8.7% | 21 | 91.3% |
| 3 | I feel the lessons in this project have helped to make the English subject more interesting for me | 1 | 4.3% | 22 | 95.7% |
| 4 | I feel that the freedom of choice we have had in the tasks increased my motivation | 2 | 8.7% | 21 | 91.3% |
| 5 | I prefer tasks where there is a lot of freedom of choice | 2 | 8.7% | 21 | 91.3% |
| 6 | I experienced that working together with a classmate increased my motivation in the lessons | 3 | 13% | 20 | 87% |

| 7 | I think that the use of various media and activities such as video games and music made the English lessons more relevant and current for me | 0 | 0% | 23 | 100% |
| 8 | I felt that I was motivated to participate in the lessons in this project | 2 | 8.7% | 21 | 91.3% |

*Table 7    Responses to the closed-ended questions regarding the lessons with music analysis*

Table 7 presents the closed-ended questions and answers to the post-project questionnaire. Table 7 shows that the general student beliefs towards the project, where upwards of 85% of the students agreed with every statement presented. Item 1 and item 2 shows that those students that did work with their interest also believed that working with their own interest during school make them more motivated to learn. Item 8 shows that 91.3% of the students believed they were motivated to participate during the lessons and item 3 shows that 95.7% of the students believed that the project made the English subject more interesting for them. When asking the student about the freedom of choice that was featured throughout the project, item 4 and item 5 shows that 91.3% of the students prefer tasks where there is a lot of freedom and that they believed that the freedom of choice in the tasks during the project increased their motivation. Item 6 shows that 87% of the students believed they became more motivated while working together with their classmates. Lastly, when asked in item 7 to what degree they agreed with EE activities making English lessons more relevant and current for the students, 100% of them answered agree.
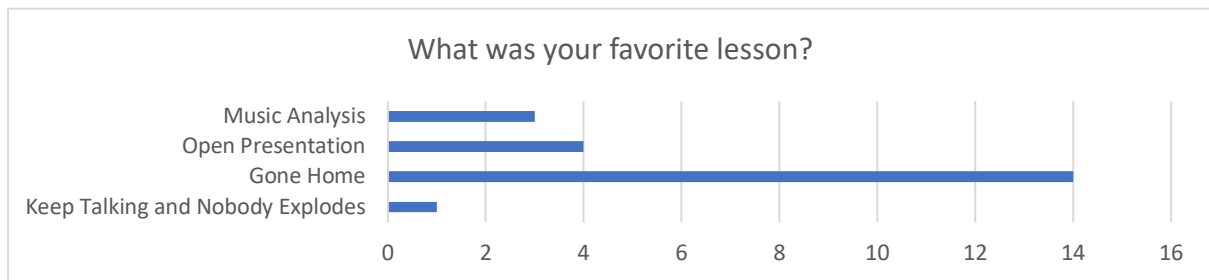


*Figure 16             Answers to the open-ended question of what the students' favorite lessons were*
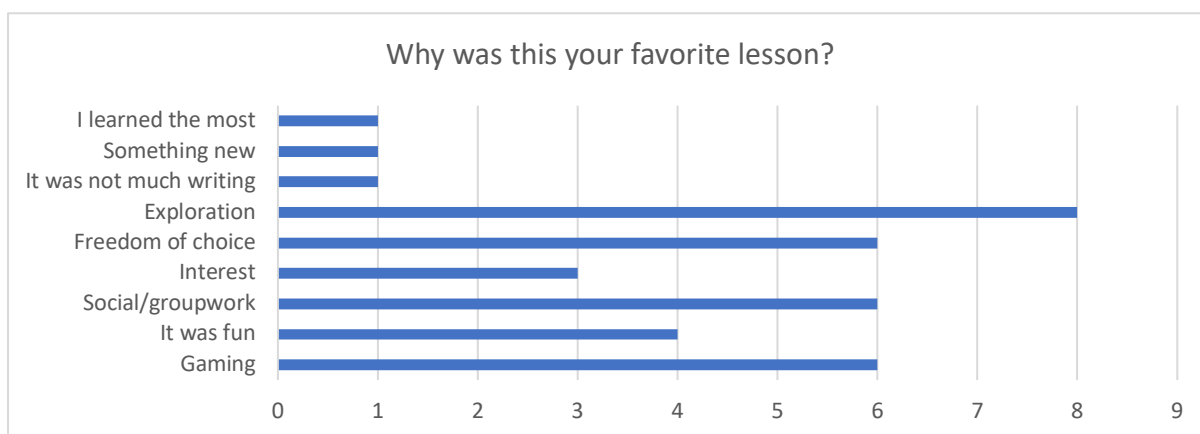
Why was this your favorite lesson?

*Figure 17*          *A follow-up question to figure 12, asking the students why this was their favorite lesson?*

Figure 16 shows the student beliefs regarding what their favorite lessons were, and figure 17 was a follow-up question asking the students to state why this was their favorite lesson. Figure 16 shows that there was a clear winner between the different lessons, and that were the lessons featuring *Gone Home*. 14 students chose the lessons using *Gone Home* as their favorite lessons while the second most favorite lesson, with four students choosing this option, ended up being "open presentation." Third, with three students choosing it, was the "music analysis" lesson and last place with, only one student choosing it, we have the lesson that used the video game KTANE. When they were asked, in figure 17, why this was their favorite lessons, the students gave a number of different reasons to why this was their favorite lesson. The most frequent answer to figure 17 was the exploration, this was likely during the gameplay session of *Gone Home* since this was the only lesson that featured exploration. Three categories received six mentions, gaming, social/groupwork, and freedom of choice. Gaming could be relevant for both KTANE but most likely *Gone Home* since that lesson received the most responses according to figure 16. The social and groupwork aspect of the lessons could be from all of the lessons except the music analysis, and freedom of choice was relevant for all of the lessons except KTANE. The other responses were related to interest, that they learned something new, and that they learned the most out of that lesson. These results show that many of the aspects that made the lessons their favorite was relevant for multiple lessons.

63

*Figure 18*            *Answers to the open-ended question regarding what their least favorite lessons were*
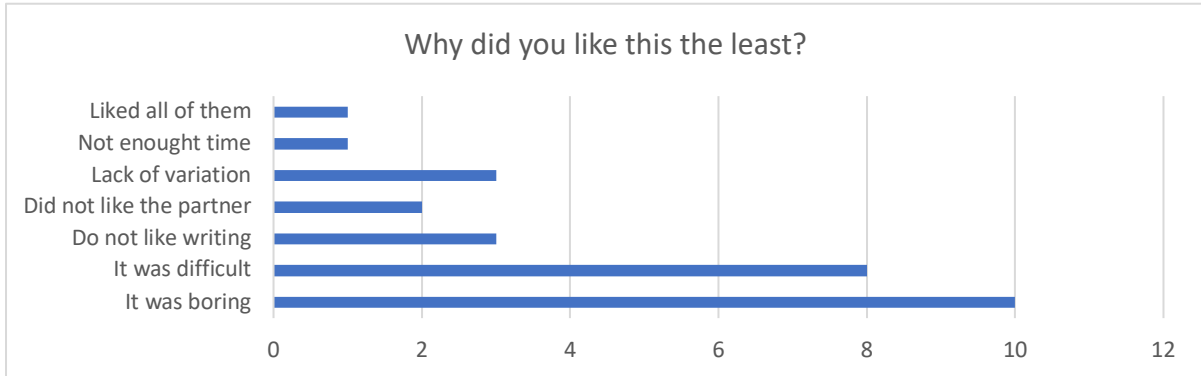


*Figure 19*            *Follow-up question to figure 14, why was that their least favorite lesson?*

Figure 18 and 19 asked the students the opposite of figure 16 and 17. Figure 18 asked the students what was their least favorite lesson and figure 19 asked them why this was their least favorite lesson. Figure 18 shows that not a single student chose the lessons featuring *Gone Home* as their least favorite lessons, however, the rest of the lessons received a somewhat even spread. The lesson that featured KTANE was the least favorite lesson with nine of the students choosing it as their least favorite, followed up by lessons that featured music analysis with seven students and the lesson with open presentation with six students. Figure 19 shows the reasons for why they believed the lessons were their least favorite. The most common belief in figure 19, was that the lesson was boring, ten students believed this. Closely behind was that the lesson was too difficult with eight students. The other reasons were mentioned by between one to three students where the reasons were, lack of variation, they did not like their partners, did not like writing, did not have enough time, and one student liked all of them. Interestingly, only one student answered time related reasons for not liking the lesson, while during the other questionnaires throughout the project, this was often a feedback for lesson improvement.
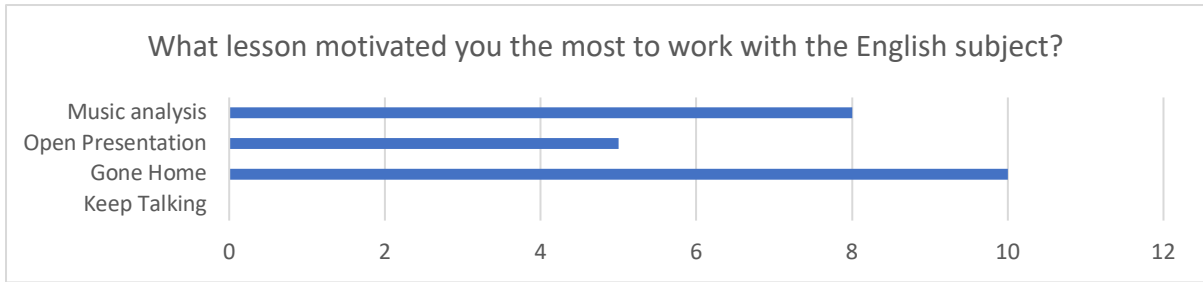
*Figure 20          Answers to the open-ended question regarding what lesson motivated them the most*
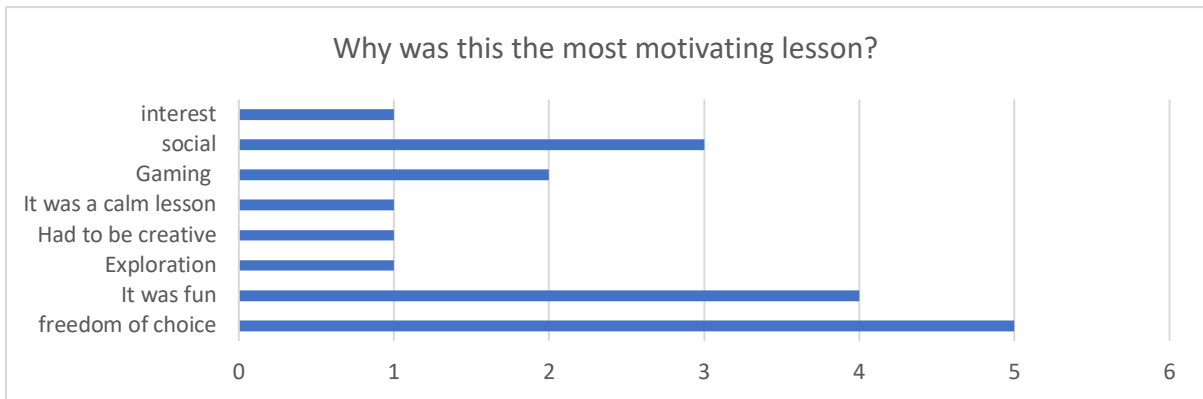


*Figure 21          Follow-up question to figure 16, why was this lesson the most motivating?*

Figure 20 asked the students what lesson was the most motivating to work with the English subject and figure 21 was a follow-up question asking the students why this was the most motivating lesson. Figure 20 shows that the spread was fairly even between three of the lessons. None of the students believed that KTANE was the most motivating lesson. Six students believed that the "open presentation" lesson was the most motivating. The most motivating lessons according to the students was the ones that featured *Gone Home* with ten students, and closely followed by "Music Analysis" with eight students. Showing that the lesson the students believed to be their favorite does not necessarily mean that it was the lessons that motivated them the most. Figure 16 shows that 14 students liked the lessons with *Gone Home* the most, but that number dropped to ten when asked what the most motivating lesson was.  Figure 21 shows that the reasons for the lessons being motivating varied. Five students believed that freedom of choice was the most motivating aspect of the lessons while four believed that it was motivating because it was fun. Three answered the social aspect was the most motivation, two students wrote gaming, and there were a couple of responses that were unique.
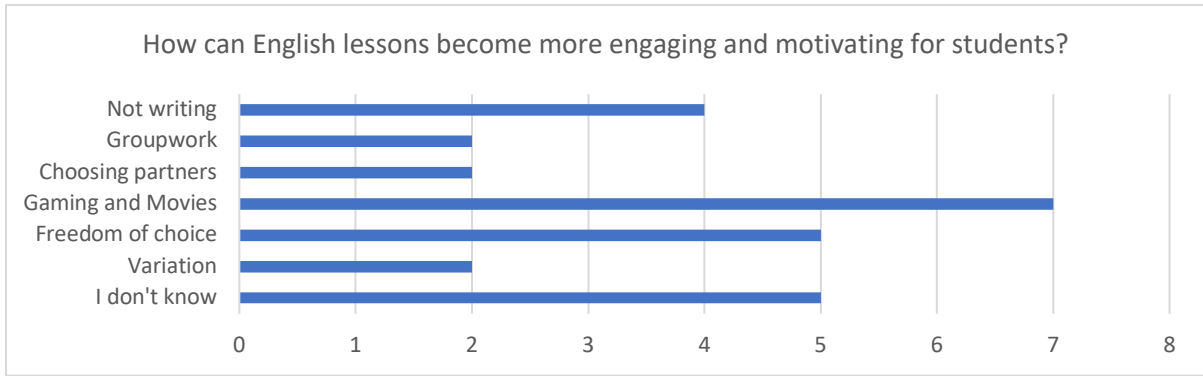
*Figure 22          Answers to the open-ended question what can make lessons more engaging and motivating*

Figure 22 asked the students how English lessons can become more engaging and motivating for students and the answers were again varied. The most frequent answer to figure 22 was that the students believed that featuring gaming and movies would improve the engagement and motivating for the subject and two students believed that featuring variation would improve the lessons. Five of the students wrote that featuring a lot of freedom of choice in tasks would improve engagement and motivating and two students said that groupwork would improve engagement and motivating. Many of the answers were relevant to what they had experienced throughout the project.
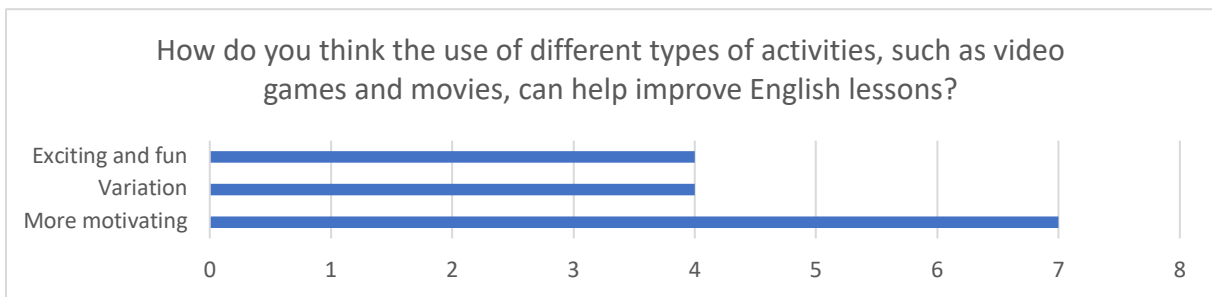


*Figure 23          Answers to the open-ended question regarding what EE can do for English lessons*

Figure 23 asked the students how they believed the inclusion of activities such as video games and movies, can help improve English lessons to which there were three categories that rose, exciting and fun, variation, and more motivation. The students believed that the inclusion of such activities would create more variation in the lessons, that it would make the lessons more exciting and fun, and the most frequent answer was that they believed that the inclusion of such activities would increase motivation in the English lessons.

## 4.8    Post-project interviews

This section will present the interviews that were conducted at the end of the project. Two students were interviewed separately about their thoughts and beliefs regarding the teaching project that they were a part of for the previous three weeks. The class subject teacher was also interviewed after the project regarding his beliefs about the project. First, the student interviews will be presented. The student interviews were semi-structured and roughly went through the same line of questions, therefore these interviews will be presented simultaneously. The students will be given pseudonyms of Ben and May for privacy reasons. The teacher interview will be presented second.

4.8.1 Student

The first question the students were asked in the interviews, following the pleasantries, was what they thought about the project as a whole. Both of the students replied that they believed the project was very fun and when asked to elaborate they both answered similar to one another. Ben replied with "Because we did things we usually do not do" and May responded with "It was different from what we usually do." The first thing they mentioned to why the project was fun was because of the variation of the project, the lessons were unusual from the normal lessons they were accustomed to. When the students were asked what they liked the most about the project, their answers diverged. Ben stated that he really liked two of the lessons, open presentation and the gaming session with *Gone Home* and the reason why he liked these lessons were because of the social aspect. He said that he liked to talk and work with his friends, and the two lessons he mentioned featured a lot of cooperation, additionally he said he also believed they were fun. May also liked the gameplay session of *Gone Home* because it was distinctive from the other lessons and explained that the game was interesting because it had a lot of things to explore.

When the students were asked the opposite question of what lesson they liked the least, they answered different lessons. Ben did not like the lesson with music analysis at all. Ben said that the main reason was because it was an individual assignment and that he preferred groupwork. May on the other hand answered KTANE as her least favorite lesson. She said that it was a fun lesson, but they have had it before, and it has become repetitive. Both of the students had an interest in gaming, Ben more so than May, but both of the

students believed that the lesson featuring the game they had already played was not as interesting and motivating as the unfamiliar game of *Gone Home*.

When they were asked about their thoughts about the lessons that featured *Gone Home*, Ben focused mostly on the game while May mentioned both the gameplay session and the writing session. Ben commented that he liked the exploration and that he and his teammate were engaged with the game. May said that she liked playing the game more than writing during the writing session, but still held positive beliefs and said that the writing session was "very interesting, because I could use what I wanted." May liked the freedom of choice that was featured in the writing task. When asked if the use of this particular video game worked within a teaching context, May said "I almost think that it worked better in a teaching context than it would have outside." When Ben was asked the same question, he replied with "Yes, because there was a lot we could observe and write down to discuss with our partner. Also, it was a cool game that engaged us."

They were asked if the freedom of choice that were featured in most of the lessons were motivating for them, to which both answered yes. Ben gave an analogy about the situation, "It is freedom. It would be more motivating to go and clean by yourself, rather than if your mom said you should do it."

When talking about the fourth lesson "Open presentation" the students were asked about the presentation format. Both of these students noted that they did not struggle with presenting in front of the whole class, but they both said they knew some students who did, therefore this form of presenting would be less stressful for some students. Ben replied that "you become less shy, or less embarrassed." Another aspect of this lesson was the freedom of choice presented to the students in what they were presenting. May stated that she liked that there was freedom of choice since she was not limited in what she could write about. Ben also preferred freedom of choice in tasks, stating that "We could write about anything. Whoever and whatever. We can write about something we did or liked. Then we are more engaged to write English and talk."

Towards the end of the interviews, the students were asked about their opinions of using student interest in English education. Ben thought it was a good idea to include student interest in the lessons because "it can lead to being more motivated and actually wanting to work on things, instead of being forced to work on it." When asked the same question, May answered "Yes. It motivates those who are interested in those things."

4.8.2 teacher

After all of the lessons were held, the researcher also conducted an interview with the teacher that had been a part of this project. The interview covered many topics, however, only what is relevant to the research question will be presented here.

When asked about the students' motivation towards "Keep Talking and Nobody Explodes" he could understand why the students were not as motivated as we had hoped. He said that it had been quite a positive environment in the classroom, but they had played and interacted with this game to the point where it is either too difficult to progress, or it is not as exciting as it used to be. He believes that if it was a game that they had not played, the motivation would have been greater, as was shown in the lesson using *Gone Home*.

When their teacher was told about the positive reception to the lessons featuring *Gone Home* he was surprised. He has used this game in education before, but not with this class, and has often perceived that the game had been boring to many. He says that when it comes to implementing video games into education, it is important to focus on the education with the help of the activity. He points out that some students can find it fun that their hobby and interest is used in the lesson, however, they might be disappointed when the games being utilized are not the types they play at home. "There is an expectation to come and play what they (the students) normally play at home. Therefore, when you do not give them Fortnite, but instead give them a game where they have to walk around and search for things, (…) it might not be that motivating anymore." He states that he is unsure what the reason for the positive feedback towards the lessons featuring *Gone Home* but have a few suggestions to why the lessons worked. He suggests that "It may well be that this was a way of working that they are not used to, that it is an additional motivational factor for them" and further explains that if they chose to write about the game in the writing task, the game itself might be a part of the motivational factor for writing.

When asked about the mixed responses to the final lessons featuring music analysis, their teacher said that it was the lessons that demanded the most of the students. He stated that the students could have thought that the introduction, where they were introduced to the task and how to analyze music, was boring, and he noticed that he lost them a bit during the walkthrough. He elaborates that as a teacher you will always receive resistance from some students when they are faced with a challenging task. Some students might find it challenging to listen to the teacher's explanation, fall short, and therefore lose motivation. However, he also said that he did observe that the majority were engaged "there were many who thought it

was really fun, who started working right away. Even though it received mixed reviews, that is expected of all lessons because people are different."

# 5    Discussion

## 5.1    Introduction

This chapter will discuss the findings from the observations and questionnaires that were presented in the results chapter in regard to the theory and research in the theory chapter. The chapter will discuss the research question of "To what extent does the incorporation of extramural English activities impact learner beliefs about motivation in a 9<sup>th</sup> grade EFL classroom?" through two sub-questions. These sub-questions are

- What are the learner beliefs about motivation when implementing Extramural English activities into lessons with less restrictive tasks?
- What are the learner beliefs about motivation when implementing Extramural English activities into lessons with more restrictive tasks?

This chapter will firstly discuss the more restrictive lessons of KTANE and music analysis, how the restrictive approach can affect the formality of the lesson, and how the lessons could lead towards the students being more extrinsically motivated. Secondly, the less restrictive lessons of *Gone Home* and open presentations will be discussed, how less restrictive lessons can lead to them being less formal, and how this less restrictive approach could lead towards the students being more intrinsically motivated. Thirdly, the importance of learner beliefs will be discussed. Fourthly, the limitations of the project will be discussed. Lastly, implications for teaching will be presented.

## 5.2    Restrictive lessons of KTANE and music analysis

This section will discuss the findings related to the lessons that featured more restrictive tasks connected to the EE activities. These lessons were the first of the project where the students interacted with the video game KTANE and the two lessons that featured music analysis. There are multiple interesting findings related to these lessons that will be discussed in this section. Both lessons utilized an EE activity connected to somewhat restrictive task, but they

were very different from each other and the restrictive aspects will first be presented. Then the formality of the lessons and its impact, and lastly the potential extrinsic motivating aspects of the lessons.

5.2.1 Restrictive lessons of KTANE

The lesson that used the video game KTANE used a more restrictive approach when it came to the tasks connected to the EE activity. It had a slightly stricter framework where the students were told what they were going to do in the game and how the progression in the game would get more difficult after each success. They were also following instructions from the manual on how to disarm the bomb and had less freedom in how to tackle the task. However, they were still freely communicating with each other and they were participating with an EE activity.

The findings from the lesson that used the video game KTANE are difficult to interpret because of the inconsistency in the data gathered. The data gathered from the questionnaire, interviews and researcher observation show different views on the lesson and its effect on the student's motivation. The data from the closed-ended questions of the questionnaire shows positive beliefs regarding the lesson, where the students believed they participated well, that they were motivated to work with their classmates and that the lesson motivated them more than a traditional lesson (items 1, 4, 6 and 7, table 3). The open-ended questionnaire shows mixed beliefs where some students believed the game to be boring and lacking variation, since they had played the game before (figure 6). The post-project shows that this lesson was the least favorite of the project and it appeared that the main reason for these beliefs were the perceived repetitiveness of the lesson. The researcher observed that the students were engaged with the lesson and that it appeared that they were motivated throughout the gameplay, and the students believed to some degree that they were motivated, but it is contradicted by their later statements of the lesson being boring and lacking in variation.

The suggested reason for this inconsistency is the repeated use of the EE activity. The findings show that the lesson was motivating to the students to some degree, but it is possible that with a different class that have no previous experience with the video game, could show completely different results in either positive or negative direction. From the participating student's point of view, this lesson provided less variation compared to the other lessons because of their previous experiences. One of the interviewed students mentioned that they said the lesson was fun, but that they have had it before and thus become staler. This could be a reason for the inconsistency of the results. The students believed the lesson was motivating,

but when asked what could be improved, they wanted different games and something different. In this case, the students would prefer the variation of something new, compared to their previous experiences with the video game. It is possible that this repeated use of the game make the EE activity less learner-initiated and therefore when we view Sundqvist and Silvén's (2016) model of L2 English learning (Figure 1) this could influence the students driving force to participate in the activity (Sundqvist and Sylvén, 2016). When the game has been used in previous lessons, it is possible that the repeated use has made the video game more formal and classroom related and thus influencing the learner's motivation (Sundqvist & Sylvén, 2016). The learner beliefs regarding the lesson can be affected by their emotions, and when the students reported that the game was boring, this could also influence their motivation because of the link between beliefs and emotions (Kalaja et al, 2018).

Deci and Ryan (2000b) defined self-determination theory as an approach to focus on motivation and growth where the three factors that play a role in this is competence, relatedness and autonomy (Ryan & Deci, 2000b). These aspects could have been less affective when the game was used again. The students reported that they wanted a different game, that it was boring and difficult, these can correspond to them already having the competence to play the game, that it is not as relevant to them anymore, or that the activity became too difficult. Røre (2023) reported that the students in his study believed that they became more motivated from the confidence they received from performing in class (Røre, 2023), but if the game became too difficult, boring, and irrelevant for them, it could suggest that they did not get the confidence or performance that made them motivated to work. Røre (2023) reported that the students were positive towards the implementation of EE because of the variation that EE provides (Røre, 2023), but as the findings for this present study suggest, if a teacher overuse an activity, it can remove the variation that the EE activity previously featured.

5.2.2 The restrictiveness of music analysis

The music analysis lesson was also among the two least positively received lessons of the project but did not receive the complaint of lacking variation. This lesson also shows that the student beliefs are generally positive to this lesson. The majority with 73.8% (item 1, table 6) reported that they liked the lesson and through the researcher's observation it appeared that the students were enjoying and were focused on the task with minimal classroom disturbances. The questionnaire presents some interesting results. From the initial questionnaire conducted before the project, the students reported that they often listened to English music and that they believed they were motivated to learn English from music.

Therefore, the researcher believed that the EE activity of music would be the greater motivating factor for the lesson, but the strongest reported belief regarding their motivation was the opportunity to choose what song they could analyze.

These findings can be connected to the learner receiving more autonomy by having freedom of choice compared to the EE activity that was present in the lesson. Autonomy is "the capacity to take charge of one's own learning" (Benson, 2011, p. 58) and when the students received the freedom of choice of what song they wanted to analyse, and to some extent what to include in their analysis, this could give the learner more autonomy. The freedom of choice was reported to give more motivation than working with music (item 4 and 5, table 6) showing that there could be a correlation between learner autonomy and motivation with this specific class. When viewing the lesson through the model of L2 English learning (Sundqvist & Sylvén, 2016) (figure 1) it can be observed that the lesson was more teacher-initiated. What made the lesson slightly learner-initiated was that they could choose what song to analyze and what to include in their analyzes, otherwise they received instructions of how to create an analysis. The learner had control over the context and the purpose of the learning and goals for the analysis, thus supporting that the lesson included learner autonomy (Benson, 2011), but because of the teacher-initiated parts of the lesson where the learners had to write an analysis and had certain guidelines for the analysis, this autonomy could have been lessened.

A different possible explanation could be the formal approach to the lesson. The students believed they were motivated to learn English through music, but when the EE activity of music was integrated into a more formal learning environment, the driving force of working with music became less of a motivating factor for the students. The driving force can be connected to the level of formality (Sundqvist & Sylvén, 2016) and with the more teacher-initiated approach to the lesson, this can have the effect of making the lesson more formal and consequently less motivating (Sundqvist & Sylvén, 2016). Instead of the expected answer of the EE activity being the greatest motivating factor, it became the freedom of choice. When the students were asked what they liked the best about the lesson, five students did write the activity of music, but the majority wrote that they liked the freedom of choice that was featured in the lesson, that they could choose freely what song they wanted to analyze (figure 14). There could be a connection between these findings and what Estensen (2021), Høyvik (2022), and Røre (2023) discovered in their studies. They reported that the learner's believed they learned more English through the EE activities at home compared to school (Estensen, 2021; Høyvik, 2022; Røre, 2023), the same could be observed in this present study. The

learners could believe that they learn more from music at home compared to school, and that could be why it became the lesser motivating factor.


5.2.3 Restrictiveness and formality

Although all of the lessons received positive feedback, there was a difference in the reported beliefs regarding the more restrictive lessons and the less restrictive lessons. The lessons that received the least positive feedback were those that featured more restrictive tasks connected to the EE activity.

Sundqvist and Sylvén (2016) state that the learner's driving force can be connected to the formality of the lesson and further explains that the learner's driving force is what motivates the learner to engage with an activity or lesson (Sundqvist & Sylvén, 2016). The results for this current study show that there was a difference in the reported motivation between the different lessons. However, the difference was lower than the researcher expected. The lessons that featured music analysis was the most restrictive lesson and was more similar to a traditional lesson but featuring EE activity of music. Following Sundqvist and Sylvén's (2016) model of L2 English learning (figure 1), the music analysis lessons took place in the classroom and was a combination of teacher-initiated and learner-initiated and would therefore be considered less motivating for the students because of it being more formal. However, the results suggest that the majority of the students were motivated to some degree. The students reported that they liked that they could choose what song they could analyse and this could act as a counterpoint to the formal lesson structure. The learner beliefs could have been affected by the more traditional approach to the lesson and that the lesson could be perceived as more formal, but the emotions connected to their choice of song could also have an effect on their beliefs (Kalaja et al, 2018). The researcher observed that the students were engaged and worked well with the task, but compared to the other lessons of the project, it was less lively. The students were more focused on the work instead of communicating with each other and it appeared to be a more formal and traditional lesson.

KTANE was conducted outside of the typical classroom and would therefore be considered less formal when viewing Sundqvist & Sylvén's (2016) model of L2 English learning (figure 1), but the lesson featured more restrictiveness in the activity. The results are more difficult to analyse because a lot of the feedback were related to them having played the game before. Generally, the students reported that they liked the lesson and that it was motivating.

5.2.4 Extrinsically motivated lessons

Motivation is defined by Ryan and Deci (2000a) as "to be moved to do something" (Ryan & Deci, 2000a, p. 54) and through the responses to each questionnaire, it seemed that most of the learners, if not all, were motivated to some extent in all of the lessons. Everyone was observed to participate with the lessons in various ways, therefore they were all moved to do something (Ryan & Deci, 2000a). Sundqvist and Sylvén (2016) differentiate motivation between intrinsic and extrinsic and the findings for this present thesis suggest that the different approaches to the lessons could have an effect on what type of motivation the students experienced.

The findings suggest that the more restrictive lessons did motivate the students, but possibly through extrinsically motivated aspects of the lesson. Ryan and Deci (1985) explain extrinsic motivation as when someone is motivated to do something through factors that are not out of interest or pleasure (Ryan & Deci, 1985) and Sundqvist and Sylvén (2016) elaborates that the learners do tasks as a means to an end, and can often be connected to pressure and rewards (Sundqvist & Sylvén, 2016). The nature of the more restrictive lessons could be seen as accessing this extrinsic motivation. The motivation of KTANE is linked through pressure since there is a time limit on how long you get to disarm the bomb, and the music analysis lessons could feature both. The students could receive intrinsic motivation since they were working with their interest of music and a self-chosen song, but they could also receive extrinsic motivation from the pressure of writing an analysis (Ryan & Deci, 1985).

## 5.3    Non-restrictive lessons of *Gone Home* and Open Presentation

This section will discuss the findings related to the lessons that featured less restrictive tasks connected to the EE activities. These lessons were the two that featured *Gone Home* and open presentation. These less restrictive lessons reported the most positive student beliefs. This section will first present the less restrictive approach to the lessons, followed by how the lessons became less formal, and lastly how the lessons featured more intrinsic motivation.

5.3.1 The less restrictive lesson of Open presentation

The open presentation lesson received a lot of positive feedback from the different data collection methods. The questionnaire results show that the students had overall positive beliefs regarding the lesson and that the most reported beliefs about student motivation became the freedom of choice and multiple-choice aspect of the tasks. Item 8 and 9 in table 5 show that the students believed they were motivated by the options they received and through working with their interest. The freedom of choice in the tasks made it easier for the students to choose a topic that interested them, and this is shown in the results. Even with all of the freedom they received during the tasks, only one student reported that it was difficult to choose a topic for their presentation. The researcher did not observe anyone struggling with finding a topic to present, and most of them chose varied topics that appeared to motivate them to explore that topic and present it with passion.

An interesting finding is that the students reported in section 4.5.1 item 5 table 5 that 76.2% of them believed that they worked better on this presentation compared to other presentations. The factors are possibly a mixture of the reported student beliefs regarding freedom of choice and the social aspect of the lesson. However, another factor that could be the reason why they worked better with this presentation could be because of the presentation format used in the lesson. The relaxed presentation format made the lessons less formal and the results shows that 81% of the students believed they felt comfortable presenting their chosen topics for their classmates (See section 4.5.1, item 7, table 5). The students felt comfortable with the presentation style, and this emotion towards the lesson could have a positive effect on the reported learner beliefs regarding this lesson (Kalaja, et al., 2018).

One factor that could explain these results is that the lesson was less formal. Compared to the model of L2 English learning (Sundqvist & Sylvén, 2016) (Figure 1), the lesson was more learner-initiated where they received little instructions and they were free to choose what they wanted to present and how they wanted to present their presentation. The lesson took place in the classroom and would therefore make it formal, but the learner-initiated approach to the lesson made the lesson less formal (Sundqvist & Sylvén, 2016). The learner-initiated lesson becomes less formal and can have an effect on the learner's motivation (Sundqvist & Sylvén, 2016). Another aspect that made the lesson less formal was the relaxed presentation format that also received positive feedback from the students. Instead of the formal approach where a student or a group presents their presentation in front of the entire class, they were only presenting in small groups and therefore there would be less pressure to perform. The interviewed students also believed that this form of presentation can be more

comfortable, and they believed some students would prefer this form of presenting. The less formal presentation, the cooperative nature of the task, and the chosen interest could play a role in the positive reception of the lesson.

It can be challenging to know what worked and what did not work because of the lack of a control group. If there was a control group, that would have given better results and interpretations of the data, and even if the participating class did a presentation through a more formal approach would have given a better indication of what the data truly shows (Johnson & Christensen, 2017; Burns, 2015). However, there are many positive aspects that can be observed in the findings.


5.3.2 The less restrictive lessons of *Gone Home*

The two lessons that used the video game *Gone Home* were slightly different in how restrictive they were, but both lessons had a focus on learner autonomy and the freedom of choice. The gameplay session was the least restrictive lesson where they received no instructions on what to do except that they were to explore the house and note anything that they believed would be important. The writing session was less restrictive, but still very learner-initiated where the students worked together in groups and decided what they were presenting and how they would present it.

Following the model of L2 English learning (Sundqvist & Sylvén, 2016) (figure 1) these lessons were both learner-initiated and therefore the lessons would, according to Sundqvist and Sylvén (2016), be less formal and could have a positive influence on learner motivation (Sundqvist & Sylvén, 2016). The gameplay session took place outside of the ordinary classroom; therefore, it would be even less formal than a traditional lesson according to the model of L2 English learning (Sundqvist & Sylvén, 2016)(figure 1).

The lessons that overwhelmingly received the most reported positive beliefs were the two that used the video game *Gone Home*. Many of the closed-ended questions of the questionnaire received 100% agree while the rest was not far behind. The results for this lesson show unanimous answers towards their beliefs regarding the lessons, which was surprising for both the researcher and their English teacher. These results suggest that the less formal lessons in this present study did give the students more motivation towards the lessons through factors such as variation, less restrictions in tasks, more autonomy, emotions connected to the lessons, and more learner-initiated lesson (Sundqvist & Sylvén, 2016; Benson, 2011; Kalaja, et al., 2018).

There are some limitations regarding the questionnaire that will be further discussed in section 5.5. The main limitations are with the questions and how they were formulated. The questions in the questionnaire asked the students about their opinions about both lessons at the same time. By asking the students about both lessons at the same time complicates the answer and can give unreliable results that are difficult to interpret (Johnson & Christensen, 2017) Instead, the questionnaire should separately ask the students about the *Gone Home* gameplay session and the writing session. Additionally, the questionnaire was conducted at the end of the writing session and could therefore influence their beliefs about the gameplay session. Regardless, the results are overwhelmingly positive. These limitations might not be as conflicting towards the results as one might be led to believe. Some of the questions were lesson specific, some questions were more general, and some of the questions were open-ended where they could write about either lesson, but the results were still overwhelmingly positive towards all of the questions regarding the lessons featuring *Gone Home.*

When asked to choose their favorite lesson, the majority of the students chose the two lessons that featured *Gone Home* (figure 16). When asked to explain why they chose their specific lessons, the common answers were freedom of choice, exploration, social/groupwork, gaming, and that it was fun (figure 17). All of these reported beliefs could be related to these lessons and strongly suggests that all these aspects combined creates an engaging and motivating lesson for the students where both writing, and EE activities can be used together.

Their English teacher believed that none of these students had played this game before and was surprised by the overwhelmingly positive results. He had previously used this video game with a different class, but he observed that the students found it to be boring. His lesson was completely different from the one in this present study. When their English teacher used this video game with a different class, he used a more restrictive approach where the students were told what to do. The students received tasks that they were to accomplish in the game, thus restricting the students somewhat and making it less learner initiated. This might be the reason why Estensen (2021), Høyvik (2022), and Røre (2023) reported that the students believed that they learned more at home compared to if gaming or EE activities would be used in a school setting (Estensen, 2021; Høyvik, 2022; Røre, 2023). The students might believe that when the activity is used in a school setting, they would receive more restrictiveness, but during the gameplay session of Gone Home in this project, the students received freedom and little guidelines. The findings for this present study show the overwhelmingly positive learner beliefs towards both these lessons, and it might suggest that

less restrictive tasks connected to the EE activity can influence how the lessons are viewed by the learners.


5.3.3 Non-restrictiveness and informal lessons

As discussed in 5.2.3, all of the lessons did receive positive feedback, but the non-restrictive lessons received more of the positive feedback compared to the more restrictive lessons. There could be many possible reasons for the positive feedback that the less restrictive lessons received, and one possible reason could be that the less restrictive lessons were also less formal.

The driving force of the learner can be connected to the formality (Sundqvist & Sylvén, 2016) and the results from this present study regarding student motivation suggest the same as Sundqvist and Sylvén (2016) suggested with lessons being less-restrictive and more informal, the lessons and the learning can become more motivating for the students (Sundqvist & Sylvén, 2016). This is further supported by Kalaja et al. (2018) where emotions can be connected to the learner beliefs (Kalaja et al., 2018). The lessons that were less-restrictive became more learner-initiated, because the students received less instructions, they had to be more autonomous, and because the lessons were more learner-initiated the lessons would also become less formal (Sundqvist & Sylvén, 2016).

The data suggest that the gameplay session was the most motivating part of the two lessons. When asked what they liked the most about the two lessons the majority mentioned the gameplay session while some mentioned the multiple-choice aspect to the writing tasks. However, when the students were asked about what could be improved about the lessons, none of them mentioned the writing session. The majority of the students reported that nothing needed to change, that it was motivating enough as it was, and that they did not know what could be improved. Time was the most common feedback regarding what could be improved about the lesson, and many of the students believed that if they were given more time, the lessons would have been more motivating, and others just wanted more time with the game because it was fun. The students wanted more time with both the gameplay session and the writing session. This feedback might suggest that the students believed the lessons were more motivating because the lessons were informal and that the formality of the lesson could have been the reason why the students had a greater driving force compared to the other lessons. This supports the statement made by Sundqvist and Sylvén (2016) regarding the formality of the lessons having an influence on the learners driving force or motivation (Sundqvist & Sylvén, 2016).

With the more informal approach the learner is put in a more active role and is put in the position of being in charge of their own learning to a greater extent (Holec, 1981). The lessons with less restrictions and the lessons that gave the students more freedom in the tasks gave the students more autonomy. They had to be able to think for themselves how they were going to solve the tasks and what to put their focus on. With the guidance of the teachers, the students were in the position where they would, to a larger extent, take charge of their own learning and according to Benson (2011) a learner can become more autonomous by having more control over their goals and purpose during the lessons (Benson, 2011). These lessons that gave them more control over their goals were shown to gain more positive beliefs from the students.

Some of the lessons in this project also reflected aspects of Benson's (2011) resource-based approach of self-instruction and distance-learning. An example of this is through the video game session, where the learners were in charge of their own learning to some degree. Benson (2011) state that a learner needs autonomy to succeed with self-instruction, but that self-instruction did not necessarily foster any autonomy (Benson, 2011). The researcher utilized a combination of self-instruction and distance-learning. The students were teaching themselves while interacting with the video game *Gone Home* and the open presentation, but they were not given any self-instructional material as Benson (2011) mention. The learners were instead given more freedom to interact how they wanted with the activity with some instructions, similar to how Benson (2011) described distance learning. The students worked and engaged with the lessons and were not observed to struggle. This might suggest that many of the learners that participated in this project are already autonomous to some degree, and since both of the gameplay sessions were group oriented the more autonomous learners could have helped the students that did not have autonomy to the same degree. It is also possible that since they are familiar with the EE activity of gaming, this might create more autonomy for the lesson, where they are able to take charge of their own learning to a greater degree, because they do not have to learn the core concept of playing a videogame. Instead of needing to learn how to play, they can already engage, feel a sense of accomplishment, and have a stronger focus on exploring or interacting with the game to foster more learner-initiated learning (Sundqvist & Sylvén, 2016).

Benson's (2011) concept of tandem learning was also shown to be a motivating factor and it made the lessons less formal. Tandem learning was featured to some degree, because there was a strong focus of group-oriented tasks and tandem learning's main principle is to learn from each other (Benson, 2011). The students reported mostly positive beliefs regarding

group work, and it was reported to be a strong motivational factor for the students. The one complaint or feedback reported by the students about the group-oriented task was that some of them wanted to choose who they were in groups with. This feedback was discussed with their English teacher, but the researcher and their English teacher ultimately concluded with not changing that aspect of the lesson. Their English teacher believed it would be difficult to make sure that no one would be excluded from any of the groups if the students could choose who to work with.

Through tandem learning the lessons became more learner-initiated because they were discussing and interacting with each other instead of the teacher. This focus of learner to learner interaction that comes with tandem learning makes the lessons less formal and the results of this present study shows that the students believed they were motivated by the social aspect of the lessons. When the students interact during their free time with communication apps like Discord or Skype, it can lead towards EE activities, for instance Sundqvist and Sylvén's (2016) example of the Swedish student Hicham who believed he learned a lot of English through the use of those communication apps (Sundqvist & Sylvén, 2016). This is the aspect that tandem learning brings to school, and how it was used in this present study. The students were working together to learn together and from each other, and the reported student beliefs were positive towards this aspect of the project.


5.3.4 Intrinsically motivated lessons

Section 5.2.4 discussed the extrinsic motivation connected to the more restrictive lessons, but this section will discuss the findings regarding the potential intrinsically motivated lessons of *Gone Home* and open presentation.

Sundqvist and Sylvén (2016) argue that intrinsic motivation can create deeper learning because of the fun and meaningful experiences the learners have towards the activity or lesson (Sundqvist & Sylvén, 2016). Deci and Ryan (1985) defined intrinsic motivation as being motivated to do something free from pressure and external rewards (Deci & Ryan, 1985) and some of the lessons in the project aimed to achieve this through less restrictive tasks and with the focus on freedom of choice. The lessons that featured *Gone Home* tried to avoid any external rewards or strict guidelines and were more focused on the activity and the non-restrictive nature. Ryan and Deci (1985) wrote that when a learner is intrinsically motivated, they want to participate with the activity, or in this case the lesson, because of it being interesting and enjoyable (Deci & Ryan, 1985). The findings from this present study suggest that the students did find the less restrictive lessons fun and enjoyable and reported that they

wanted to both have similar lessons in the future and that they wanted more time with those lessons. The results support the lessons being intrinsically motivating for the students, since the lessons were focused on being interesting and engaging for the students, it showed that the lessons did not need pressure in the form of grading or rewards for the students to engage with the tasks.


## 5.4    The importance of learner beliefs

Kalaja, et al. (2018), describe learner beliefs to be complex and that it refers to the opinions, ideas and the conceptions the learner has towards their L2 learning and teaching (Kalaja, et al., 2018). According to Kalaja et al. there appeared to be a strong correlation between emotions and the learner beliefs (Kalaja et al., 2018). Student beliefs can be influenced by emotions and this can further influence their perception towards their L2 learning and teaching of an L2 (Kalaja et al., 2018). The results from this present study's questionnaire and the researcher's observation suggest that there was a connection between the observations made during the lessons, student reported beliefs, and the lessons restrictiveness.

When the students participated in the less restrictive lessons, the researcher observed that the students participated well during the lessons and that they engaged actively with the tasks. The less restrictive lessons were reported to be motivating and fun, the students also reported that they believed they participated well during the lessons. The students believed that the less restrictive lessons were more motivating and positive than the more restrictive lessons and this could be an effect of the informal lessons. In Aragão's (2011) study, it was reported that the students' beliefs were influenced by their emotions and that emotions can have a positive or negative effect on their beliefs (Kalaja, et al., 2018). Therefore, by trying to make the lessons of this present study more fun and engaging to their interest, it was shown that the student beliefs were reported to be more positive.


## 5.5    Limitations

The main limitation for this study is the scope for the project and the limitations that comes with it being an AR study. The research was only conducted in one 9th grade class and because

of time limitations and the AR approach, it would be difficult to include a larger sample size for this particular project. If the study had a larger sample size from different schools and areas, it would give a better indication of the finding's validity and reliability (Johnson & Christensen, 2017). As stated in the methodology chapter, section 3.2, AR focuses on the application of research in a practical situation and therefore places the researcher in dual roles of both researcher and participant (Johnson & Christensen, 2017). This form produces more limited research that is more difficult to generalize and that is a limitation for this project. The data from the project is positive towards the use of EE and its implications on student motivation, however, without conducting broader research on the topic, it can become more difficult to come with a definitive conclusion.

There were limitations regarding reliability and validity that could have been improved. To improve validity there could have been a control group. Starting the project with a control group that measured the student beliefs regarding motivation in more traditional English lessons could bring more validity to the project. The data from the control group could give a better foundation to draw conclusions and interpretations from the research project findings (Johnson & Christensen, 2017).

There are aspects of the questionnaire that could have been improved in order to gain more reliability in the data. There are three main concerns; time, specificity, and better triangulation. Firstly, there was a lime limit to the questionnaires. The questionnaires that were held for each lesson were conducted at the end of the lessons and therefore needed to be short and concise. The questionnaires were also conducted right before the students had recess; therefore, this could also be a factor that influenced the student's answers.

Secondly, some of the questions could have been more specific. This point is mostly focused on the questionnaire about the lessons that featured *Gone Home* but does apply to others. Some of the questions were too broad. Some of the questions asked the students about both the gameplay session and the writing session and therefore made it difficult to analyse. Instead, the questions should have been specified for the different lessons, thus the data would give an indication on their beliefs regarding both the gameplay session and writing session individually.

Lastly, the questionnaire should have featured both positively and negatively charged questions in order to triangulate the data more efficiently. The questionnaire featured mostly positively angled questions. Examples of this can be seen in all of the questionnaire where they use "I like" and "I was more motivated" and other positively angled statements. The questionnaire could have included more negatively focused questions in order to gather more

precise data. The questions were written with a positive disposition and could have had an effect on the student responses. By creating differently phrased questions it could create better triangulation of the data (Burns, 2015).

Burns (2015) believes that since AR is interventionist, it is especially important that essential educational aims and that the "methods should be compatible with research aims" (Burns, 2015, p. 194). Another limitation of the project lies in AR being interventionist. Since the researcher has a dual role of researcher and participant, the researcher can indirectly and directly influence the student beliefs. This is an inherent ethical consideration and a limitation when it comes to AR research that needs to be considered (Burns, 2015).

## 5.6    Implications for teaching

This section will outline the teaching implications from the proposed findings of this current thesis. According to the findings, the students were more motivated when the lessons featured less restrictive tasks connected to the EE activities that were used in the lessons. However, generally all of the lessons in this project received positive beliefs because of different aspects featured in the lessons. The students reported positive beliefs regarding the EE activities, but they also reported positive beliefs regarding other aspects of the lessons that made the lessons less formal. Cooperative work, EE activities, freedom of choice, student interests, were all factors in the positive results shown in the findings. This present study suggests that in order to create motivating lessons for the students, it is important to gather feedback regarding their EE habits, try to include those EE habits in education and provide opportunities to develop learner autonomy and include freedom of choice. A teacher can take the AR mindset and use the cyclical process that was featured in this project to engage with the students and find out what works in their specific classroom (Johnson & Christensen, 2017). The AR cycle of reflect, plan, act, and observe that was presented by Johnson & Christensen (2017) and used during this research project can be implemented by teachers in order to continually evolve their skills and further investigate what challenges there are in the classroom and how to solve them.

Studies like Høyvik (2022) suggest that teachers should provide "authentic teaching suited to their (students) interests" (Høyvik, 2022, p. 74). This present study shows that there can be a lot of promise for the use of EE activities in the classroom. The findings for this

present study showed positive findings for the inclusion of EE activities in the classroom, but those activities connected with other concepts like freedom of choice, and tandem learning, showed even more potential for motivation.

Røre's (2023) study discovered that some teacher had difficulties with justifying the use of gaming in the curriculum. However, there are arguments that can be made that LK20 strongly supports the use of gaming and other EE activities in education, and that it is up to the teachers to find creative ways of implementing EE activities that provide learner autonomy and learner-initiated lessons in school. The competency aims that a student is expected to learn throughout the years are somewhat broad and open to interpretations as to how a teacher should achieve these results, but many of the competency aims are highly relevant towards the use of EE and student choice. Arguably the strongest support towards EE and student choice comes from the section about formative assessment where LK20 state that "The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills" (Kunnskapsdepartementet, 2019).

# 6    Conclusion

## 6.1    Main Findings

The current thesis aimed to explore learner beliefs regarding EE activities impact on motivation in a 9th grade EFL class. Through this research project, the goal was to answer the research question of "To what extent does the incorporation of extramural English activities, such as video games, music, freedom of choice and students' interests, impact learner beliefs about motivation in a 9th grade EFL classroom?" through two sub-sections:

- What are the learner beliefs about motivation when implementing Extramural English activities into lessons with more restrictive tasks?
- What are the learner beliefs about motivation when implementing Extramural English activities into lessons with less restrictive tasks?

The findings regarding the first question of what the learner beliefs were towards the EE activities that featured more restrictive tasks, were generally positive. The reported beliefs about the student's motivation was shown to be high during the lessons that featured more restrictiveness in the tasks. However, the reported beliefs during the lessons with more restrictive tasks were not as positive as the reported beliefs regarding the less restrictive lessons. The suggested reason for the lessons with more restrictive tasks receiving less positive feedback, is that the lessons became more formal. The teacher-initiated approach to the lessons that came with stricter framework and instructions could have the effect of making the lessons more formal, and as Sundqvist and Sylvén (2016) suggest, the learners driving force can be connected to the formality of the lesson (Sundqvist & Sylvén, 2016). The restrictive lessons were more formal and could therefore become less motivating to work with.

The findings regarding the second question of what the learner beliefs were towards the EE activities that featured less restrictive tasks, were very positive. The students were observed to be highly motivated by these lessons that had less restrictive tasks and the student beliefs reported in the questionnaire show that the freedom of choice, the cooperative aspects, and the activity were highly motivating aspects of these lessons. The lessons were learner-

initiated and became less formal. The findings suggest that the students were more motivated in these lessons, and that could be because of it being less formal, the EE activity, and the freedom of choice that was featured in the tasks.

## 6.2    Contributions and implications for further research

The present study contributes to the ongoing research within the field of L2 English learning. There is research that support the inclusion of learner interest into education and this present study further supports this by including learner interest through EE activities with a focus of non-restrictiveness in the tasks, and how this may increase learner's motivation. Estensen (2021), Høyvik (2022), and Røre (2023) all reported in their studies that the students believed they were motivated by EE to some degree (Estensen, 2021; Høyvik, 2022; Røre, 2023). Furthermore, Estensen (2021), Leona, et al. (2021), and Sundqvist and Sylvén (2016) all suggested in their studies that teachers should strive to include learner interest in English lessons in the form of EE activities in order to enhance motivation (Estensen, 2021; Leona, et al. (2021); Sundqvist & Sylvén, 2016).

Further research on the topic of EE inclusion in school is needed. There are multiple studies about students' beliefs regarding EE. However, there is limited practical research on the use of EE in the classroom and its documented effect on motivation. Therefore, I suggest that further research should be done in the classroom through either an AR approach, or a more ordinary research method, about EE's effect on motivation and how freedom of choice can be used to give more learner motivation. This present thesis discovered that there might be a potential correlation between the restrictiveness in the tasks and the learner beliefs. It could be interesting to have a larger study researching this aspect. Finally, further studies could be conducted regarding potential ways to implement EE and non-restrictive tasks into school and teacher and student beliefs regarding that implementation.

# 7    Literature

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**Appendices**

**Appendix A: Information letter and consent form for the participating teacher**

## Vil du delta i forskningsprosjektet
### *"Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom: An Action Research Study"*?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan vi kan forbedre motivasjonen med hjelp av medier som for eksempel film, spill og sosiale medier i undervisning. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

Hovedfokuset til dette prosjektet er å utføre forskning om hvordan inkluderingen av Extramural English (EE) aktiviteter i et ungdomsskoleklasser kan påvirke motivasjon. Extramural English er ett begrep som enkelt sagt refererer til enhver aktivitet som involverer engelsk utenfor klasserommet. EE-aktiviteter og eksponering for engelsk hjemme velges ofte selv av elevene og er derfor styrt av deres motivasjon for å engasjere seg med innholdet, dette tar ofte form av videospill, sosiale medier og populærkulturmedier. Prosjektet har som mål å undersøke elevenes oppfatninger rundt inkluderingen av EE-aktiviteter i klasserommet og å observere hvilken effekt det har på elevmotivasjon, deltakelse i timene og interaksjonen i timene.

Dette prosjektet er knyttet til en master oppgave og prosjektet skal ta plass i en klasse på en ungdomsskole og vil derfor involvere mellom 20-35 elever og læreren deres. Læreren vil bli spurt om å delta i intervju om prosjektet.

**Hvem er ansvarlig for forskningsprosjektet?**

Universitetet i Stavanger er ansvarlig for prosjektet.

**Hvorfor får du spørsmål om å delta?**

Du blir spurt om å delta i studien fordi du er læreren til målgruppen for studien.

## Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det:

- Du deltar på intervjuer etter hver time.
- Et intervju vil ta omtrent 10 minutter.
- Lydopptak vil bli tatt opp av intervjuene for å bli transkribert (transkribering betyr å skrive ned alt som ble sagt).
- Lydopptak vil bli slettet etter transkribering.
- Intervjuene vil være anonyme og navn vil bli endret til pseudonym (dersom du heter Vegar, vil du bli kalt noe helt annet, som f.eks. Kris)

**Det er frivillig å delta**
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

**Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Lydopptaket vil bare være tilgjengelig for forskeren. Lydopptaket vil bli spilt inn via Nettskjema-diktafon mobil app. Opptaket blir umiddelbart kryptert på telefonen og av sikkerhetsmessige årsaker kan ikke opptaket bli spilt av i appen. Opptaket blir automatisk transkribert gjennom nettskjema. Nettskjema gjør alt anonymt og blir derfor brukt. Deltakere vil ikke bli gjenkjent i publikasjon.

**Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**
Prosjektet vil etter planen avsluttes når oppgaven blir godkjent, det er estimert at den blir godkjent august 2024, men kan bli november 2024. Lydopptak vil bli anonymisert i opptak og transkripsjons prosessen.

**Hva gir oss rett til å behandle personopplysninger om deg?**
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Stavanger har Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

**Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Stavanger ved veilder Torill Irene Hestetræet (torill.hestetreet@uis.no), eller student Daniel Nes (Daniel.nesaren@gmail.com)
- Vårt personvernombud: peronvernombud@uis.no

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:
- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Torill Irene Hestetræet                     Daniel Nes
(Forsker/veileder)

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# Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom: An Action Research Study*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐   å delta i intervjuer


Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet


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(Signert av prosjektdeltaker, dato)

# Vil du delta i forskningsprosjektet
## *"Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom: An Action Research Study"*?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan vi kan forbedre motivasjonen med hjelp av medier som for eksempel film, spill og sosiale medier i undervisning. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

## Formål

Hovedfokuset til dette prosjektet er å utføre forskning om hvordan inkluderingen av Extramural English (EE) aktiviteter i et ungdomsskoleklasser kan påvirke motivasjon. Extramural English er ett begrep som enkelt sagt refererer til enhver aktivitet som involverer engelsk utenfor klasserommet. EE-aktiviteter og eksponering for engelsk hjemme velges ofte selv av elevene og er derfor styrt av deres motivasjon for å engasjere seg med innholdet, dette tar ofte form av videospill, sosiale medier og populærkulturmedier. Prosjektet har som mål å undersøke elevenes oppfatninger rundt inkluderingen av EE-aktiviteter i klasserommet og å observere hvilken effekt det har på elevmotivasjon, deltakelse i timene og interaksjonen i timene.

Dette prosjektet er knyttet til en master oppgave og prosjektet skal ta plass i en klasse på en ungdomsskole og vil derfor involvere mellom 20-35 elever og læreren deres. To elever vil bli spurt om å bli intervjuet for prosjektet. Intervjuene vil ha utgangspunkt i undervisningstimene og elevene vil bli spurt om spørsmål knyttet til engasjementet, motivasjon, hvordan var timen, og deres meninger rundt opplegget.

### Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

**Hvorfor får du spørsmål om å delta?**

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Foreldre kan få se intervjuguide på forhånd ved å ta kontakt.

**Det er frivillig å delta**

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**Hva gir oss rett til å behandle personopplysninger om deg?**

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- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Torill Irene Hestetræet                                    Daniel Nes
(Forsker/veileder)

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# Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom: An Action Research Study*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐   å delta i intervjuer

Jeg samtykker til at barnet mitt _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (navn til barnet) sine opplysninger behandles frem til prosjektet er avsluttet.

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(Signert av foresatt, dato)

**Appendix C: Teacher interview guide**

# Interview guide Teacher Post-Project

<span style="color:red">Red</span>: not asked

**Bold**: Titles for organization, not asked

Black: Questions

**Opening Questions:**

- Hvordan har dette prosjektet gått?

- Var prosjektet læringsrikt?

    o Lærte du noe nytt?

1. <span style="color:red">To what extent does the incorporation of Extramural English acrivities, such as video games, social media, and popular culture media, impact motivation in a 9<sup>th</sup> grade EFL</span>

**Motivation:**

- Har du opplevd noen endringer i elevenes motivasjon før og etter bruken av disse Ekstramural engelsk aktivitetene?

- Hvordan vil du vurdere motivasjons nivået til elevene gjennom dette prosjektet?

- Hvilke aspekter av dette prosjektet fungerte bra når det kommer til å engasjere elevene?

- Var det noen aktiviteter eller oppgaver som utmerket seg i å motivere elevene?

**Extramural English:**

- Viste elevene interesse for aktivitetene under prosjektet?

- Var det noen aktiviteter som utmerket seg på elev deltakelse?

- I hvilken grad hadde prosjektet effekt på klasse deltakelse?

- I løpet av dette prosjektet, observerte du noen områder hvor elevene viste forbedring?

- Har du lagt merke til noen endringer I klassens dynamikk som kan tilskrives bruk av disse aktivitetene?

- Oppstod det noen uforutsette utfordringer i løpet av dette prosjektet?

    o Hvordan ble disse utfordringene håndtert?

- Nå som vi er ferdig med prosjektet, er det noe vi kan forbedre?

2. What are the beliefs of lower secondary 9<sup>th</sup> grade EFL students towards the use of Extramural English activities in the classroom?

**General:**
- En feedback vi fikk var om de kunne velge samarbeidspartner, hvorfor er dette/er dette ikke en god ide?
- Hva var de generelle reaksjonene til elevene gjennom prosjektet? (Mest positive, mest negative?)
- Fikk du noen direkte tilbakemeldinger om noen av undervisningstimene?
- Observerte du at elevene hadde preferanser til spesifikke aktiviteter i løpet av prosjektet?
- Observerte du betydelig forskjell på motivasjons nivået til elevene basert på hvilke type aktivitet eller oppgave?
- I ditt perspektiv, bidro de ekstramurale engelsk aktivitetene til forbedret språklæringsresultat (language learning)?
- Observerte du noen tilfeller hvor elever viste økt språkkunnskap på grunn av aktivitetene?
- I spørreundersøkelsen vi hadde gjennom prosjektet, svarte de at de brukte veldig mange timer av dagen på skjerm. Dette varierte mellom noen få timer til så mye som 8 timer på noen av dem. Når de allerede bruker så mange timer på skjerm, er det rett at de skal bli eksponert til mer på skolen?

**Keep talking and nobody explodes:**
- Elevene svarte at de generelt følte seg mer motivert å engsasjert i timen. Er dette inntrykket du også får av timen?
- En kommentar som mer en en skrev om hva som kunne forbedres var å bruke et gøyere spill, har du noen kommentar til dette?
- En annen kommentar som gikk igjen gjennom nesten alle timene var at de ville velge samarbeidspartner selv. Hvorfor valgte vi å ikke la dem velge selv?

**Gone home**
- I spørreundersøkelsen om Gone Home timen, var svarte alle (av de 23 som svarte) at de likte timen, at det var spennende og utforske huset, at spillet gjorde det lettere å

skrive, at de hadde god innsats. Og alle utenom en svarte at de fant skriveoppgave som passet dem, at de jobbet bedre med denne skrive oppgaven vs andre skriveoppgaver, at de ble mer motivert til å skrive etter spillet. Hvorfor tror du at denne timen slo så bra an med motivasjon og interesse?

**Open presentation:**

- I timen med åpen presentasjon så valgte vi å ha presentasjoner i små grupper, de var veldig positive til dette. I spørreundersøkelsen var de veldig positive til timen og presentasjonen, og de svarte at de var generelt motivert til å arbeide i timen. Tror du at resultatet hadde endret seg om vi hadde hatt presentasjoner for hele klassen?

**Music analyse:**

- Det ble litt endringer i oppsettet i siste timen. Etter feedback fra elevene så ble dette til to timer. En annen endring var at du valgte at de skulle bli vurdert i denne oppgaven, hvorfor valgte du det?
    o Kan dette ha endret motivasjonen deres på noe måte?
- Tilbakemeldingene på denne timen var litt positive, men mye mer mixed enn de andre timene. Hva kan ha påvirket dette?
- var litt positive, men mer delt enn de andre timene

**Closing Questions:**

- Tror du at det er bærekraftig, på lang sikt, å inkludere ekstramurale engelsk aktiviteter?
- Vil du vurdere å bruke slike opplegg i fremtiden?
    o Ut fra erfaring, har du anbefalinger om hvordan lærere kan gjøre slike opplegg?

**Appendix D: Student interview guide**

# Interview guide Student Post-Project

<span style="color:red">Red</span>: not asked

**Bold**: Titles for organization, not asked

Black: Questions

**Opening questions:**

- Hei, hvordan har dagen vært så langt?

- Sitt noge god film i det siste?

I dette intervjuet skal vi snakke om prosjektet vi har hatt de siste tre ukene, litt om motivasjon, og aktivitetene vi hadde i timene.

- Huske du ka Ekstramural English aktiviteter va?

1. To what extent does the incorporation of Extramural English activities, such as video games, social media, and popular culture media, impact motivation in a 9th grade EFL classroom?

**General:**

- Vi har nå hatt tre uker med dette prosjektet hvor vi prøvde å inkludere interessen te elever inn i undervisningen. Hva syntes du om prosjektet totalt sett.
    - o Om di sliter med å svare kan du gjøre det så lett som: Likte det ikke/likte det
    - o Hvorfor?
- Var det noen aktiviteter som du likte ekstra godt?
    - o Hvorfor?
- Var det noen aktiviteter som du absolutt ikke likte?
    - o Hvorfor?

**General:**

- Vi hadde en time hvor vi spillte ett spill som heter Keep Talking and Nobody Explodes, hva syntes du om denne timen?
    - o Har du interesse for gaming?

- Hvordan var det å bruke dette spillet for å arbeide med kommunikasjon?
- Syntes du at det var mer motiverende å kommunisere på engelsk med bruk av dette spillet?
- Var det noe i denne timen som gjorde deg mer motivert til å delta i tmien?
- Hva syntes du om timene med Gone Home?
  - Syntes du at dette spillet fungerte i en undervisnings sammenheng?
  - Hvordan var det å utforske huset i Gone Home?
  - Hadde du og den du var mer godt samarbeid mens dere spilte?
  - Var det kjekkere å kunne utforske huset med noen andre? Eller hadde du foretrukket å spille det alene?
  - Hva syntes du om skrive oppgaven etter spillet?
  - Var det lettere å skrive på oppgaven etter vi spilte spillet? Hvorfor?
  - Hva mener du om bruken av spill i engelskundervisning?
  - Er det mer motiverende for deg å delta i engelsk timene når vi bruker spill?
  - Var det noe med disse timene som gjorde deg mer motivert til å delta i timene?
- Vi hadde en time hvor dere skulle gå i grupper på to, lage en presentasjon, deretter holde presentasjonen for en annen gruppe. Hva syntes du om den timen?
  - Hvordan var det å holde presentasjon for små grupper istedenfor hele klassen?
  - Hvordan var valgfriheten i oppgaven?
  - Liker du valgfrihet i oppgavene? Hvorfor?
  - Foretrekker du å ha valgfrihet i oppgaver eller at læreren velger mer spesifikke oppgaver?
  - Er det lettere å inkludere hobbyer og interesser når det er valgfrihet i en oppgave?
  - Ble du mer motivert til å jobbe med oppgaven fordi du jobbet med noe du var interessert i?
  - Ble du mer motivert til å jobbe med oppgaven fordi du skulle presentere for noen?
  - Var det noe med denne timen som gjorde deg mer motivert til å delta i timen?
- Vi hadde to timer hvor vi analyserte en sang. Hva syntes du om disse timene?
  - Denne gangen var det en og en, foretrekker du å jobbe alene på en presentasjon, eller sammen med andre? Hvorfor?
  - Har du interesse for musikk?
  - Hvordan var det å jobbe med musikk i denne timen?

- o Ble du mer motivert til å arbeide fordi du kunne velge sang?
- o Dette ble til en vurdering. Hva tenker du om dette?
  - ▪ Ble du mindre eller mer motivert til å arbeide?
- Hvordan syntes du klassemiljøet var i dette prosjektet?
- Merket du til økt deltakelse?
- Deltok du mer i timene?
- I disse timene, fikk vi inkludert interesser til elever?
  - o Traff vi noen av dine interesser?
  - o Hva synes du om å inkludere elevenes interesser i timene?
  - o Hva tror du dette kan gjøre på motivasjonen til elever?
- I disse timene prøvde vi også å ha valgfrihet i oppgavene, mener du at vi fikk dette til?
  - o Hva synes du om å inkludere valgfrihet i oppgaver?
  - o Hva tror du det å ha valgfrihet kan gjøre for motivasjonen til elever?
- Hvilke av timene mener du at du fikk best utbytte (lærte mest)?
  - o Hvorfor?
- Mener du at lærere bør ha større fokus på å inkludere elevenes interesse i timene?

**Closing Questions:**
- Likte du prosjektet

# Appendix E: Sikt approval

**● Sikt**

# Assessment of processing of personal data

| Reference number | Assessment type | Date |
|---|---|---|
| 886740 | Standard | 28.11.2023 |

**Title**
Exploring Motivation through Extramural English in a Lower Secondary Norwegian EFL Classroom: An Action Research Study

**Institution responsible for the project**
Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

**Project leader**
Daniel Nes

**Student**
Daniel Nes

**Project period**
11.12.2023 – 11.11.2024

**Categories of personal data**
General

**Legal basis**
Consent (General Data Protection Regulation art. 6 nr. 1 a)

The processing of personal data is lawful, so long as it is carried out as stated in the notification form. The legal basis is valid until 11.11.2024.

Notification Form ☑

**Comment**
ABOUT OUR ASSESSMENT
Data Protection Services has an agreement with the institution where you are a student or a researcher. As part of this agreement, we provide guidance so that the processing of personal data in your project is lawful and complies with data protection legislation. We have now assessed that you have legal basis to process the personal data.

TYPE OF DATA AND LEGAL BASIS
The project will only process general categories of personal data.

Sample 1: Lower secondary students, aged 13-16 years.
The legal basis for processing personal data will be the data subject's consent, in accordance with Article 6(1)(a) of the General Data Protection Regulation.
The project will gain consent from the parent for the processing of personal data about the children.

Sample 2: Teacher
The legal basis for processing such personal data will be the data subject's consent, in accordance with Article 6(1)(a) of the General Data Protection Regulation.

As teachers, sample 2 are bound by their duty of confidentiality and cannot share confidential data with the research project. We advise that you remind them of this, and please note that it is not always sufficient just to avoid using names of students. Be careful when using examples and background data such as age, sex and pinpointing exact time or place.

During the data collection, Sample 1 may be talking about their teacher in an identifying way, as a "third person"
The legal basis for processing such personal data will be the data subject's consent, in accordance with Article 6(1)(a) of the General Data Protection Regulation.

FOLLOW YOUR INSTITUTION'S GUIDELINES
You must store, send and secure the collected data in accordance with your institution's guidelines. This means that you must use data processors (and the like) that your institution has an agreement with (i.e. cloud storage, online survey, and video conferencing providers).

Our assessment presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

DATA PROCESSOR
We presuppose that the processing meets the requirements of data processors under the General Data Protection Regulation, cf. Art. 28 and Art. 29.

NOTIFY CHANGES
If you intend to make changes to the processing of personal data in this project, it may be necessary to notify us. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes: https://sikt.no/en/notify-changes-notification-form

FOLLOW-UP OF THE PROJECT
We will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

**Appendix F: Lesson Plan – Keep Talking and Nobody Explodes**

| Activity: Video Game - Keep Talking and Nobody Explodes | |
|---|---|
| **Learning Objectives** | - Communcative language skills<br>- Listening skills<br>- Language Comprehension<br>- Language learning |
| **Relevant LK20 Aims** | Competence Aims<br><br>The pupil is expected to be able to:<br>- use key patterns of pronunciation in communication<br>- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation<br>- ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations |
| **Material and location** | For this lesson we will need:<br>- Approximately 15 manuals<br>- Approximately 15 computers<br>- Sheet with keywords<br><br>This lesson will take place in the schools gaming room, hosting more than 20 computers. |
| **Lesson Procedure** | The lesson is 60 minutes<br>- Introduction             (10-15 minutes)<br>- Warm-up                   (5 minutes)<br>- Game-Play Session     (25-30 minutes)<br>- Debrief and Discussion   (10 minutes)<br>- Conclusion                (5 minutes)<br>- Questionnaire           (5-10 min) |
| **Lesson Description** | - Introduction             (10-15 minutes)<br>  o Begin the lesson by giving a brief overview of the lesson and its objectives. Emphasize the connection between language learning and the chosen video game, *Keep Talking and Nobody Explodes*.<br>  o Divide the class in groups of two or three and distribute a sheet of paper consisting of keywords that is relevant to the game and in effective communication.<br><br>- Warm-up                   (5 minutes)<br>  o Two Truths and a Lie. In groups, have each student come up with two true statements and one false statement about |

themselves, it is the other person's job to figure out the lie. This activity encourage communication and listening skills. They have to first formulate sentences and communicate them clearly to another person. The person listening have to be an active listener.

- Game-Play Session          (25-30 minutes)
    o The students will go in groups and play Keep Talking and Nobody Explodes.
    o How the game works: They get a bomb with different modules that they need to solve in order to disarm the bomb. One person has access to the computer and is going to disarm the bomb while another person has access to the manual. They need to communicate together in order to disarm the bomb. The difficulty of the modules and the number of modules escalates through progressing through the missions. They start with the easier missions but will be encouraged to try more difficult bombs.
    o When a bomb either gets disarmed or explodes, the groups need to switch who has access to what. Therefore the person on the computer needs to switch with the person with the manual.

- Debrief and Discussion       (10-15 minutes)
    o Bring the class back to their classroom
    o In groups they are going to discuss (possibly get a document where they have to write down answers) different tasks related to the session.
    o The objective here is to reflect on strategies they used and how they could improve.
    o Write/discuss their experiences, challenges faced, and strategies employed during the game.
    o Go through the tasks orally with the entire class and discuss how the game relates to oral communicative skills and language learning.
    o Encourage the students to draw parallels with the game and real life communication.

- Questionnaire                (5-10 min)
    o A short questionnaire about the lesson.
    o Assess motivation levels.
    o Enjoyment of the activity.
    o Perceived improvement in communication skills?

## Appendix G: Lesson Plan – Gone Home

| Activity: Video Game – Gone Home | |
|---|---|
| **Learning Objectives** | - Creative Writing<br>- Reading comprehension<br>- Text creation |
| **Relevant LK20 Aims** | Competence Aims<br><br>The pupil is expected to be able to:<br>- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation<br>- follow rules for spelling, word inflection, syntax and text structure<br>- write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation<br>- use different digital resources and other aids in language learning, text creation and interaction |
| **Material and location** | For this lesson we will need :<br>- Computers<br>- Paper to take notes and pencils<br>- Chromebooks<br><br>This lesson will take place in both the schools gaming room and the classroom. |
| **Lesson Procedures** | This will be two lessons of 60minutes each.<br><br>First Lesson: Gone Home<br>- Introduction                (10 minutes)<br>- Game-Play Session      (35-40 minutes)<br>- Write Notes             (5 minutes)<br>- Clean up               (5 minutes)<br><br>Second Lesson: Writing<br>- Introduction               (10 minutes)<br>- Writing Session        (40 minutes)<br>- Questionnaire           (5-10 min) |
| **Lesson Descriptions** | First Lesson: Playing Gone Home<br>- Introduction               (10 minutes)<br>    o Go through the plan for the lesson.<br>    o Brief discussion about the importance of storytelling in various forms. Anything from movies, tv-shows, Instagram |

posts, TikToks, and Video Games can create a story, and the way it is conveyed is through storytelling.
- o Introduce the game Gone Home as a unique form of narrative-driven game where the story unfolds as you explore the house. With the time allocated, you won't be able to find everything out, but try to explore the house and gather details about the story.

- Game-Play Session          (35-40 minutes)
  - o Explain how to play the game, quick introduction (controls, interaction, and note-taking)
  - o It is important to pay attention to details and gathering clues to understand the story
  - o Play the game either individually or in pairs (depends on how many computers are available). Let them explore the game at their own pace.
  - o Make sure they write notes throughout

- Write down notes          (5 minutes)
  - o Let everyone have 5 minutes to just write down notes

- Clean up (5 minutes)
  - o They need some time to turn the computers off and to clean up around the desk.

Second Lesson: Writing
- Introduction          (10 minutes)
  - o What does the class remember from the game?
  - o Summarize
  - o Introduce the writing task

- Writing Session          (40 minutes)
  - o Have them write as long as possible
  - o They will have multiple tasks to choose from and the writing part will be open

- Prompts
  - o **Descriptive Letter to a Friend:**
    Write a detailed letter to a friend describing the experience of exploring the house in Gone Home. You can include key moments, emotions, and any discoveries you found

interesting. Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- o **Interview with a Character:**
  Imagine that you get to interview one of the characters. Write both questions and answers between you and one of the characters in Gone Home. Consider asking about their experiences, feelings and the events that unfolded. Use dialogue and responses to delve deeper into the character's personality. Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- o **Continuation of the story:**
  Write a continuation of the story from where you left off. Explore how things continue in the story, what happens next, how does Katie continue, how does feel, what do you think happens next? Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- o **Diary Entries:**
  Write a series of diary entries from the perspective of a character in Gone Home. The entries should cover key moments, character's thoughts, fears, feelings, etc. Use a diary format with dates. Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- o **Creative Short Story:**
  Write a creative short story inspired by the themes or atmosphere of Gone Home. The story can be set in a similar environment or explore similar themes. Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- o **Review of the Game:**
  Write a review of Gone Home. Evaluate its strengths and weaknesses. You can include the narrative style, character development, gameplay, your experience, anything really. It is important to justify your opinions with specific examples from the game. Try to use literary devices (virkemidler som metafor, symbolisme, ironi, bildepreg, kontraster, osv.)

- Questionnaire                    (5-10 min)
  - o A short questionnaire about the lesson.
  - o Assess motivation levels towards writing.
  - o Enjoyment of the activity.

## Appendix H: Lesson Plan – Open Presentation

| **Activity:** Open Presentation | |
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| **Learning Objectives** | - Communcative language skills<br>- Language Comprehension<br>- Research |
| **Relevant LK20 Aims** | Competence Aims<br><br>The pupil is expected to be able to:<br><br>- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation.<br>- read, discuss and present content from various types of texts, including self-chosen texts.<br>- use different digital resources and other aids in language learning, text creation and interaction. |
| **Material and location** | For this lesson we will need :<br>- Chromebooks<br><br>This lesson will take place in their classroom |
| **Lesson Procedure** | The lesson is 60 minutes<br><br>- Introduction               (10-15 minutes)<br>- The Task                  (30-40 minutes)<br>- Present your topic      (10-15 minutes)<br>- Questionnaire            (5-10 minutes) |
| **Lesson Description** | - Introduction               (10-15 minutes)<br>   o Introduce the plan for the lesson<br>   o Explain what we are doing and what the tasks are. Also give them pointers on what topics could be interesting. Important "make it interesting, make sure that you yourself would be interested in your own pre<br><br>- The Task                  (30-40 minutes)<br>   o The students can choose one of the prompts. They are going to present one of their interests to a classmate. They choose freely how they are going to present it, but the importance here is to be interesting and creative. It should last between 3-5 minutes. |

|  |  | o  If you struggle to choose one of the prompts you can ask a teacher for help. However, if you can't decide on an option within the first 5 minutes, one will be chosen by the teacher. |
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- Prompts
  - o **Band or Artis**
    Research an artist or a band that you like. The band or artist can be a fictional band like Gorillaz. Try to find something interesting about the artist or band. You can for example include; why you like the artist/band, what introduced you to them, have they done anything notable, etc. Remember, try to make the presentation fun and interesting.
  - o **TV-Show or Movie for instance Ibelin**
    Research a movie or a TV-show that you enjoy. Try to find something interesting about the show or movie. You can for example include; why you like it, what introduced you to it, what is it about, why would you recommend it, is there anything interesting about it's production, etc. Remember, try to make the presentation fun and interesting.
  - o **Important person**
    Research an important person. This can for instance be a historically important person, influencer, youtuber, streamer, gamer, politician, or other. Explore the person's life and why they are interesting and important. You can for instance include; why are they interesting, what makes this person important, what have they achieved, have they created anything notable throughout their career, etc. Remember, try to make the presentation fun and interesting.
  - o **Social media trend**
    Find and research a social media trend. This can be either a new trend that is current, or an old trend that isn't popular anymore. You can for instance include; what is the origin of the trend, why do you think this trend became so popular, have any notable people taken part in this trend, etc. Remember, try to make the presentation fun and interesting.
  - o **A different interest**
    Research an interest you have, this could be anything from a book, videogame, podcast, horseback riding, archery, etc. You can include; why are you interested in this topic, is it important to you, is there anything notable about it, etc. Remember, try to make the presentation fun and interesting.

- Present your topic          (10-15 minutes)

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| | o The pupils will present their interest to one of their fellow classmates. This should take between 10-15 minutes depending on how they have worked with the topic, hoping that they have 3-5 minutes per presentation. The teacher should decide if they go in groups of 2 or 3.<br><br>- Questionnaire  (5-10 min)<br> o A short questionnaire about the lesson.<br> o Assess motivation levels.<br> o Enjoyment of the activity. |

# Appendix I: Lesson Plan – Music Analysis

| Activity: Music/video Analysis (Writing) | Date: xx.xx.24 |
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| **Learning Objectives** | - Text analysis<br>- Text creation |
| **Relevant LK20 Aims** | Competence Aims<br><br>The pupil is expected to be able to:<br>- use a variety of strategies for language learning, text creation and communication<br>- use different digital resources and other aids in language learning, text creation and interaction<br>- listen to and understand words and expressions in variants of English<br>- read, discuss and present content from various types of texts, including self-chosen texts |
| **Material and location** | For this lesson we will need :<br>- Chromebooks<br>- Headsets<br><br>This lesson will take place in the classroom |
| **Lesson Procedure** | The lesson is 60 minutes<br><br>- Introduction           (10-15 minutes)<br>- Writing Session     (30-40 minutes)<br>- Learning Pairs       (10 minutes)<br>- Questionnaire        (5-10 min) |
| **Lesson Description** | - Introduction          (10-15 minutes)<br>   o Introduce the plan for the lesson<br>   o Explain what that we are going to work with analyzing either lyric from a favorite song, or a music video where you analyse both lyric and the image connected to the lyric.<br>   o Intro to lyric analysis and its importance in understanding the deeper meaning of a song or text.<br>   o Themes, cultural context, literary devices (metaphors, similes, symbolism), Emotional impact (tone and mood, emotive language), Narrative elements (characterization, setting), Rhyme and rhythm, personal connection, visual elements (for music videos).<br>   o Many ways of interpreting, but it is important to form one's own opinion and show critical thinking. |

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| | - Writing Session              (30-40 minutes)<br>    o They are going to analyse a self-chosen song or music video. They are free to choose what they want to analyse. If they can't decide on a song within 5 minutes, one will be chosen for them (this is to ensure everyone will be doing the task). They can also ask to have one of the chosen songs.<br><br>- Prompts<br>If you can't choose a song you can/will get a song chosen by the teacher ☺<br>    o **Analyse Song Lyrics:**<br>    Choose a song that you find interesting and analyse the lyrics. There are many things you can analyse, some important concepts would be the themes of the song, figurative language (meaning when words mean more than what they say, making language colorful and imaginative), and the message conveyed by the artist. You should also consider the tone, mood, and impact (meaning how powerful and important the word feels in a sentence) of the words. You can also include what the song makes you feel, if it has any cultural or personal connections. Make sure to provide specific examples from the lyrics to support your analysis.<br>    o **Analyse a Music Video:**<br>    Choose a music video that you find interesting and analyse both the video and the lyrics. In your analysis you should consider how the visual elements complements the lyrics. Does the video add layers of meaning to the song? Consider the use of imagery, symbolism, and cinematography (how it was filmed). Remember to provide specific examples from both the lyrics and the music video to support your analysis.<br><br>- Learning pairs (is this the right term?) (10-15 minutes)<br>    o The pupils will go in pairs and present their analysis of their chosen song or music video.<br><br>- Questionnaire                  (5-10 min)<br>    o A short questionnaire about the lesson.<br>    o Assess motivation levels.<br>    o Enjoyment of the activity. |