

Master's Thesis

Extramural English and students' motivation

A Mixed Methods Study on Norwegian Students'
Motivation and Attitude Toward English Classroom
Practice

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HØGSKULEN
I VOLDA

Abstract

This masters thesis investigates if there is a relationship between Norwegian students extramural English activities and students' motivation and attitudes towards English classroom practice. The study uses a mixed methods approach, combining quantitative data from questionnaires with qualitative insights gathered through focus groups. The choice of method will make it possible to answer my thesis' research question which is: *To what extent extramural English corresponds to students' motivation and attitude toward English classroom practice.* The choice of participants was two schools in rural part of Norway, where the quantitative phase involved administering questionnaires to late primary and lower secondary school students, gathering data on their extramural English activities and levels of motivation. The qualitative phase consisted of two focus groups from lower secondary school, allowing for in-depth exploration of their experiences and perspectives that affects their motivation in learning English.

The research findings reveal several main findings where a significant proportion of Norwegian students dedicate more than half of their time spent on digital platforms by exposing themselves voluntarily to English-related activities. The other main finding was that listening and speaking emerged as the most frequently utilized language skills during these extramural activities. Additionally, a positive correlation was discovered between the frequency of extramural English engagement and students' motivation levels within the classroom context.

These results underscore the importance of recognizing extramural English activities as an important factor when it comes to students' language learning. By acknowledging and building upon students' existing extramural language practices, teachers can enhance classroom engagement and foster a more motivated learning environment. These findings contribute valuable insights for English teachers seeking to optimize English language classroom instruction and better align classroom practices with students' preferences and motivations.

Key words: Extramural English, L2 motivation, LK20, English as a global language, L2 Motivational Self System (L2MSS), language identity, L2 English

Sammendrag

Denne masteroppgaven undersøker om det er en sammenheng mellom norske elevers bruk av engelsk utenfor skolen, (extramural engelsk) og deres motivasjon og holdninger til engelskfaget. Studien bruker en mixed methods metode, og kombinerer kvantitative data fra spørreskjemaer med kvalitativ innsikt samlet gjennom to fokusgrupper. Valget av metode vil gjøre det mulig å besvare oppgavens forskningsspørsmål som er: *I hvilken grad tilsvare bruk av engelsk utenfor klasserommet elevens motivasjon og holdning til engelskfaget.* Valget av deltakere var fra to distriktsskoler i Norge. Den kvantitative fasen innebar å innhente data ved bruk av to spørreskjemaer for elever på mellomtrinnet og ungdomsskolen om deres engelskaktiviteter utenfor klasserommet og deres motivasjonsnivå. Den kvalitative fasen besto av to fokusgrupper fra ungdomsskolen, denne åpnet for en mer dypere innsikt i elevenes erfaringer og perspektiver, som påvirker deres motivasjon for å lære engelsk.

Forskningen avdekker flere hovedfunn. Ett av hovedfunnene viser at en betydelig andel av norske elever bruker mer enn halvparten av tiden sin på digitale plattformer ved frivillig eksponering av engelskspråket. Det andre hovedfunnet var at de mest brukte språkferdighetene elevene brukte var å lytte og snakke engelsk på forskjellige sosiale medier. I tillegg ble det oppdaget en positiv sammenheng mellom elevers bruk av engelsk utenfor klasserommet og elevers motivasjon til å bli flinkere i engelsk.

Disse resultatene understreker viktigheten av å anerkjenne engelskaktiviteter utenfor klasserommet som en viktig faktor når det gjelder elevers motivasjon til å lære engelsk. Ved å anerkjenne og bygge på elevenes eksisterende engelskferdigheter, kan lærere øke klasseromsengasjementet og fremme et mer motivert læringsmiljø. Disse funnene bidrar med verdifull innsikt for engelsklærere som ønsker å optimalisere engelskspråklig klasseromsundervisning og bedre tilpasse engelskfaget med elevenes preferanser og motivasjoner.

Nøkkelord: Extramural engelsk, andrespråks motivasjon, LK20, Engelsk som et globalt språk, L2 Motivational Self System (L2MSS), språkidentitet, engelsk som andrespråk

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The fall of 2018 was the first time I had ever been to Volda, and who would have thought that these five years would be the best years of my life. Starting the teaching education has been the best decision I have made where I have learned so much that I will take it with me when I start the journey of my working life as a teacher.

I remember when we first had to choose what subject to write our master, and I was super skeptical about choosing English. Ever since I was a young child, learning English in school was the most difficult subject, and I remember saying to myself, just wait till you grow up, then, then you will know English because all the grown-up people seemed to know it. I would never in my wildest dreams imagined myself, fifteen years later, writing a master's thesis in English. It was not after living abroad, and being exposed to English when I suddenly got an interest in learning it, and therefore writing how students learn so much English not only at school, rather the opposite was something that intrigued me.

Writing this master has been a ride, and there is so many people to thank that has helped me through this. Firstly, I have to thank my friends and fellow classmates, without them these five years would not have been this much fun. I also need to thank the students who said yes to participate in my research as this study would not have worked without their participation. My two supervisors, Natalie Ann Donohue and Ingjerd Arnøy is also to thank, who has helped me guide my master into the right direction. At the end I want to give a special thanks to my closest friends and family that have supported me through the whole process, thank you!

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List of Abbreviations:

- **EE** – Extramural English
- **L2** – Second language
- **L1** – First language
- **L2MSS** – L2 motivational self system
- **ELT** – English language teaching

1 Introduction

1.1 Aim and scope

Students' engagement with the English language outside school has increased significantly in recent years. With the widespread availability of technology and the internet, students can now access English language content anytime, anywhere. In addition, the rise of social media platforms, music streaming services, online video games, and global entertainment industries has provided ample opportunities for students to interact with English language content. This exposure to English outside the classroom, also known as extramural English (EE), is an important factor to consider when it comes to the student language learning (Sundqvist & Sylvén, 2016, p. 1). According to Medietilsynet (2023), over 93% of Norwegian children between ages 9-11 have their own phone and a wide spectrum of different digital tools (Medietilsynet, 2023). About 32% of children used English as their primary language online and the use of English increased the older they got (Medietilsynet, 2020). Learning English within the four walls of a classroom is no longer the only way students acquire knowledge, as in today's society, the spread of English in social media makes the exposure to the language happen outside the lessons. In recent years, EE has gained significant attention, as it highlights the effect of learning a language outside of the classroom.

The combination of English lessons and the exposure to the language could help with a better language understanding. As Benson (2011) mentions, acquisition most likely proceeds most rapidly if the students have a combination of form-focused instruction together with the exposure of English (p.7). Proving that, studies show that students who show a high level of proficiency in their language learning have learned most of it outside-of-class (Benson, 2011, p. 7). This is also something Brevik (2019) mentions, where boys who were using English while gaming scored high on English vocabulary tests (p. 56).

The way students use the English language is through interest driven activities, where the focus is to be entertained, and not learning English. As English is also a language Norwegian students need to learn in school, it is essential that the teacher knows what language input students get while being at home. Since students do watch English spoken videos, and are exposed to it, how motivated are they in learning English at school?

Motivation is an essential factor in language learning and a key driver of success (Dörnyei, 1994, p. 516). Motivation can be defined as the internal and external factors that encourage and influence learners to achieve their language learning goals (Bentham, 2012, p. 34).

Various factors, including extramural English activities, can influence motivation. There have been studies researching motivation, where the use of Dörnyei's motivation framework in L2 motivation, known as L2 motivational self-system (L2MSS) has been used to map students learning, which can be a helpful tool for better L2 learning (Yousefi & Mahmoodi, 2022, p. 17). This shows that mapping students' L2 motivation will further help increase students wanting to learn English. However, the relationship between extramural English and motivation must be researched.

Past studies of Brevik (2019), Jensen (2017) and Sundqvist (2016) shine a light on the importance of using out-of-school English as a resource for improving English L2 proficiency, as English is the number one language of communication world wide and the language on the internet (Brevik, 2019, p. 595; Jensen, 2017; Sundqvist, 2016). The article by Brevik (2019) studied the Norwegian students' use of and interest in English on the Internet. It addressed *the outliers*, which can be defined as participants who differ from the rest of the sample. In these findings the outliers were boys who spend many hours daily gaming are good L2 readers (Brevik, 2019). There is a clear link between how students use English outside of school and their English proficiency. Here, the *outliers* referred to the gamers who made English their L2 by choice (Brevik, 2016, p. 56). It indicated that interests are related to young people's L2 reading proficiency. Jensen's (2017) study was done in Denmark where she discussed the role of gaming as an English language learning resource (Jensen, 2017). She mentioned how today's society "has created an increased interest in the potential of out-of-class English as a "tool" for learning English" (Jensen, 2017). This "tool" is an essential factor in how teachers can help motivate students to improve their L2 in school. This, once again, indicates that motivation is a crucial factor in language learning but does not give information about whether that motivation is increased or decreased inside the classroom when looking at the English exposure at home.

There needs to be more research conducted in Norway on the relationship between motivation and extramural English and the motivation shift among students as they age. The use of social media and other digital platforms is changing rapidly. New research on how students are

affected by this is always needed. In Norway, every student can access a smartphone or a computer making students easily accessible for EE exposure (Medietilsynet, 2020). With the new national curriculum, LK20, finally taking place, it will be interesting to see how this correlate to students' attitudes toward English lessons and if the new curriculum will increase students' motivation in class. For example, one of the goal of the new curriculum is to “prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication” (Utdanningsdirektoratet, 2019). Will this help give an extra motivation to students to learn something in the classroom or will this have no effect in spiking their interest in the lesson? Since the use of digital media amongst young children is increasing, more up-to-date research is needed to keep track of the effect this has on their L2 learning. Students' attitude toward the importance of English lessons are missing. In addition research on the relationship between how they see themselves as English speakers and how they like to learn the language is also missing. Also, there is little research done in Norway about students' attitudes and perspectives toward how they look at English language learning in class.

English input is more than what students get during their English lessons. As a future teacher, it is therefore important to remember that EE can be a helpful resource in students English learning when teaching English. In this thesis I will research students use of EE and how this can affect their motivation in learning English. The goal is to contribute to preaching the students voice in what they see as important when having English lessons, as well as mapping the relationship between students' use of EE and their L2 motivation.

1.2 Research question

There have been multiple studies mapping out the importance of extramural English as shown above. It shows a connection between English proficiency and how students use English at home. However, little research points out the motivational factor of extramural English and, more specifically, the students' perspective on classroom practices. Therefore, this thesis examines how *extramural English corresponds to students' motivation and attitude toward English classroom practice*. To examine this, I will attempt to answer the following research questions:

- RQ1: How do late primary and lower secondary school Norwegian students use extramural English?
- RQ2: How motivated are the students to learn the English language?
- RQ3: What is the relationship between the use of extramural English and the students' motivation?

To be able to answer these research questions, I need to go in-depth on what extramural English is and the theory about L2 motivation. This also needs to be put in light of the Norwegian curriculum, as this is what teachers must follow when teaching English. Then, to get the students' perspectives, I have chosen a mixed methods approach where I have conducted a questionnaire followed by two focus groups. This will help me to better understand Norwegian students' use of English at home and their motivation and attitude toward English.

To fully understand the concept and impact on the correlation between motivation and extramural English, asking the students is the most appropriate choice. As most research in this area has had a teacher perspective, this study aims to understand how the students see English as a language. Investigating the correlation between motivation and extramural English can create a fuller view of how students experience the world which can easily be neglected among teacher researches.

1.3 Outline of the thesis

This thesis consists of six chapters including the introduction (1) that has established some key points that will further be elaborated later in the paper. The next chapter follows a presentation of the theoretical background (2), including relevant frameworks and models. The methodology (3) section outlines my research design, data collection methods, and data analysis techniques that have been used. The findings (4) section presents the key results, while the discussion (5) integrates these findings with the theoretical background, examining their implications and contributions. Finally, the conclusion (6) synthesizes the research journey, offering a cohesive understanding of the research question, as well as ideas for further research.

2 Theoretical background

In this chapter, the theoretical framework of this study will be presented. Firstly, I will look at English as a global language and discuss the English language as a role in today's globalized world. After this, the use of extramural English will be presented, where helpful insight into how students learn English will be discussed before moving over to a theory about motivation and its role in encouraging students, where the L2MSS theory will be talked about. I will also mention how English is more than a language, but rather a part of one's identity. At the end, English as a school subject in Norway and how it is taught will be conversed.

2.1 English as a global language

English is one of the most widely spoken languages in the world, with over 370 million native speakers (Svartvik & Leech, 2016, p. 1). One of the most prominent characteristics that make English unique is its status as a mother tongue for millions of people and its use as an additional language by an even greater number of individuals worldwide. Even more distinctive, non-native speakers of English outnumber native speakers. Svartvik and Leech (2016) estimate that about one-third of the world's population knows, or think they know, some English (Svartvik & Leech, 2016, p. 1). When a language is used to communicate between people with different first languages, converses tend to seek a common ground or language, also called lingua franca (Seidlhofer, 2005, p. 339). In Europe, English has emerged as the lingua franca of the continent, serving as a means of communication across national and linguistic boundaries (De Houwer & Wilton, 2011, p. 1). According to Rindal (2014), "English is the global language of communication", where people from different countries most likely use English as the lingua franca (2014, p. 8). As a result, English has achieved a significant status as a global lingua franca, used by people from different linguistic and cultural backgrounds to communicate with each other. English has become a bridge between cultures, allowing people worldwide to interact and collaborate in various fields, including education, commerce, and entertainment.

The use of English as a global language is not solely driven by the desire to master a second language. It manifests a broader identity goal, the goal of fitting into the global society where English is an integrated language (Dörnyei & Ushioda, 2021, p. 11). Crystal (2012) states that learning English is more than just a linguistic skill. It is also an essential way to become part of the cultural world that recognizes and values English as a means of international

communication (p. 3). He further states that a language gets a global status when it is recognized in every country (Crystal, 2012, p. 3). By this, it does not matter how many are using it as their main language, but that it is recognized and used as a way to communicate in the world. This widespread use of English as a global language gives it its unique status as a means of international communication. In contrast, Svartvik and Leech (2016) write that people learn the language because they need it to function in the globalized world. Thus, Svartvik and Leech (2016) further note that most English learners do so out of necessity. They state, “most people who want to learn it do so because they need it to function in the world at large” (Svartvik & Leech, 2016, p. 2). This is also something that happens in Norway, where people use it to communicate with people from all over the world.

In 1985, a model of how English is seen around the world was made. This was done to help illustrate how the English language is used in different countries. The model (Figure 1) divided countries into inner, outer and expanding circles. The inner circle categorizes the native users, second-language users are in the outer circle, and foreign-language users belong to the expanding circle (Rindal, 2014, p. 7). A lot has happened to the world in the past 38 years where the outer and expanding circle is constantly changing. In Norway, for instance, English has always been classified as a foreign language, as it is not one of the country’s official languages. However, given the increasing use of English in everyday life, some linguists argue that English might no longer be considered a foreign language in many countries, including Norway, and instead should be seen as a second language (Svartvik & Leech, 2016). However, Rindal and Brevik (2019) argue that due to the fact that Norway was never a colony, English in Norway should not be seen as a second language either if we use the traditional label of what defines a second language (Rindal & Brevik, 2019, p. 435). Instead, they use a more generic term and call English in Norway as “L2 English” with emphasis that this is “English as a second or later language” (Rindal & Brevik, 2019, p. 435). This concept “does not specify the order in which a student learns a language, but rather reflects that language proficiency is often developed in more than one language simultaneously” (Rindal & Brevik, 2019, p. 435). The term L2 English will therefore be used to talk about Norwegian students English in this thesis.

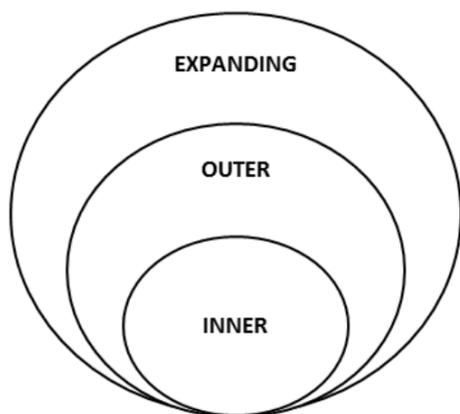


Figure 1: Kachru's concentric circles of English (Rindal, 2014, p. 7)

English is a global language and is used by many people. Learning this language is often driven by more than an inner motivation to be good at a second language. It is, as motioned above, part of seeking an identity, to fit in with society and become a part of this cultural world where English is integrated as a language (Dörnyei & Ushioda, 2021, p. 11). English is also the primary language used on the Internet, a place where Ushioda (2011) identifies the student generation as 'digital natives'. The generation that is already fluent in the world of technology, where the skill of using digital tools is seen as natural (Ushioda, 2011, p. 206). The students feel comfortable using the Internet and will be exposed to English while doing motivational-driven activities. Even in 2001, Crystal (2012) showcased the English use online and how it might affect the user's language (Crystal, 2012, p. 4). It is fascinating how, even at a time when the internet was not prominent in our everyday lives, it still managed to affect our learning process.

At the same time, the reverse is also true. Jeon et al. (2021) looked further into how the English language has contributed to the Internet. Jeon et al. (2021) mention that "English is used by 59% of all the websites whose content language is known" (Jeon et al., 2021, p. 1). This significant data has not even calculated the social media users who chose to speak English to gain a bigger following worldwide. The language on the world wide web in 1998 was mainly English, where 75% of web pages were in English (Jeon et al., 2021, p. 1). This had decreased considerably, to only about 59% (Jeon et al., 2021, p. 1). But at the same time, more people who are not English speakers have started using it. The explanation is simple, as time has passed, more people are using the Internet across the globe. Not only has the internet made it easier for consumers to spread information, but it has also helped with sharing

English and communicating with people worldwide. To be able to communicate, one needs a language that everyone understands. This is where English as a global language comes into place. “Languages are the essential medium of communication in which the ability to act across cultures develops” (Todorova & Todorova, 2018, p. 333). This is no exception for Norway, either. Naturally, people are able to connect with the rest of the world by using English, as speaking Norwegian would limit them to the relatively small number of people who speak it.

2.1.1 English, the language of communication

The new curriculum prioritizes the communication aspect of English. With a big part of our communication being done through the internet and the globalization of online spaces, it is easier to use it to communicate with people from other countries, get in contact and spread information with people worldwide (Utdanningsdirektoratet, 2019). As a result, the world is getting smaller as young people communicate and share their lives with other people from different countries and can do so by using the English language.

One of the core values of the English subject is to make the “foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background” (Utdanningsdirektoratet, 2019). The curriculum also says that the subject should help students “develop an intercultural understanding of different ways of living, ways of thinking and communication patterns” (Utdanningsdirektoratet, 2019). As seen above, the importance of using English as a way of communicating is some of the core values in how Norwegian teachers should teach English to their students.

For the students to be able to reach these goals that the core values for the subject focuses on, they need to develop oral skills. This is one of the skills the Norwegian curriculum focusses on, where “oral skills in English refers to creating meaning through listening, talking and engaging in conversations” (Utdanningsdirektoratet, 2019). As English has gotten such a big recognition in today’s world, the curriculum also put light on developing these skills to work in today’s world. Especially, where 90% of Norwegian children from the age 9-18 use social media (Medietilsynet, 2020, p. 5). Additionally, over 50% of children aged 10-11 have their own social media accounts and are therefore more active (Medietilsynet, 2023). Through these platforms, you are able to communicate with people, and now as the main language

online is English, the approach to foster students' oral skills can be a helpful resource when trying to connect students exciting competence with what they learn in school.

2.2 Extramural English

Because of English's global use, students listen and see English more than we might think. Therefore, language learning is not restricted to the classroom. Many terms are used to describe this language learning that happens outside of formal classroom settings. One commonly used term is 'out-of-school' or 'out-of-class' learning (Benson, 2011). Benson (2011) defines this as 'language learning beyond the classroom' and emphasizes that it includes "every location, setting, and non-prescribed activity" (Benson, 2011, p. 9). The idea is that language learning can take place in various environments, from talking to people on holiday to ordering food from a restaurant, and can involve a range of activities, such as watching movies or chatting with friends online. Extramural English (EE) was a term first used by Sundqvist and Sylvén (2016) and is a term used for "the English used outside the wall of the classroom" (Sundqvist & Sylvén, 2016, p. 92). This term allows for both intentional and incidental learning. "In order for L2 learning to be successful, it is essential that the L2 classroom provide sufficient inspiration to motivate the learners, and that the instructional practices are cognitively adequate" (Sundqvist & Sylvén, 2016, p. 92). This term emphasizes the importance of recognizing the wide range of opportunities for language learners to practice and develop their skills beyond the confines of a structured classroom environment. Since the main language of the internet is English, the opportunity for EE activities can therefore be endless, especially for those students who have access to the internet (Sundqvist & Sylvén, 2016, p. 7). This can include watching English language TV shows and movies, reading English books, communicating with native English speakers, and participating in English language social media platforms (Sundqvist & Sylvén, 2016, p. 7). Extramural English can potentially improve learners' proficiency in English by allowing them to use the language in a more natural and meaningful way.

When explaining how L2 English language learning looks like, Sundqvist (2016) made a model explaining how this language learning takes place. It also gives a clear viewpoint to where EE activities fit into the field of L2 English language learning (Sundqvist & Sylvén, 2016, p. 10). The model below shows a two-dimensional continuum, where the horizontal line represents the learning force for learning English represented in the X-axis, and the Y-axis

representing the physical location where the learner is when doing/or being exposed to different English activities (Sundqvist & Sylvén, 2016, p. 11). This shows that if you are placed in the bottom left corner (represented by G), the learning of English is teacher-initiated, where the student learns English in the classroom. When looking at EE activities, everything is placed in the upper right-hand corner. Here the learner is far away from the classroom where they are engaging with English on their own initiative (Sundqvist & Sylvén, 2016, p. 11). It is also worth mentioning that EE activities can also be divided into incidental learning and intentional learning, since a student can engage in EE activities with or without the intention of learning English (Sundqvist & Sylvén, 2016, p. 12).

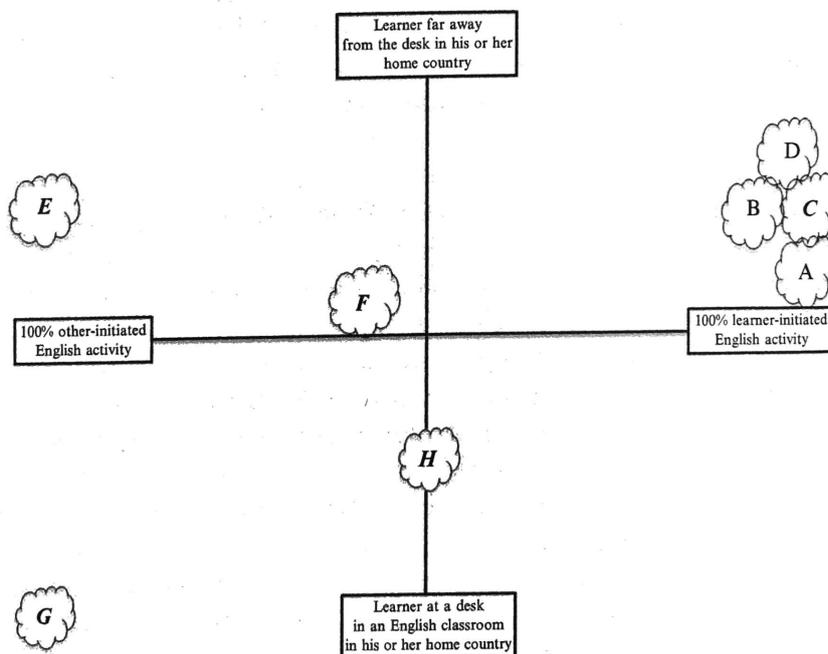


Figure 2: "Model of L2 English learning" (Sundqvist & Sylvén, 2016, p. 10)

The internet is where most incidental learning takes place. As Brevik (2019) showcases, it has been noticed that a lot of Norwegian students seem to confidently prefer using and being exposed to English more than Norwegian online. Whether that is gaming, scrolling, posting or chatting with friends, English seems to be the preferred language. Some even seem to engage with the language in more than one way simultaneously, making them multimodal and helping them cultivate their listening and reading abilities (Brevik, 2019, p. 604). It is quite worth mentioning that for some, this is the only way they seem to engage with text outside of the classroom.

The EE activities is therefore something schools should think about, since EE includes both input and output, and might even include some interaction with English, which Sundqvist and Sylvén (2016) say is an essential part in learning L2 English (Sundqvist & Sylvén, 2016, p. 7). In Norway, the new curriculum explicitly focuses on some components, where one of the competence aims after the year 10 explicitly says that students should “explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests” (Utdanningsdirektoratet, 2019). This means that students should get the opportunity to bring the EE exposure they have at home and build on it in school.

Sundqvist and Sylvén (2016) both mention that EE is an important resource to take into the classroom. The students use English at home because of interests which means that English lessons should derive from this motivation to further improve their already existing English competence. Motivation could therefore be a key component in learning L2 English.

2.3 L2 Motivation

The role of motivation in learning is a well-known and widely researched topic in the field of education. As stated by Sylvén (2006), "motivation is one of the most important driving forces as regards any type of learning" (p. 52). Therefore, motivation is critical to learners' success in a formal or informal learning environment. A learner's level of motivation can significantly impact their engagement, effort, and, ultimately, their achievement. In this section, I will explore the significance of motivation in learning and how it can be fostered to promote successful learning outcomes. Furthermore, I will shortly analyze Dörnyei's L2 motivational self-system (L2MSS) theory, on which I have based part of my research.

Motivation is a complex construct that is influenced by a multitude of factors, both internal and external (Bentham, 2012, p. 34). One such factor is the impact of culture and society on individual motivation. Dörnyei and Ushioda (2021) describe motivation as what “concerns the direction and magnitude of human behavior” (p. 4). They further describe it as “the choice of a particular action” where motivations is the reason people decide to do what they do and how long they are willing to do this activity (Dörnyei & Ushioda, 2021, p. 4). For students, motivation is key to learning and heavily depends on what the learner wants to achieve

(Harmer, 2015, p. 90). By this, students need to see the reason of doing a task to be able to connect the L2 learning to something more than just finishing a simple task. Motivation can therefore be divided into instinctive and extrinsic motivation. Here instinctive motivation consists of the urge to do something because one wants to do it, while extrinsic motivation is doing something because the outcome is something desirable such as getting good grades (Sundqvist & Sylvén, 2016, p. 89).

Dörnyei and Ushioda (2021) have looked at these factors in L2 motivation and seen that the influence of society and culture has received attention in culture psychology (p. 34). Motivations is therefore more than the individual inner motivation, but are affected by greater factors such as the society and cultures students live in. This highlights the importance of considering cultural and social contexts to understand and enhance learner motivation. Dörnyei and Ushioda (2021) looked further into this aspect and proposed a theory that would try and combine the complexity of motivation called the L2 Motivational self-system (L2MSS). This theory combines several factors that can contribute to learners L2 Motivation.

2.3.1 L2 Motivational Self System (L2MSS)

The theory that will be focused on in this thesis is Dörnyei's L2 Motivational Self System. Motivation is important when it comes to learning L2. Dörnyei's frameworks touch upon important factors that might affect learners' motivation. It includes both self-related constructs as well as learning context. This creates a framework where both components are not to be seen in isolation, but rather as a learning process that has multiple factors that contribute to how motivated a student is (Csizér, 2019, p. 73). This theory was directly evolved out form Gardner's (1979) theory of integrative motivation (Gardner, 1979, as cited in MacIntyre & Al-Hoorie, 2020). Dörnyei saw the need to include more aspects to the already evolved theory in L2 motivation where the mix of motivation and attitude is combined (Csizér, 2019). By mixing these, new components can help combine the "old" and the "new" way of seeing L2 motivation.

The aim of Dörnyei (2021) was to make an L2 motivation theory that could derive on people's effort in actually investigating in L2 learning. Dörnyei together with Csizér (2019) saw the positive effect of measuring peoples need of knowing a foreign language and their attitude toward L2 speakers, hence creating L2MSS. This theory consists of three parts which

are the *Ideal L2 Self*, the *Ought-to L2 Self* and the *Language Learning Experience* (Dörnyei, 2021, p. 63). The Ideal L2 self comprises the imagination of the learner's self-image. For example, if a learner sees themselves as someone who wants to speak fluent English, this can be a powerful motivation to learn the language. The ought-to L2 Self is about others' expectations of themselves, mostly known as the outer motivation. This can be a student's motivation to get good grades or not disappoint one's family or friends. The last possible self is the Language Learning Experience. This relates to how students are motivated in situated contexts, for example, in a classroom.

2.3.1.1 Ideal L2 Self

The Ideal L2 self is the first component of the L2MSS. This is the aspect that includes learners' view of how they can imagine themselves as proficient L2 users (Csizér, 2019, p. 73). It is about creating this self-image that a learner needs to achieve, which simply "has to be fought for" (Harmer, 2015, p. 90). One part of learning an L2 is to have the motivation to do so, where one factor is to be able to see yourself as a user of the language. In Norway, this motivation could be drawn from students seeing the need and seeing themselves as someone who will speak the language in the future. Motivation does not solely rely on the teacher, but it is important that a teacher helps motivate and "create a vision of their Ideal L2 self" (Harmer, 2015, p. 92). This can help the students reach their self-image to further reach their goal and hopefully become more motivated.

2.3.1.2 Ought-to L2 Self

When it comes to the Ought-to L2 self, it consists of the external pressure one learner is aware of while in their language learning process (Csizér, 2019, p. 73). The motivating does not solely rely on student's desire to become someone who speaks English. However, some students might get motivated from doing good in school by, for example, getting good grades. The ought-to L2 self therefore consists of the learners' motivation to do different tasks to avoid negative feedback or lower grades (Harmer, 2015, p. 90). In the Norwegian curriculum, the Norwegian students in lower secondary school start with grades. This can factor in having students' motivation be affected by how they are graded can affect the motivation. Some students might get motivated in doing great in English lessons because they want to achieve good grades and the pressure of achievement overrule this demotivational factor. This can be

a helpful source as long as the grades are matched with students' knowledge and how they are.

Another reason that could motivate a student to learn English is the reputation and image. When being able to speak a foreign language is associated with something positive, it's natural that it will attract the students and motivate them to engage in L2 learning. As Harmer mentions "In a country where foreign-language speaking is seen as something positive, there is clearly a much greater chance that students will be pleased to be learning" (Harmer, 2015, p. 90). With the explosion of the internet in the last decades, the English language became even more prominent in everyday life. As a result, one could say that it is a tool that has helped students get exposed to the language and form positive bond with the language.

2.3.1.3 Language Learning Experience

The last component to the L2MSS is the Language Learning Experience. This involves motivation connected to learners' environment, such as attitudes toward English classroom practice (Csizér, 2019, p. 73). Multiple factors can affect learners' motivation when learning English in class, such as class size, the teacher, course book, and as simple as when the class is during the day. When students are asked to do different tasks in class, the teacher needs to set expectations and match the students' level in language. Harmer (2015) mentions that teachers' most important task is to be able to match the competency of the students for them to be able to feel an achievement (Harmer, 2015, p. 92). Having students achieve tasks that are well structured to fit the student can also be an important factor in creating motivations.

How students learn a language can greatly affect students' motivation. Harmer (2015) mentions that it is therefore key for teachers to make lessons as relevant for the students as possible (Harmer, 2015, p. 93). Motivation is an important resource in creating students who want to learn, which can create lifetime learners, as English is something they will come across later in life because of its global use.

In 2022 Yousefi and Mahmoodi did a meta-analysis to contribute to understanding Dörnyei's L2 Motivational Self System. The findings showed that looking at motivation through the lens of the L2MSS will contribute to better L2 learning development and significantly affect students' language learning. (Yousefi & Mahmoodi, 2022, p. 17). By understanding where the

motivation comes from, the teachers are better equipped to adapt their teaching to each student. Even though Dörnyei's motivation framework will give us a better understand of L2 motivation, it is important to remember different variables like age and background which can contribute to different outcomes. Depending on how old you are, some factors such as seeing the need of knowing English when you get older can be difficult to imagine. The students' background can be a variable effecting the L2MSS. Some students might have parents or family that see L2 English learning as an important skill to know and therefore might help or facilitate the students for doing good in English.

The Language Learning Experience aspect is about the everyday practices that can impact motivation, such as the teacher's influence or social learning environment (Ushioda, 2011, p. 201). This dimension emphasizes the importance of contextual factors that can impact learners' motivation levels on a day-to-day basis. For instance, a positive relationship with a teacher who provides practical feedback and creates a supportive classroom environment can enhance learners' motivation and engagement in language learning. Similarly, a negative social learning environment, such as a lack of opportunities for social interaction or a negative classroom climate, can significantly undermine learners' motivation (Bentham, 2012, p. 93). Thus, the Language Learning Experience dimension is critical to the Motivational Self System framework. It highlights the importance of contextual factors shaping learners' motivation in language learning.

Being motivated to learn a language is more than one simple factor. The motivation comes from various factors such as the inner motivation of who they want to become (Ideal L2 Self), the way students motivate themselves because of the fear of disappointing someone (the Ought-to L2), or how the teacher and how they learn the language is set up to form their motivation (L2 Learner Experience) (Csizér, 2019, p. 73). All of these that consist of the L2MSS can help describe how L2 motivation can be examined, and what important factors one might take into account when teachers look at students' L2 motivation.

However, in today's world, English is more than a subject in school. Contrary, it is the language of the internet. L2 motivation researchers have looked at the phenomenon of learning a second language as something more than a regular subject, where L2 is linked to the "individual's "personal core", forming an important part of one's identity" (Dörnyei,

2021, p. 59). Language learning is therefore more than merely learning a subject but has a deeper part in who the students are.

2.4 Language identity

The way of dividing motivation into different categories has been a helpful way of seeing that motivation is not as simple as one factor. When learning L2 English, other factors are also essential to look at as learning a language is more than doing good in school. Instead, language learning can be a part of how you see yourself as language is a part of who you are. Ushioda (2011) mentions that L2 motivation therefore can be linked with students identity goals, where these goals can be reflected to who students relate to the social world (Ushioda, 2011, p. 202). Ushioda (2011) also links identity perspectives with Dörnyei's L2MSS to further help explain the long-term motivation for learning English by students (Ushioda, 2011, p. 203). It connects it by how a learner might want to find themselves as users of English where they will communicate through their L2, which will then be a part of one's identity. Brevik (2019) also motions the motivation and identity link where language is a part of the sociocultural view (Brevik, 2019, p. 596). Students use English at home because they have an interest or motivation. When using another language than their L1 to communicate, it becomes a part of their social process, which links to their identity.

As English is used by one-third of the world's population, the language has a lot of different users that speak the language in different ways (Svartvik & Leech, 2016, p. 1). Norwegian students learn English as their L2 as a subject in school. Ushioda (2011) examined how the link between L2 motivation and identity can be seen in language learning (p. 202). Since English, according to Medietilsynet (2020), is used by students when they are doing different activities at home, we can see that L2 motivation can be linked with the learner's identity. The national curriculum (LK20) states that, "English is an important subject when it comes to cultural understanding, communication, all-round education and identity development" (Utdanningsdirektoratet, 2020). These aspects are essential to connect to the students' extramural English. This is where they are mostly connected to the world and communicate with their friends. Since English is a global language and the world's number one communicative language, educating students who feel comfortable using it later in life is essential. Determining how students can use their existing skills and knowing where their motivation is will later create lifelong learners. In addition, this will help students better

understand who they are as language users and hopefully become comfortable expressing themselves in English. Students interact with people from all over the world using different digital platforms, their reality and social interactions get formed not only by people from Norway but also by people worldwide. Our social reality is shaped by the people around us, not primarily by ourselves (Burr & Dick, 2017). Part of teaching English, besides the language acquisition, should be creating the students' social self and language identity. As Ushioda (2011) says, "language is a medium of self-expression and a means of communicating, constructing and negotiating who we are and how we relate to the world around us" (Ushioda, 2011, p. 203). To learn a language means to not only gain an intellectual skill but also social skills that help the student expand their sense of self.

Rindal and Brevik (2019) refers to how Norwegian students use English in different ways by reading, listening, and interacting with English, especially through social media as a means of their free time activities. They describe how English is "used within the speaker's community ... and thus forms part of the speaker's identity repertoire" (Rindal & Brevik, 2019, p. 435). Using a foreign language is not just to have an extra skill, but more importantly, help to express and communicate and broaden the world's view. How Norwegian students use English can therefore help them access and source information students want to entertain themselves and want to value and enjoy, forming one's identity through language (Ushioda, 2011, p. 204)

2.5 English in Norway and how it is taught

The material and the learning goals of a subject are very much based on a decided curriculum. Rindal (2014) shed light on how important it is to learn English in Norway and discusses how communicative competence mixed with social constructionism would be the upcoming preferred English language teaching (ELT) approach.

Communicative competence is a complex term which in this thesis would be too grant to discuss extensively. However, it is necessary to look at the complicity and how teaching should move together with the evolution of the world. Communicative competence is defined by Savignon (2017) as "the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge." (p. 3). Social constructivism, on the other

hand, is about how people receive the world differently. It depends on where you are from and what background and society make up your reality and perception of life. Your truth might not be the same as others, as it might not define a group of people from different backgrounds (Burr & Dick, 2017, p. 59). Combining these two language learning trends would promote a turn to teaching language not just as a language but as a social behavior, where the user of the language learns how to actually use it and maneuver around it (Savignon, 2017, p. 2).

Rindal's (2014) opinion about combining communicative competence with social constructionism came out before the new curriculum (LK20) was made, where she reflected on how LK06 lacked some key components for this approach. However, in the new curriculum under the "relevance and core values", the English subject should teach students "ways of thinking and ... open for new perspectives on the world and ourselves" (Utdanningsdirektoratet, 2019). Because of the increase of English as a global language, the new curriculum also wants the subject to help students in developing and understand how "views of the world are cultural-dependent" (Utdanningsdirektoratet, 2019). In LK20, the English subject should help the students open up for new perspectives by different "ways of thinking and social conditions" (Utdanningsdirektoratet, 2019). This should help the students to get new perspectives of the world they live in, and also themselves.

2.5.1 Language skills

Being able to read, speak, listen and write is not enough to prepare the students to succeed in the digital world that we live in (Summey, 2013, p. 3). English has become a global language, used for communication, commerce, and education worldwide. With the rise of digital technology, learning English has become more accessible and efficient than ever before. However, to fully benefit from the opportunities that technology offers, learners need to develop digital skills. Thankfully this is one of the five basic skill students should learn in the Norwegian curriculum (Utdanningsdirektoratet, 2019).

When it comes to digital skills in language learning, the term "digital literacy" is often mentioned. This represents the skill in "managing information and communication in the rapidly changing and increasingly digital world that is the 21st century" (Summey, 2013, p. 4).

Reddy et al. (2020) also mention digital literacies as one of the most important concepts when it comes to being able to live in today's world as the technology has transformed how learning is taking place. As this term uses literacies as plural, it shows that there is simply not one digital literacy. One needs to locate and filter, share and collaborate, and organize the information to mention some of them (Summey, 2013, p. 5). However, as Summey (2013) mentions, digital literacies encompass a much broader spectrum of skills. Literacy refers to how one communicates by reading and writing, which is an important skill to have in the world we live in, where information by texts through messaging people online is used most of the time. Digital literacies should not be compared to digital skills as it is not about gaining new technological skills. "Instead, digital literacies are the highly adaptable skills that actually enable us to leverage those technical skill sets and navigate the information superhighway" (Summey, 2013, p. 4). As I mentioned earlier in this chapter, students today are referred to as "digital natives" (Ushioda, 2011, p. 206). This means that including more digital competence skills might not be the most efficient, as students already know how to maneuver these technological tools. However, being able to understand and communicate through these tools, students need literacy to embark on the information that lies on the internet.

Children today watch videos and are able to "see language in use" (Harmer, 2015, p. 343). Here they learn by watching what is being said combined with the action. It also, according to Harmer (2015), helps them to "see a range of paralinguistic behavior" (Harmer, 2015, p. 343). This means by watching language in use and using your listening skill, one not only learns the language but it helps them understand more about social behavior and how to communicate.

Children are not only seeing the language in use, but they are also listening to it through videos on YouTube, TikTok, and other digital platforms. Harmer (2015) describes listening skill as an important skill to have where one needs to be fully engaging with the text they are interacting with to access its meaning (Harmer, 2015, p. 297). This means that, by listening you use your brain actively to understand what is being said. Therefore, this skill is also an important factor to consider when it comes to students' language learning. It is also common to combine listening with speaking skills, where one needs to be able to understand what has been said as a way of communicating.

Harmer (2015) further describes watching videos to improve listening skills as a way of “matching facial expression and what gesture accompany certain phrases, and they can pick up a range of cross-cultural clues” (Harmer, 2015, p. 343). Based on a study done by Toro et al. (2018), using the language in activities that mirror real life will be more efficient in helping students apply everything they have learned and use it later in life. This means, if teachers introduce communication activities in the class that match how they want the students to use English later, they can create better motivated learners (Toro et al., 2018, p. 113). Having to learn the language through, for example, films could enhance their understanding of cultural behavior, something that would be lost by reading textbooks. Also using oral skills can be a useful tool while being guided by the teachers who can help guide students through their mistakes (Toro et al., 2018, p. 117). “The more we see and listen to (comprehensible) input, the more English we acquire, notice or learn” (Harmer, 2015, p. 298). One should therefore not separate these skills as they are often seen together in today's world.

3 Methodology

In this chapter, I will justify my choice of methods that will aim to answer my research questions. First, I will outline my research design, followed by my choice of methods. The choice of research questions and what they will answer will be justified by looking closer at the research design and methods in this study that is most appropriate for each research question. The goal is to find the best correlation between the research question and the design of the method. Later in this chapter, I will go through the foundation of the design and how this will help me answer my research questions, followed by how I analyzed my findings. Finally, I will look at ethical considerations.

3.1 Mixed methods

The choice of method in this research is a mixed methods approach. This approach is a research approach that combines both qualitative and quantitative data collection. It allows researchers to draw on the strengths of both methods to answer research questions that cannot be fully explored using one method alone (R. B. Johnson et al., 2007, p. 123). This is why I have chosen to use a mixed methods approach to explore students' use of EE and the effect on their motivation, as it explores two different factors which might be hard to explore entirely by one of these methods.

When looking at the qualitative research method, it typically involves collecting data through interviews, focus groups, or observations, and analyzing the data from patterns, themes, and meanings (B. Johnson & Christensen, 2017, p. 33). The quantitative research method, on the other hand, involves collecting data through surveys, experiments, or other forms of numerical measurement, and analyzing the data using statistical techniques (B. Johnson & Christensen, 2017, p. 33). Each method has its own purpose of gathering information in a way that will fit the research. However, qualitative and quantitative research is more similar than we might think. According to Dörnyei (2007) they observe and collect data differently but in the same world. The differences are not extreme and could therefore be seen more as a form of continuum (Dörnyei, 2007, p. 25). Gorard (2012) describes quantitative and qualitative research as a way of looking at life where “the use of mixed methods is natural- so natural, in fact, that it does not generally divide data in the first place” (Gorard, 2012, p. 12). Therefore, the choice of a mixed methods approach is to be able to understand and get more in depth answers of what one of the methods would lack. By using a mixed method one can strengthen the study by having follow-up questions that one might not get the answer to by just having a questionnaire, which gives a broader understanding of the research. (Creswell & Creswell, 2018, s. 216).

There are several advantages to using a mixed method research. First, it allows researchers to compare and contrast data collected through different methods to gain a more complete understanding of the research topic (Dörnyei, 2007, p. 164). Second, it can lead to more valid and reliable findings, as the use of multiple methods can help to offset the limitations of any one method (B. Johnson & Christensen, 2017, p. 468). By combining a qualitative and quantitative method it can minimize the limitations of both approaches (Creswell & Creswell, 2018, p. 216). As Dörnyei (2007) writes, having a quantitative method followed by a qualitative method can add more in depth understanding by adding “flesh on the bones” (Dörnyei, 2007, p. 45). This will lead to more nuanced and context-specific insights that would be difficult to obtain through a single research method.

However, mixed methods research also has some challenges. It can be time-consuming and resource-intensive to collect and analyze both qualitative and quantitative data. Additionally, integrating the two types of data can be complex. Therefore, my approach in using mixed methods has been to use the *explanatory sequential design* (Two-phase design) which gives

clear structure in how to collect and analyze the two different data. (Creswell & Creswell, 2018, p. 218). It uses the qualitative data to explain results that happened during phase one when doing the quantitative data collection and analysis (Creswell & Creswell, 2018, p. 15).

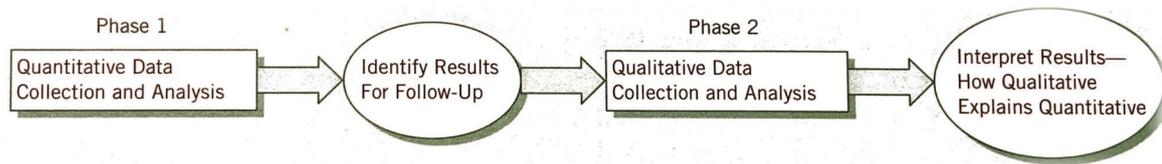


Figure 3: Model of Explanatory Sequential Design (Two-Phase Design) (Creswell & Creswell, 2018, p. 218)

Since the quantitative method typically provide numerical data and help to identify patterns and trend in researching, this method can be particularly useful when investigating factors such as how often learners engage in EE, what types of digital media they use, and to some extend how motivated they are. Qualitative methods, on the other hand, can provide in-depth insights into learners' experiences and perspectives which help me answer my research question about how motivated they are in learning English. This will help me to understand the factors that influence learners' motivation to learn, as well as the ways in which extramural English impacts students' learning. I therefore decided to use questionnaires as my quantitative method in phase one, and focus groups for the qualitative method in phase two where I can have follow up questions on parts that where unclear in the questionnaire.

3.1.1 Questionnaire

Questionnaires are a popular tool used in research to collect data from a large number of participants in a relatively short period of time. They can be used in various fields to fit the researcher. A well-designed questionnaire can provide valuable insights into people's opinions, attitudes, behaviors, and beliefs. (Dörnyei, 2007, p. 112). Using a questionnaire in a research will also make it possible to collect a huge amount of data in a relatively short time (Dörnyei & Taguchi, 2009, p. 6). A questionnaire is also versatile where the researcher is able to fit the question to the chosen topic. Also, if the questions made beforehand are well constructed and formulated, the processing of the data “can also be fast and relatively straightforward” (Dörnyei & Taguchi, 2009, p. 6). Therefore, using questionnaire can be a time efficient way of collecting data than answer my research questions.

Even though a questionnaire is a useful method when it comes to producing statistics to examine further in detail, there can sometimes be unexpected results. A weakness in a questionnaire is therefore that there will always come up some unexpected results when analyzing the data. By using a mixed method approach we can use focus groups as a qualitative component to the research which can answer more in depth on the results from the questionnaire (Dörnyei & Taguchi, 2009, p. 109).

3.1.2 Focus groups

Focus groups are a research method used to collect qualitative data from a group of individuals on a specific topic. It can broadly be described as motioned by Sim and Waterfield (2019) as “a type of group discussion about a topic” which is led by a group leader (p. 3004). In focus groups the discussion is often guided by a set of open-ended questions that allow participants to share their thoughts and experiences freely (B. Johnson & Christensen, 2017, p. 237). There are several advantages to using focus groups in research. First, they allow researchers to gather rich, in-depth data on a particular topic. Here the focus groups will give a fuller understanding of the students’ motivation, while also giving further discussions that the questionnaire did not gather. The group dynamic can lead to a more diverse range of perspectives and opinions than individual interviews. Third, the interactive nature of focus groups can lead to the emergence of new ideas and insights that may not have been apparent in the questionnaire (B. Johnson & Christensen, 2017, p. 238). However, there are also some challenges associated with using focus groups. Participants may be reluctant to share their opinions in a group setting, or dominant voices may dominate the conversation, leading to the exclusion of other perspectives (Sim & Waterfield, 2019, p. 3006).

Overall, I see focus groups as a valuable method in creating a fuller dimension to having the students in the focus as this research will focus on. It will allow the students to discuss and talk about the topic with fellow classmates which there has been a lack of in other studies where most of them have explored English proficiency and one-to one interviews. Even though a focus group requires careful planning to ensure the data collected is reliable, the outcome can provide in-depth data that can further be analyzed and discussed.

3.2 Data collection

Here I will describe how I collected my data. I will first go through the choice of participants. After this I will describe how I conducted both the questionnaire and interview guide for the focus groups.

3.2.1 Participants

Using students as participants in research investigating the relationship between extramural English and students' motivation and attitude toward English classroom practice is appropriate and essential for a better student perspective. The reason is that students are the primary stakeholders in English language education, and their perspectives and experiences are valuable in understanding the effectiveness of extramural English in language learning. By involving students in the research process, I can gain insights into how students engage with extramural English activities, how these activities impact their motivation, and how they perceive the usefulness of English classroom practice. Students will also provide valuable feedback, which can be researched further in order for teachers to improve their classroom practice.

Since this is a study investigating the use of EE and students' motivation from grade 5-10th, the need of participants from late primary and lower secondary school seemed reasonable for giving the best representative of the age gap. This resulted in focusing mainly on 6th and 9th graders. However, since this research represents a smaller rural part of Norway with smaller schools, some considerations had to be counted for. This led to having one school where they had a mixed class system, where 5th and 6th grade were mixed, and 9th and 10th grade were mixed. Therefore, the term late primary and lower secondary school students are used to include all the participants with the different grade system.

Recruiting the participants was in convenience of choosing local schools that were known around the area. This type of sampling is often referred to as a convenience or opportunity sampling where the researcher chooses its participants as they can easily be accessible, or meet certain criteria (Dörnyei & Taguchi, 2009, p. 61). As this study was to investigate students from rural Norway, a convenience sample method was the most reasonable because of time management and the location I was at. According to Dörnyei (2007), a "sample

should include 30 or more people” which was my goal in recruiting schools that could participate (p. 61).

The recruiting started by sending out an email to two schools where the intention was to use the 6th and 9th graders in both schools for the questionnaire. The focus groups were only aimed at lower secondary school students, as they are older than the other participants from late primary school, and therefore have more experience in the use of EE while also reflect on how their English learning has been when they were younger.

The acceptance forms were delivered a week before I had to go back and collect the questionnaire. During the collection time, I had good contact with the English teachers who were willing to use some time of their English lessons where the students could answer the questionnaire. The teachers helped with informing students about the research and collecting the forms. Due to the lack of information presented by me to the students, not everyone handed in the forms. This resulted in me coming back a second time to let the others get more time in handing in the forms. In total, 34 of 56 answered the questionnaire giving an answering rate of 61%. One of the factors was that it was voluntary to join the research, where the students themselves could choose if they wanted to participate or not. This resulted in few people handing in the form, even though I went back a second time informing them about the project. However, the sample size ended up being 17 participants in late primary school, and 17 participants from lower secondary school as shown in Table 1.

Table 1: Representation of the participants from two different schools.

| Education level | n | Male-female | Age |
|------------------------|----------|--------------------|------------|
| Late primary school | 17 | 7 – 10 | 11-12 |
| Lower secondary school | 17 | 8 – 9 | 14-16 |

3.2.2 Constructing the questionnaire

There have already been different studies done exploring EE and L2 motivation, but not one I am aware of where both of these factors were linked together. Since there are studies done in both EE and motivation, I used inspiration from previous studies and adjusted them to fit with my research questions. Using questions that have already been used previously made it easier to add or delete parts to fit with my thesis. For the use of EE, questions were conducted with

inspiration from a study done by Brevik (2016) and Sundqvist (2009) where they both looked at how students engage with EE (see appendix C). For the motivational questions, most of the questions were taken from Dörnyei and Taguchi (2009) book on how to construct questionnaire in motivational L2 research. As this book mainly focused on Asian students, I took inspiration from how they constructed the questionnaire and then adapting it to fit my Norwegian participants. Here each part of Dörnyei’s L2MSS theory was divided into three sections where each part asked different statements the student needed to answer. The questions were later piloted and readjusted to fit this study and the age of the participants. Down below is a translated section of the questionnaire answering the Ideal L2 Self.

| | 1 (complete-ly disagree) | 2 (disagree) | 3 (Agree) | 4 (complete-ly agree) |
|--|--------------------------|-----------------------|-----------------------|-----------------------|
| I want to be a person that can have a conversation in English * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I want to be a person that can speak fluent English * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I want to be able to speak English to internationals * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I want to move abroad where I need to speak English * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I want to be able to write English texts * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The things I want to do in the future require me to know English * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 4: Section from the questionnaire about Dörnyei’s Ideal L2 self with the use of a semantic differential scale (translated from Norwegian to English)

The questions consisted of various multiple-choice questions, ‘likert scale’ and a semantic differential scale, and a numerical rating scale (Dörnyei, 2007, p. 106). These were chosen to make it easier to analyze the different answers. The numerical rating system had an even number to be able to let the student make a decision on either agreeing or disagreeing with a statement. This made the different outcomes more distinguishable, and to take away the neutral factor in most of the questions. The questions provided in the questionnaire were

divided into different categories to make the analysis process easier. The three main categories were a general background information, the students' use of EE and at the end some questions about the students' motivation and attitude toward English classroom practice.

Since the choice of participants are students aged 12-16, having appropriate questions is crucial. The questionnaire form is well constructed where information about how long it will take is written at the start. Dörnyei & Taguchi (2009) mention the *fatigue effect*, where participants often lose interest while they take the questionnaire. This can lead to not truthful answers which might not be valuable. I therefore had clear instructions at the beginning of the questionnaire about how long it would take and what was expected of the students. While constructing the questions, I tried to make them as neutral as possible, with no leading questions or questions that the participants might feel bad about or want to lie on a truth about themselves (Dörnyei & Taguchi, 2009, p. 8). However, writing questions that fulfill these points can be challenging. Therefore, I conducted a pilot test to make sure most of these aims were reached.

Since this research is done to measure students' motivation and use of EE from age groups 12-16, with one from late primary and lower secondary school students, I saw the need of creating two sets of questionnaires that were almost identical. The purpose of having two almost identical questionnaires was to be able to sort out the different age groups separately when analyzing. This made the analyzing process more organized and also let me change some of the wording to fit each student group. One of the statements had a word change from "grade" to "good feedback" since the primary school students do not get graded. This was to try and capture the motivation in the best way while having questions that matched their age group.

3.2.3 Constructing the focus groups

In this research I aim to investigate if there is a motivational shift in L2 acquisition when students get older, and if it corresponds to the use of extramural English. Choosing a sample size vary depending on the qualitative design used, and since this is phenomenological research where "the experiences for several individuals who have all experienced the phenomenon", involves a range of 3-10 participants (Creswell & Creswell, 2018, p. 13 and

189). Therefore, my focus groups consist of a selection of 5 students in each of the focus groups in lower secondary school.

The interview guide was made after analyzing the questionnaire following the explanatory sequential design. This helped me find questions that could be helpful to clarify some of the answers given by the participants. As this was a focus group, where the information comes from the students, the interview guide was semi structured, where the guide was used as a helpful tool to add questions as the conversation was going on. The guide was, as the questionnaire, divided into categories such as EE, English competence, and motivation. This helped me guide the conversation as the questions were sorted in order to add more questions that were needed. I also sorted out the different questions in a ranking system, where the most important questions had three stars behind it, while the least important had one star, or none at all (see appendix D).

3.2.4 Piloting

In the planning phase, it is important to develop a well-formatted questionnaire and interview guide. This is done by going through piloting. When creating a questionnaire, it is important to consider the target audience and the research question (Creswell & Creswell, 2018). The questions should be clear, concise, free of any leading questions, and ensure that participants understand what is being asked of them (Dörnyei & Taguchi, 2009, p. 7). To be able to create a questionnaire where the questions are understood by the students, piloting is necessary to fix any questions that might be misleading or badly formulated (Creswell & Creswell, 2018, p. 154). When I conducted my piloting, I used fellow students to go through my questionnaire by doing the *think-aloud technique*. This technique described by B. Johnson and Christensen (2017) is a technique done where the participants piloting are given verbal feedback as they go through the questionnaire (p. 212). By doing it this way, I got helpful insight into what they thought about the questionnaire while also getting feedback on how they interpreted the questions. After the piloting rounds, I managed to change a few of the questions while also adding parts on some questions where it was needed. The questionnaire and interview guide has been piloted in a way to minimize the implications of the questions being asked.

3.3 Data analysis

As mentioned over in chapter 3.1, I have used an explanatory sequential design in my mixed method approach (Figure 3). This design has two phases where the data in both quantitative and qualitative findings need to be analyzed separately to then be able to interpret the results together. This design consists of two phases, collecting and analyzing the quantitative and qualitative data separately. Here I will go through how I analyzed the data in each phase to explain how I interpret the results.

3.3.1 Phase 1

In phase one of the design, I collected my quantitative data by conducting the questionnaire and handing it out to students. Once I had collected all the questionnaires, I analyzed the data using software such as Excel and SPSS to identify patterns and trends in the data. I then identified the results by using tables and graphs to visualize any trends and patterns from the answers. This helped me get a better view of what needed to be looked at further and showed me any results that needed to be answered clearer. SPSS was used to do t-tests to see the relationship between lower secondary and late primary school students' motivation. It was also used to perform correlation analysis and the means of the different questions.

After analyzing the quantitative data, I began to formulate follow-up questions and started making an interview guide that I could use in the focus group discussions as discussed in chapter 3.2.3. These questions were aimed at exploring the underlying factors behind the responses I had obtained from the questionnaire. I crafted the follow-up questions with the data from the questionnaire in mind to be able to get a rich response that would help me gain a deeper understanding of the research topic. By conducting these follow-up questions, I hoped to gain a more comprehensive view of the students' use of EE and their motivation toward learning the English language.

3.3.1.1 Outliers

Since this study aims to investigate Norwegian students use of EE and their motivation in their L2 learning, only students that had Norwegian as their L1 were used as data. This led to removing participants who ticked the box of having another L1 than Norwegian, making them an outlier. As Dörnyei (2007) states, outliers are referred to participants where the values can be extreme or result in incorrect data (p. 203). Having a student use another language than

Norwegian as their L1 might mislead the data, as they might have another understanding of learning English.

3.3.2 Phase 2

Phase two was the collection and analysis of the qualitative data from two focus groups. The analysis of qualitative data involves several important considerations that differ from the analysis of quantitative data. First, qualitative data often requires the researcher to immerse themselves in the data to identify themes and patterns (B. Johnson & Christensen, 2017, p. 571). This process of coding and categorizing data is critical to making sense of the data and identifying key insights. Second, the researcher must interpret the meaning behind the data, often known as hermeneutic, which means how research needs to interoperate “the ‘text’ of life (hermeneutical) and lived experiences” (Creswell & Poth, 2018, p. 314). This means that my perception of life might differ from other people who will transform the meaning of what has been said.

To be able to analyze qualitative data, I first had to transcribe my audio recordings from both of the focus groups by “transforming qualitative data into typed text” (B. Johnson & Christensen, 2017, p. 570). This allowed me to gather all the data before I started to code my findings. As I went through the results, I made sure to divide interesting passages, sentences or words into segments which were “meaningful analytical units” (B. Johnson & Christensen, 2017, p. 571). After this I started coding my segments to be able to categorize my findings. I identified several common themes that emerged from the focus group data, including "motivation", "attitude", “English knowledge”, and "EE". I used these themes as a guide to code the data, assigning codes to different pieces of data that related to each theme. This was done in Word where I color coded parts, while also making notes in the margin to organize the findings.

| Codes | Color | Definition |
|------------------------------|--------|--|
| Motivasjon | Pink | Everything that says something about how motivated they are in learning English. |
| Attitude | Blue | How they think English lessons are, and everything around that use. Everything school related. |
| Extramural English | Yellow | How they are exposed to English at home. |
| Knowledge (English learning) | Green | How they learn, or how they think they learn English the best. |
| Other findings | Red | |

Figure 5: Codes of the qualitative data conducted in Word

During my analysis of the qualitative data, I always referred to my quantitative findings to see if there were any additional findings that could be added to get a fuller view of the questions asked. This helped me see how the qualitative data explained the quantitative data. It is also important to consider that the focus groups I interviewed were done in Norwegian, hence all the transcription is written in Norwegian.

3.4 Ethical considerations

Having children as participants in research, the ethical guidelines are as important as the research itself. Giving a voice to children in research will open up ethical dilemmas, especially on how to receive and give the voice for the children (Tangen, 2010). Children have the right to be protected, and their needs and interests need to be taken care of differently than adults. I have therefore made sure to have a dialogue with the participants to inform their rights and ensure that being a participant is obligatory and that their answers will be anonymous. The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) represents the national research ethics guideline, which has been followed when doing this research.

Since I have used students under the age of 16, I ensured my data was handled in a protective way. An application to the Norwegian center for research (NSD) was confirmed before the data collection started and a letter to all the participants was given out for them to read and give their consent (see appendix A). This needed to be signed by both the participant and a parent. Here the information was given about being able to withdraw their participation at any time, even after they have given consent. (NSD, 2022). The questionnaire was done using the platform Nettskjema which helped me collect the data in a secure and protective way approved by NSD. This was also done for the sound recording for both focus groups. After getting the data material from the focus groups, it is “essential that researchers mask participant names as soon as possible to avoid inclusion of identifiable information in the analysis files” (Creswell & Poth, 2018, p. 182). This was done while transcribing to ensure the anonymity was held at all times.

When doing research with students, consent is a crucial factor, especially when using students as participants. Focus groups can be more vulnerable than a one-on-one interview since they are asked to open up in front of fellow classmates, which sometimes can be intimidating. Before the focus groups took place, the participants were given information in the form of expectations. Here I told them about the process and how the focus group would take place. This created a better understanding for the students of what is expected from them and would ensure better confidence when participating (Sim & Waterfield, 2019, p. 3005).

3.5 Reliability and validity

Reliability and validity are two critical components of research methodology that ensure the quality and accuracy of the research findings (Creswell & Poth, 2018, p. 266). One limitation of my method was the use of questionnaire which was voluntary. Even though there was time set to do the questionnaire in class, some students decided not to do it. The selection may therefore not be as general to the rural Norway as one would hope, as some participants, usually with lower motivation or some other basic characteristics are not a part of the selection (Dörnyei & Taguchi, 2009, p. 63). This was clearly noticeable with one class in lower secondary school where over half of the class decided not to hand in the consent forms even after talking to the class several times. The group that did hand in the form and also did

the focus groups showed clear signs of demotivation, where the only reason for wanting to participate was to get time away from the class.

Despite the importance of reliability and validity, it is essential to be aware of the potential human weaknesses that may impact this research. Firstly, the use of my design, the explanatory sequential mixed method approach, has some validity concerns. Since the follow up questions used for my focus groups are made after my quantitative analysis, the overall finding might be compromised because of how I have chosen to weigh the follow up questions. Here some options might have gotten lost of what I have decided to include as these are driven off how I have focused on (Creswell & Creswell, 2018, p. 223). My way of knowing what to include might differ from other people doing the same research which can lead to important analysis that might have gotten lost.

My focus groups were all conducted in Norwegian. This was done to make the participants feel more comfortable answering questions as it was done in their mother tongue and also leading to more authentic answers. This led to me transcribing in Norwegian making me translate the main findings to English. When translating spoken speech to another language, some additional concerns arise. As Baker (2018) mentions, as translators, there is a goal to communicate the overall meaning of what has been said (Baker, 2018, p. 10). When translating the written speech into English, I had to make sure the same meaning was still there. I therefore decided to translate and write my English transcription in a spoken form as this felt the most similar to how the Norwegian transcription was. Translating is more than a fixed non textual meaning, rather it is how we see the text in different ways (Hutcheon, 2013, p. 16). The meaning can be interpreted differently where one must take into account what has been written (Kvale & Brinkmann, 2015, p. 219). Kvale and Brinkmann (2015) further state that there is no true translation from spoken language to written text (p. 212). By this, my transcription is my interpretation of what has been said where these findings are based on one person's view.

4 Findings

In this chapter, the findings of the study will be presented and analyzed before I discuss them in the next chapter. Since I use explanatory sequential mixed methods design, it is beneficial to look at the qualitative and quantitative results separately before a discussion that specifies

how the qualitative results have helped explain the quantitative results (Creswell & Creswell, 2018, p. 223). I have therefore divided this chapter into three sections, where each heading is the three different research questions. Each research question will first be answered quantitatively before the focus groups' analyses are discussed to add a new qualitative dimension to the quantitative data. This approach was chosen to provide a comprehensive understanding of the following research topic: to what extent Extramural English corresponds to students' motivation and attitude toward English classroom practice?

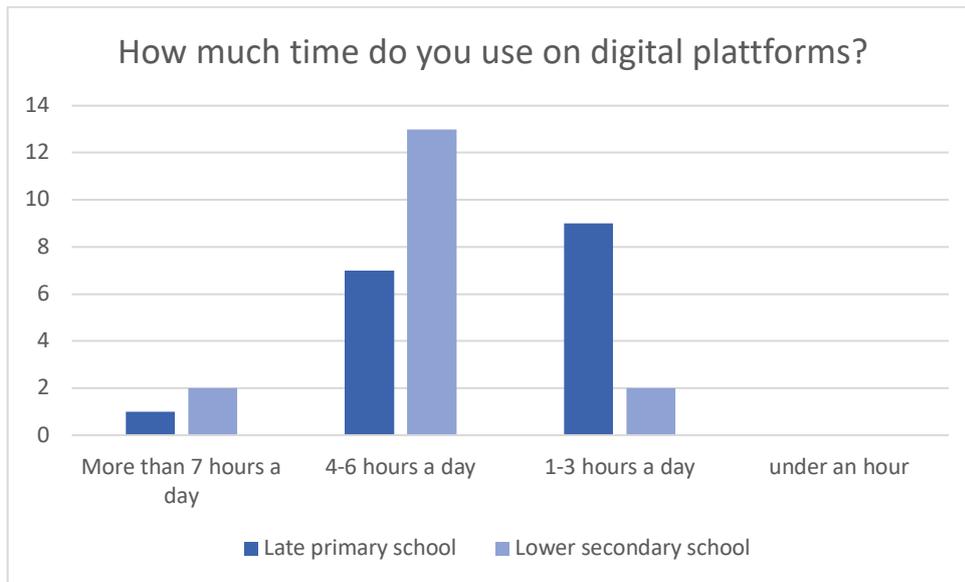
4.1 How do late primary and lower secondary school Norwegian students use Extramural English? (RQ1)

To understand how Norwegian students use extramural English (EE), I analyzed the answers from the first part of my questionnaire. This part asked the students how they used English outside of the classroom. Since social media and other digital platforms are a big part of children's life, I also wanted to see how much time they spend on different digital platforms at home. As digital platforms are something children use daily according to Medietilsynet (2020), the rest of my findings will mostly focus on the use of EE when doing activities online.

Since EE is every activity done at home, I saw the reason to establish how much time they spent on different digital platforms before asking them what language they use when doing these activities, such as watching tv, being on their phone, and gaming. Since I was there when the students answered the questions, some wondered if they should write how much time they spent online on the weekend or look at the weekdays when they have school. I established that they could write an average of a whole week. Some said it depends if it is a weekend or a weekday, whereas, on a weekend, they could spend over double the time as they do during the week when they have school.

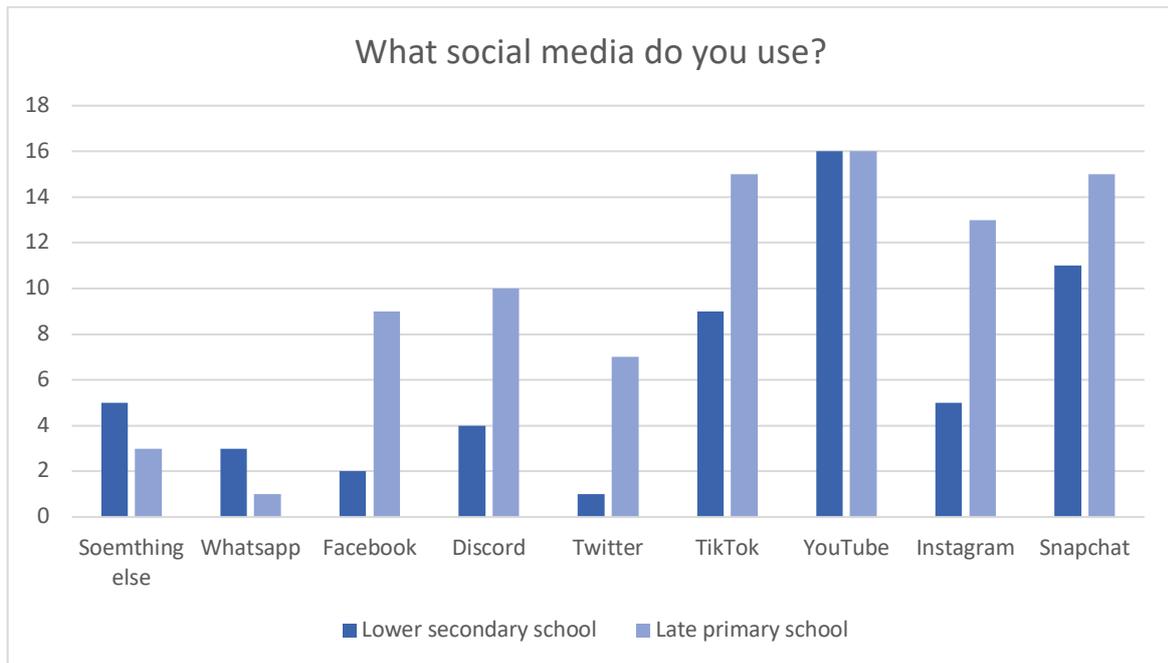
As you can see in Table 1, all the students spend over an hour daily on different digital platforms. It also shows that digital platforms are a big part of the student's life, where most of the students spend between 4-6 hours daily on digital platforms (*Table 2*). Comparing late primary and lower secondary school students shows that the older the students get, the more they spend online at different digital platforms.

Table 2: How much time do you use on digital platforms?



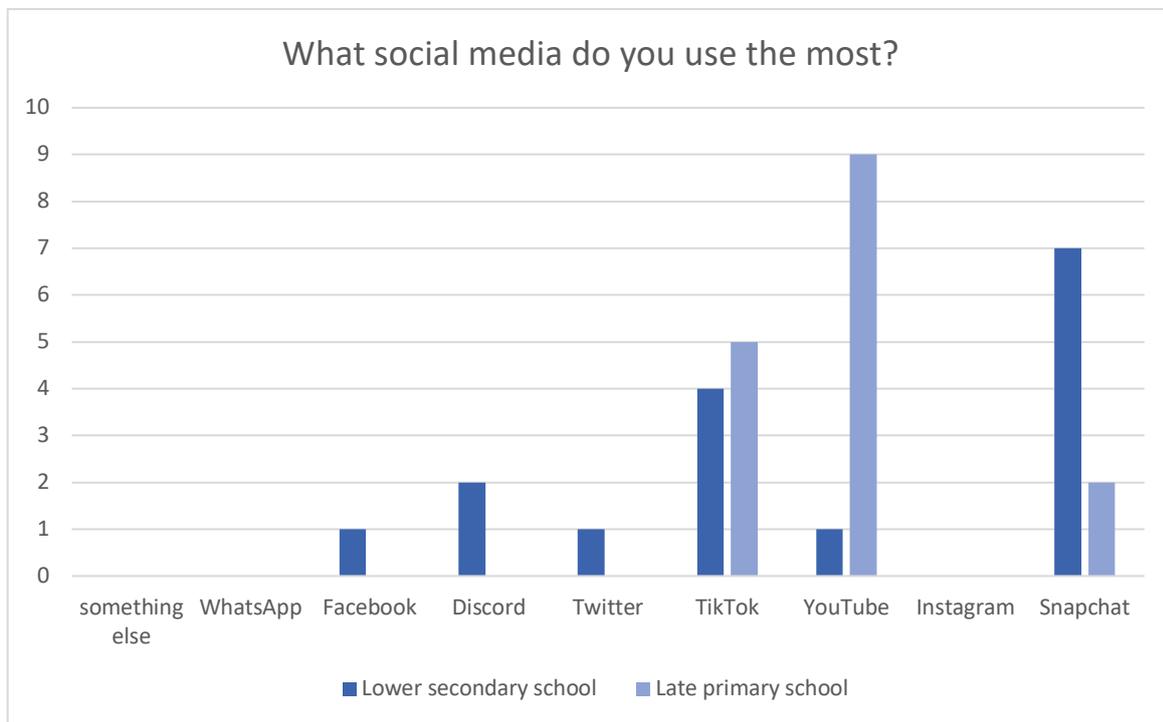
To further be able to analyze the extensive amount of extramural English students use, I asked them what social media platforms they used. This helped to get a fuller view of how they are exposed to language by watching YouTube videos or talking to people on social media apps such as Snapchat. As shown in *Table 3*, most students presented in this data used at least one of the different social media platforms. However, there is a difference in how lower secondary and late primary school students use different apps. Late primary school students crossed off the most apps used, which makes them use more apps daily compared to lower secondary school students. There is also just one app that all participants in both groups use which is YouTube. It also shows that all the participants use at least one or more of these social media platforms daily.

Table 3: What social media apps do you use?



The next question asked the students to choose the social media app they used the most. As shown in Table 4 most of the late primary school students used YouTube as the most used app. When comparing to the lower secondary school students, it clearly shows that it varies what social media app that is most common to use. Here most of the lower secondary school students used snapchat as their most used app. However, TikTok was the only app where both lower secondary and late primary school students have similar answers to the app that is most used.

Table 4: Shows representation of what social media app each student use the most when only choosing one.



Having established that most of the students use 4-6 hours daily on different digital platforms, where YouTube is the app most used, I also analyzed what language they used when doing different activities at home, where most of it was online. Table 5 shows all the answers from both groups to the question of what language they use the most when doing the different activities represented below. Most of these activities are done online, except reading books which, as shown in Table 5, is the activity used the least among both groups of students.

Upon closer examination of Table 5, several intriguing trends emerge regarding the use of English in various activities. Notably, most reported listening to music or watching YouTube videos when considering the activities where students exclusively used English. These were the only two activities where only some of the students relied solely on Norwegian. It also shows that the students are using English as their only language with these activities, such as watching YouTube videos rather than Norwegian, which is their first language.

Table 5: Answers from the questionnaire comparing Late primary school (P) and Lower secondary school students (S) extramural English

| Answers | Only Norwegian (1) | | More Norwegian (2) | | Same amount (3) | | More English (4) | | Only English (5) | | Don't know | | Does not do the activity | |
|-------------------|--------------------|---|--------------------|---|-----------------|---|------------------|---|------------------|---|------------|---|--------------------------|---|
| | P | S | P | S | P | S | P | S | P | S | P | S | P | S |
| Gaming | 0 | 2 | 5 | 2 | 4 | 2 | 6 | 2 | 0 | 3 | 0 | 1 | 1 | 4 |
| TV/series | 2 | 0 | 2 | 2 | 5 | 3 | 4 | 6 | 1 | 4 | 1 | 1 | 1 | 0 |
| Read books | 9 | 2 | 5 | 2 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 7 |
| Music | 0 | 0 | 0 | 0 | 5 | 1 | 7 | 8 | 4 | 6 | 0 | 0 | 0 | 1 |
| YouTube | 0 | 0 | 1 | 0 | 2 | 2 | 5 | 6 | 6 | 5 | 2 | 2 | 0 | 1 |
| Other apps | 0 | 1 | 1 | 0 | 4 | 3 | 4 | 5 | 1 | 4 | 0 | 2 | 6 | 1 |

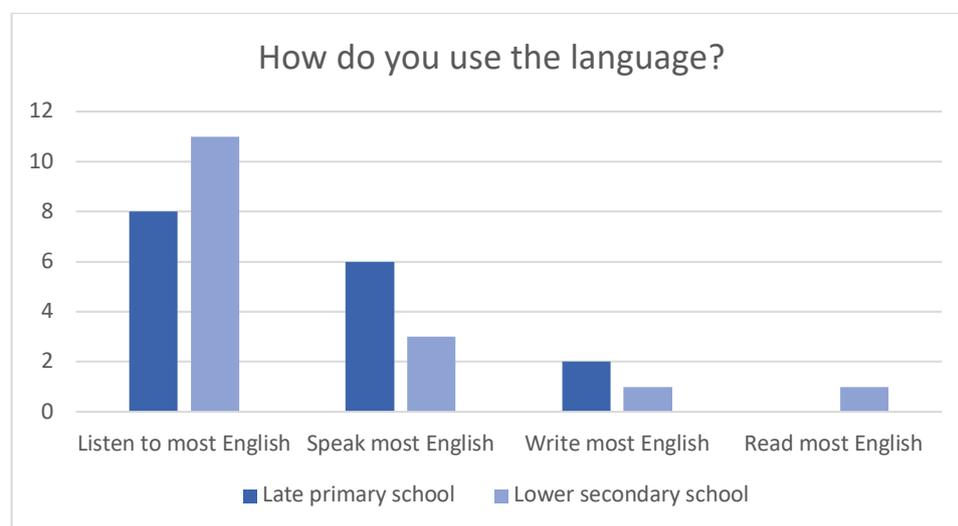
When comparing how much of the activities are spent using English or Norwegian, I took the answers from *Table 5* and compared it to *Table 1*. I used the data from the ones who ticked off the boxes from 1-5 (where one is where they only use Norwegian and 5 are where they only use English). The data therefore does not include the ones who crossed off on the two last columns in *Table 5* which were the ones who did not do the specific activity or did not know what language they used. By doing this, all the means over a 3.0 is shown as an activity where students use more English than Norwegian. These means, shown in *Table 6* are taken from the students who answered that they did this activity and managed to tick off one of the five boxes with a statement on their language use. The different means show that all activities except reading books are done more in English than in Norwegian, where the mean is over a 3.0. It is about 50/50 for the amount they use in English and Norwegian, since 3.0 is the statement where the students used the same amount of English and Norwegian. It also shows that lower secondary school students use more English than late primary school students where all the means are slightly higher. Clearly, English is a dominant language when doing activities on digital platforms.

Table 6: Means of how they use English on different activities at home where 1 is only Norwegian and 5 is only English.

| | Late primary school | Lower secondary school | combined |
|-------------------|---------------------|------------------------|----------|
| Gaming | 3,1 | 3,2 | 3,1 |
| Tv/series | 3 | 3,8 | 3,4 |
| Read books | 1,5 | 2,6 | 1,9 |
| Music | 4 | 4,3 | 4,1 |
| YouTube | 4,1 | 4,2 | 4,2 |
| Other apps | 3,5 | 3,8 | 3,7 |

Even though most students use extensive English in different activities online, listening is the most used skill (Table 7). This means most of the students are exposed to English daily by hearing the English language. Another interesting finding shows that the second most used skill when using English is by speaking. It shows that some students speak English actively when they use the language outside the classroom.

Table 7: How do you use the language?



As we have seen, the older the students get, the more they spend on social media platforms, and they are more exposed to the English language through different digital platforms. When looking at both how much time they spend on different digital platforms and how much of what they do is in English, we can see that an average person in both lower and primary

school uses English daily. So even though the most used skill is listening, their input is there, and they also understand most of what is being said or written.

After analyzing the quantitative data, I carried out the focus groups. Here one of the participants mentioned that he spoke English to his mom because she is from another country. However, while he mainly spoke English to his mom at home, Norwegian was still his first language.

Extract from focus group 2

Yes, because where are they from?

Lars: they are from Kenya, so they do know Norwegian though, it is just that my mom has taught me how to speak English from when I was little because it is more practical. Then I know both English and Norwegian

...

Yes, if you think, when you use it is it mostly in Norwegian is most of the information in English?

Nora: English

Luna: a bit of both

Bella: yes, because at least on snap you speak with only Norwegian people really, and then on TikTok it really depends on if you follow Norwegians or English people

Yes, how many Norwegian people do you follow compared to English?

Bella: I follow more like 60% English

...

Sara: I actually follow most English, but the Norwegians are mostly like friends

Yes

Luna: yes and then most of the songs and dances are in English, so mostly of what you hear is in English

...

Nora: I have a friend from USA, so I speak with her

The focus groups also state that how they use the language is highly influenced by who they follow on different apps. Bella mentions she only has Norwegian friends on Snapchat, but on different apps such as TikTok it depends more on who you follow where about 60 percent

of her following is English content. Bella further states that she follows mostly English people where Luna comes with a follow-up quote where most of what she hears is English because of songs and dances in social media is English. However, Nora has a friend from America and therefore speaks English to her. All in all, most of the students from focus group two listen or speak it regularly.

In conclusion, late primary and lower secondary school Norwegian students use EE daily by listening to or speaking the language. Although there is a slight difference where most of the lower secondary school students spend around 4-6 hours daily on different digital platforms, both are exposed to more English than Norwegian on these platforms, where most of it is by listening to English. They use EE primarily by watching videos on YouTube and TikTok and listening to English music. This shows that, most of the students are exposed to English over half of the time they spend on different activities at home, leaving most of the students exposed to English between 2-3 hours daily by listening to or speaking the language online.

4.2 How motivated are the Norwegian students in learning the English language? (RQ2)

Aiming to understand how motivated the students are in the English language, I gave them six different prompts in three different categories inspired by Dörnyei's questions from how he conducted a questionnaire to answer his theory on L2MSS (Dörnyei & Taguchi, 2009). The first two sections measured the Ideal L2 self and Ought to L2 self, while the last one measured the L2 Learning Experience, which I will return to in chapter 4.2.1 when looking at the students' attitude toward English lessons.

When analyzing the questions from the different statements taken from the L2MSS, I first needed to see if the different prompts correlated with each other. Therefore, I needed to look at the questions and see if the answers could be seen as a whole when looking at either Ideal L2 self, Ought to L2 self, and L2 learning Experience. This means, if the students agreed on prompt one from the first category (Ideal L2 Self), "I want to be a person that can have a conversation in English", they most likely agree on also being a person that would "be a person that can speak fluent English". This was done using SPSS, where all the statements showed an acceptable level of reliability from lower secondary school, while the category "ought to L2 self" done in late primary school showed an unacceptable level of reliability,

$\alpha=0.3$. Doing this shows that all the prompts in each section can be measured and looked at as a whole when comparing the students' motivation in lower secondary school, while the prompts from late primary school in the ought to L2 self should be taken into consideration when being compared to lower secondary school.

To look at the overall motivation in comparison to the different age groups, I conducted a t-test by looking at the overall means from lower secondary and late primary school. The answers were numbered from 1 completely disagree to 4 completely agree on the different prompts provided in each section of the questionnaire. This means, everything over a 2.0 shows the students are more motivated than demotivated. As shown in *Table 8* the Ideal L2 Self shows a mean over 3.0, which clearly states that the average student in both late primary and lower secondary school is motivated to learn the language because they want to use it later in life (Csizér, 2019, p. 73).

Table 8: Means of Ideal L2 Self

| | Grade | N | Mean |
|----------------------|------------------------|----------|-------------|
| Ideal L2 Self | Late primary school | 16 | 3,1042 |
| | Lower secondary school | 16 | 3,1458 |

Table 9: Means of Ought-to L2 Self

| | Grade | N | Mean |
|-------------------------|------------------------|----------|-------------|
| Ought-to L2 Self | Late primary school | 16 | 2,4063 |
| | Lower secondary school | 16 | 2,4167 |

As we can see, the overall means from the Ideal L2 Self were over 3,1, showing that the students had a more inner self-motivation of whom they want to be when speaking English. When we compare it to the Ought-to L2 self, the overall mean in each group was 2,4. This shows that there is still some motivation but to a lower degree than the Ideal L2 self. Here the questions were more about if they felt the external pressure of being good at English. Overall, both the statements of prompts show that the students are, on average, more motivated to

learn the language because they see the use of it or want to become someone who needs it later in life.

As a supplement to the questionnaire, I conducted two focus groups. These consisted of five students from only lower secondary schools as they have more experience in using EE and have been taught English longer in school than the late primary school students. Since the questionnaire asked indirect questions about students' motivation to learn English, the focus group aimed to hear more in depth on what they think and what motivates them in learning the English language.

The two different focus groups were from two different schools. This meant that both had different teachers and different ways of learning English. Even though all Norwegian students use the same curriculum, having different teachers and living in different places can make the school experience different from each other. Focus group 1 showed an overall low motivation when I started interviewing them. The group showed multiple times a dislike of the English lessons where an overall feeling of students not being motivated in school in general. One of the participants said that school was just boring and that there was nothing one could do to fix it. Another girl from focus group 1 mentioned that the lessons were very demotivating and would wish to have more varied lessons. Even though this group mentioned knowing a fair amount of English and used it by either listening or reading in their free time, they did not feel the lessons reflected what they already knew.

When comparing with focus group 2, this group showed more motivation for the English language overall than focus group 1. Four of the five participants were using English productively by speaking and writing to either friends or family. They all showed that the language was important and saw the need to know it later in life. This meant they were motivated to do well because they would need it later in life.

Extract from focus group 2

How motivated are you to do it well in school? (Referring to the English subject)

Nora: Very motivated

Sara: Very motivated

Yes, can you elaborate why you guys are so motivated?

Sara: I am, because I what to do this exchange year, because then it is an advantage to be good in English (...)

Mhm, yes and you? You were also very motivated

Nora: I just really like English a lot

Even though the last focus group showed overall motivation in the English lessons and in using the language later in life, two participants were not motivated for the English lessons. Bella gave the impression that English lessons were not her favorite subject where she was open about having difficulties with language in general, making English lessons more demanding. Lars, on the other hand, did not feel that English lessons had taught him more than what he already knew and needed in life.

Extract form focus group 2

Yes, what is it that you like the most then, in the English lessons? What makes it most exciting?

...

The rest of you?

Bella: I don't really like English though

Lars: I don't need to be motivated in English because it's too easy

When doing the focus group interviews with lower secondary school students, I wanted to hear if they felt their motivation had changed from when they were younger to how they are now. This was done in regard to the outcome of the questionnaire where the overall mean in both age groups had the same outcome (*Table 6*), and therefore showed the same amount of motivation. When asking the focus groups if the motivation had changed, the answers varied from being more motivated before because the lessons were more fun when they were younger, to others reflecting on how knowing less English before made it difficult to understand and therefore being less motivated as you can see in the extracts below.

Extract form focus group 2

When you guys were younger, were you more or less motivated?

Bella: I was probably less motivated, because that I thought, I struggled quite often with it, so, but I have gotten better when I like watch series. That I found out when I

was a bit younger, that when I watch series, then I got better in English. So it got kinda better and better the older I got.

Why do you think it was more fun before?

Sara: because then it was like you did more games in a way with the language, you learned the language through games

Luna: and learned it through watching songs, those counting songs for example, and you learned it through something fun. But now it is mostly those writing tasks, look in your book and...

Extract from focus group 1

Yes, if you were to get even better in English

Jane: I actually think if it was more varied it is probably the reason we just are very little motivated because it is the same every day, and if we have it then different every time then it was in a way more fun with the English lessons. Because then we have learned more.

Yes, but that is really good. But you talked a little bit about not being motivated in the English lessons, why is that?

Jane: it is boring to have the same every lesson

(...)

Ken: no, but if one for example, or watch TikTok then it is like something interests you and so one learn then.

Overall, both focus groups liked having varied lessons which would increase their motivation. They also reflected on how English lessons before used more games and songs as a way of learning which made learning English more motivating. Nevertheless, the Norwegian students are motivated in knowing English because they feel the need of being able to use it when they get older. However, learning the language in class seems less motivating where the English lessons seem boring when having the same lessons every time.

4.2.1 Attitude toward English classroom practice

Having discussed the L2MSS's Ideal I2 self and the Ought-to I2 Self gave an overall overview of how the students are motivated in knowing English. This showed the motivation in being able to understand and use the English actively when they are older, which in *Table 8*

and *Table 9* in the previous chapter showed that students were motivated when it came to these factors. However, when looking at the L2 Learning Experience, the overall mean was below a 3.0, with a comparable difference to the other Ideal L2 Self, but also higher than the Ought-to L2 self.

Table 10: Means of L2 Learning Experience

| | Grade | N | Mean |
|-------------------------------|------------------------|----------|-------------|
| L2 Learning Experience | Late primary school | 16 | 2,8750 |
| | Lower secondary school | 16 | 2,5833 |

Prompts that were given in this section touched on how the students viewed the English lessons. Prompts as “I am always excited to English class”, and “I would wish there was more English lessons in the week” pinpointed key factors to analyze to see if there is a difference in how students like the English lessons compared to how they would like to see themselves as English speakers. As seen in *Table 10*, late primary school students show a higher motivation in the L2 Learning Experience compared to the lower secondary school with a difference mean in 0.3. Even though students have a motivation in becoming decent English-speaking people when they get older, their motivation in learning English in class is lower. When asking the students about how they like the English lessons, focus group one gave a clear statement that learning English is boring no matter what. As seen in the abstract below, Pete showed no mercy when describing the English lessons saying it was boring and language learning was also boring.

Abstract form focus group 1

Pete: To be completely honest is English boring regardless

Okey, why is that?

Pete: it is just like that, language is boring

It is boring with language?

Ken: Do you think when you speak a language it is boring?

Pete: no, because when you speak English, then you learn, two different things

The transcription above shows that this student is not motivated to learn the language, but he still reflects that speaking the language makes you learn. It is also important to note that this student from focus group 1 had a teacher, who, as the others in the group clarified, only did the same every lesson, which did not include speaking English to each other. The other focus group also reflected on how having lessons where you speak makes you learn and also connecting it to real life experiences.

Extract from focus group 2:

Luna: it was one time we had this, where we sat and drank tea and eat cookies and talked English, and I liked it because then I got to use English because that is not that often.

Do you think, what is it that makes a lesson fun? Is it because of the textbook, is it because of how motivated you are, does it have something with the teacher?

Bella: no, it really depends on the day. Because sometimes it is a lot harder than others, and it depends also how early we have the lessons

Luna: It is a little bit about everything, if you have a teacher you do not like that much or a teacher that makes it boring, then the lessons are not that motivating. If you do something fun than sit and write in your book the whole lesson, then one might get more motivated.

As this extract shows, the students enjoy having lessons where they can reflect and speak with real life examples such as having an English tea party. Even though most of the students are exposed to English, not everyone produces the language actively as Luna states in her first sentence. Here she reflects that having experiences where you speak and interact with the language is something she likes and makes her learn. At the end I asked the students about what made an English lesson fun and multiple factors were brought up. It depended on the teacher and how early the lesson is during the day to make the lessons interesting and fun. All in all, the students show an average mean over a 2.0 in Ideal L2 self, Ought-to L2 self, and the L2 Learning Experience which states that even though students can lack motivation in some parts of their language learning, on average they all have a general motivation in wanting to learn and know English even though the different parts are more motivating than the others.

4.3 What is the relationship between the use of Extramural English and the students' motivation? (RQ3)

As we have seen in chapter 4.1, most students spend 2-3 hours daily on extramural English. In addition, their motivation on the Ideal L2 self is above 3.0, the highest motivation in all three categories from Dörnyei's L2MSS. Since these are two different factors that do not necessarily relate to each other, I have conducted an overview to see if there is a relationship between the amount of time with English output/input at home corresponding to how motivated each student is in learning English.

To see if there is a correlation between extramural English and the student's motivation, I saw the need to transform the means of extramural English into three groups of the means from a scale from 1-5. These measurements are done from *Table 6*, where the amount of English used in different activities was scored on a scale from 1-5, where one is “only uses Norwegian” and five is “only uses English”. This shows that numbers over a 3.0 in EE are students who use English and Norwegian the same amount, whereas the score on 4.0, students use more English than Norwegian when doing different activities. The mean of the motivational scale on the other hand, is from 1-4, where one is “not motivated at all” and four is “highly motivated”. Here everything over a 2.0 means the students are more motivated than not motivated. The table is a combination of late primary and lower secondary school students, the differences were relatively unaffected by the results where the different age groups had similar answers.

Table 11: overall comparison of motivational differences related to EE

| Extramural English | Ideal L2 Self | | Ought-to L2 Self | | L2 Learner Experience | |
|--------------------|---------------|----|------------------|----|-----------------------|----|
| | Mean | N | Mean | N | Mean | N |
| 2,0 | 2,8333 | 5 | 2,6000 | 5 | 2,5667 | 5 |
| 3,0 | 3,0583 | 20 | 2,3000 | 20 | 2,7333 | 20 |
| 4,0 | 3,5238 | 7 | 2,5952 | 7 | 2,8333 | 7 |
| Total: | 3,1250 | 32 | 2,4115 | 32 | 2,7292 | 32 |

When looking at the table above, the three motivational categories show different results when compared to how students use EE. The Ideal L2 self has a clear correlation when it

comes to how much EE students use and how motivated they are. If the students use EE less than they use Norwegian on different digital platforms at home shows that their Ideal L2 self is lower compared to the ones who mainly use English on different activities. It also shows that the average mean is 3.1, where most students (n=20) use English the same amount as Norwegian (3.0). The same trend is happening with the L2 Learning Experience, where the ones who use English as their main language online also prefer and are more motivated during English lessons. However, looking at the Ought-to L2 self, the ones who use mainly Norwegian online have a higher motivation when it comes to the Ought-to L2 self. When all of these factors of the L2MSS are combined into one column of mean (seen in *Table 12*), one can see a trend of correlation between these two factors.

Table 12: Comparing EE and Motivation mean

| Extramural English | Mean | N |
|---------------------------|-------------|----------|
| 2,00 | 2,6667 | 5 |
| 3,00 | 2,6972 | 20 |
| 4,00 | 2,9841 | 7 |
| Total | 2,7552 | 32 |

Table 11 shows that the more you use English on different digital platforms, the more motivated you are in learning the language. Even though the three factors in L2MSS measure slightly different aspects of L2 motivation, combining them all together viewed the same outcome. Although there might be a connection here, it is essential to note that these results are a combination of factors, which cannot be generalized. However, they can contribute to showing how these rural schools in Norway are affected by the use of EE and their motivation.

5 Discussions

In this study, the aim is to investigate to what extend EE corresponds to students' motivation and attitude toward English classroom practice. As the previous chapter presented the findings, this chapter will go further into the results and discuss them along with previous literature presented in the theoretical background part of the paper. This chapter will follow the same structure as the previous one, where each research section will be presented and

discussed with the results from the questionnaire and focus groups. Finally, implications for teaching will be presented at the end.

5.1 How do late primary and lower secondary school Norwegian students use extramural English? (RQ1)

In this discussion chapter, we delve into the utilization of extramural English among late primary and lower secondary school Norwegian students. Extramural English refers to the informal exposure to English language and culture outside the formal educational setting (Sundqvist & Sylvén, 2016, p. 92). To investigate this phenomenon, a comprehensive analysis was conducted, involving a questionnaire and two focus groups. The findings revealed that Norwegian students in late primary and lower secondary school actively engage with extramural English through various platforms, including social media, music, movies, and video games. These extracurricular activities serve as immersive environments where students willingly explore and interact with the English language. Furthermore, the study unveiled that most students are exposed to English between 2-3 hours daily where they use it through either listening or speaking.

In discussing the findings of my research, it is crucial to consider the notion of "digital natives" as described by Ushioda (2011), who refers to the generation that is inherently fluent in the realm of technology, considering the use of digital tools as second nature (p. 206). This concept is highly relevant in understanding the digital landscape in which students operate today. Moreover, Jeon et al. (2021) highlight the evolution of language usage on the internet, noting that in 1998, approximately 75% of web pages were in English (p. 1). However, this percentage has decreased to around 59% over time, indicating a significant shift in language representation. Interestingly, this change can be attributed to the increasing number of non-English speakers embracing the internet and utilizing it for communication and information sharing. This aligns with my own findings, where I discovered that students spend a substantial amount of time on various digital platforms where around half of the time is spent with English activities. It was revealed that their online engagement varied depending on whether it was a weekday or a weekend where the students spend more time during the weekends. These findings suggest that students' extensive exposure to digital platforms, coupled with the increasing global reach of the internet, presents new opportunities for language learning and cross-cultural communication. The digital tools provide a fertile ground

for students to practice and engage with the English language, facilitating language acquisition and intercultural understanding.

5.1.1 Using English as a hobby

Norwegian students often engage with English as a hobby due to a variety of reasons. Firstly, English is widely recognized as a global language, serving as a medium of communication in many aspects of contemporary society, including entertainment, technology, and business (De Houwer & Wilton, 2011, p. 1). As a result, Norwegian students perceive English proficiency as a valuable asset that can open doors to international opportunities, broaden their horizons, and facilitate interactions with people from different cultures. Their English use on these platforms comes from their desire to do what they like where the goal is to be entertained or communicate with people.

In Sundqvist's (2009) study, she found out that the most used EE activity among Swedish students was listening to music followed by playing videogames, watching tv, surfing the internet, reading books, and at the end reading news and magazines. When looking at the results from my findings, the same EE activity as listening to English songs was most used. However, playing video games was the activity that least students did, something that does not match with Sundqvist's (2009) study. It is fair to say that my study did not differentiate between boys and girls, something Brevik did when looking at gamer proficiency and how boys often play more than girls, hence their vocabulary knowledge was better than girls. In Sundqvist's (2009) study, the least used EE activity was reading books, followed by reading newspaper/magazines. Reading the newspaper or magazines was not included in my study. Reading books was the only non-digital activity that was mentioned in my study, and it was the least used activity with 7 out of the 32 participants not doing this activity. Among students who did read, most of them read more in Norwegian, making this the least EE activity amongst my participants. This shows that technology and the internet play a big role in connecting students with the English language and making it a part of their hobbies. Since some of their free time is spent on the internet and their hobbies partly take place online, it is natural that they will be exposed to the language.

It is worth mentioning that Sundqvist's (2009) form of measuring EE was by using a language diary. Since my research time was limited, and following a language diary is time consuming,

my findings on EE activities heavily result from the questionnaire, which is not as precise as measuring time spent on each activity. However, my research gave a clear picture of the extensive amount of time used on digital platforms where English was the main language.

Further in the research, my findings showed a significant difference in how late primary and lower secondary school students use different digital platforms. The older the students got the more time they spent on social media. According to Medietilsynet (2023) children are becoming younger and younger when it comes to having social media platforms. Even though in Norway having a user account is recommended for children over 13 years, over 50% of children in age 10-11 have social media accounts (Medietilsynet, 2023). As my results show, some of the late primary school students use social media platforms, such as TikTok and Snapchat, but the children in lower secondary use a bigger variety of different digital platforms and social media apps. One of the reasons can be that they are over 13 years old. However, one of the differences in these age groups was that the late primary school students spend most of their time online watching YouTube videos, whereas the lower secondary school students spent most of their time using Snapchat. Watching YouTube was the activity where most students used English as their main language. By this, even though late primary school students spend less time on social media, their time spent on YouTube might be around the same time as lower secondary, since they spend their time on a lot of other social media as well. By watching YouTube videos on English, the students manage to listen to the language as well as seeing what is being said. As Harmer (2015) stated, being able to engage in the language by listening and then watching what is being done can be helpful resource in language learning as one cannot access meaning unless the students are fully engaged in the activity (p. 297). Watching English videos can therefore be a helpful resource in understanding English. However, most videos on YouTube usually do not have subtitles where their understanding of the spoken word is known. This research did not look at students writing knowledge, but this can be a factor that can explain students' understanding of English.

5.1.2 Using English for communication

The English use students are exposed to is mostly done through the digital platforms. As Sundqvist and Sylven (2016) state, the possibility of exposure online is much greater where the possibility is endless (p.7). As the world has gotten smaller and globalization and

digitalization have taken over, more students use digital tools as Medietilsynet (2020) stated earlier where 90% of children used it. This also corresponds to my findings, where everyone used at least one of the different social media apps. Even though English is used mostly online, some of the students said they talk to friends from other countries. This is also done over the internet, where the students meet people from other countries thanks to the social media platforms and their ability to use English as a lingua franca in order to communicate (Seidlhofer, 2005, p. 339). This shows that social media helps to further improve their exposure and to be able to use EE is an effective tool when it comes to spreading information or spreading the English language.

5.1.2.1 Oral proficiency

To listen, speak, write and read are the four language skills one needs to be able to know a language, and are seldom seen in isolation (Harmer, 2015, p. 297). They are most often seen with each other where children communicate by writing and reading each other's texts, some might talk and listen to one another, and other children watch movies with subtitles. They are all separate skills but should be seen as a whole. The way most of my participants used English when doing different activities was listening. This was an expected result as most of the social media and YouTube watching is a passive activity, where information is given to you, and you watch as a means of entertainment. However, one of the most interesting findings was that the next language skill most used was speaking. This is a productive skill which can often be seen as more challenging to produce. One reason this might be, could be how the participants engage in a lot of video watching activities, where the oral communication in English is presented to them, and might therefore be more natural as they have to listen to other people talk and use it that way.

The use of oral skills through speaking and listening is also emphasized in the Norwegian curriculum where they see it as a crucial aspect of students' education (Utdanningsdirektoratet, 2019). The curriculum recognizes oral skills as a fundamental means of communication, acknowledging its vital role in fostering effective interactions and effective expression, which seems like a skill most students feel comfortable doing. The notion of oral skills in English, as defined by Utdanningsdirektoratet (2019), encompasses the process of creating meaning through listening, talking, and engaging in conversations. This perspective emphasizes the multifaceted nature of language learning and highlights the

significance of recognizing the various opportunities available for learners to enhance their skills beyond the boundaries of formal classroom settings (Sundqvist & Sylvén, 2016, p. 92). However, my findings from the study reveal that a majority of the participants primarily utilized listening and speaking as their most commonly employed language skills when engaging in extramural English activities.

Listening is an important skill in order to be able to take part in conversations, listening to songs, talking over the phone, or listening to what the teacher says. However, when students are actively engaged in digital media, most of these platforms are multimodal, where video and sound are integrated to create an image (Brevik, 2019, p. 604). As the students in this research, most of the participants are exposed to English by either watching YouTube or TikTok videos, which both are multimodal platforms. Here, the students get to listen to what is said, but can also see what is happening. By having activities such as these, students learn the language through pictures and therefore learn words that connect to what is done in the videos. By doing this, they get to “see language in use” (Harmer, 2015, p. 343). This was also something that came out of my findings, where in focus group 2, Bella mentions how she got better in English by watching series. Here, she was able to learn it by being exposed to the language and understand the meaning of what is being said.

5.2 How motivated are the Norwegian students in learning the English language? (RQ2)

In this part of the chapter, I delve into the motivation levels of Norwegian students in learning the English language. Motivation plays a crucial role in language learning, influencing students' engagement, effort, and persistence (Sylvén, 2006, p. 52). To explore this topic, findings from my questionnaire and focus groups were combined to get the results needed to see how motivated the students were. The results of the study indicate that Norwegian students have an overall high motivation when it came to motivation in knowing English. During the focus group discussion, it came out that both groups gained more from having varied lessons. This helped them reflect more on what they knew and made the lessons more enjoyable.

As mentioned, English is a big part of student's life, where more than half of what they are exposed to on the internet is in English, a global language where more than one-third of the

world uses it in some way or another (Svartvik & Leech, 2016, p. 1). Because of the increased use of English on the internet, being able to use it later in life is necessary to connect and communicate with the outside world. Learning English and continuing to exercise the skills as the students get older needs a lot of motivation coming from the students. Focusing on it will give teachers the chance to succeed in that goal and knowing more about motivation will only prove useful for both students and teachers. In this research the students' L2 motivation was measured out from Dörnyei's L2MSS. This is divided into three parts where the first two, Ideal L2 self and the Ought-to L2 self which is the self-related constructs and the last part (Dörnyei, 2021, p. 63; Csizér, 2019, p. 73). Language Learning Experience which is the learning context.

5.2.1 Ideal L2 self

The findings from my questionnaire showed that the Norwegian student had the highest motivation when it came to ideal L2 self. This means that the students can imagine themselves as proficient L2 users (Csizér, 2019, p. 73). This motivational factor includes students' inner motivation of being able to see themselves as speakers of English. As Harmer (2015) mentions, this is something each student needs to "fight for" as a means of that it comes from how they perceive themselves (p. 90). As my results show, this was the motivation most students showed the biggest effect, where students today have a great deal of wanting to fit into today's society. This can be linked with how society and social media is heavily influenced by English where student look at EE activities to be able to be a part of their culture. This part of receiving this inner motivation can be a powerful tool of further helping students to achieve their goal. As Harmer (2015) mentions, it does not lie in the teacher, but a teacher can be a helpful tool in fostering this motivation so that each student can reach their self-image (p. 92).

5.2.2 Ought-to L2 self

When it came to the other self-related construct, the Ought-to L2 self, the result showed that this was the factor showing the least motivational effect. Even though in Norway speaking English is seen as something positive, my results show that their motivation is more connected to their motivation compared to the external factors. One reason could be that the role of knowing English is needed to be able to understand and connect with the rest of the

world and their classmate's culture. The Ought-to L2 self consists more of the external factor such as, for example, getting good grades.

5.2.3 Language Learning Experience

The most interesting finding that made the two age groups different was the Language Learning Experience. This factor was a bit higher than the previous Ought-to l2 self. However, it was still not as high as the first ideal L2 self. The Language Learning Experience involves the motivations which are connected to how students learn, such as their attitude toward classroom practice. Csizér (2019) says multiple factors can lead to motivational factors (p. 73). Here, one of the girls from the focus groups mentions that there is a lot of factors that determine if a class is fun or motivational. Her self-reflection says that even the time of day can affect how motivated they are in learning during class. It can therefore be difficult for a teacher to include all the factors that can affect the student's learning, as each student is different and experiences the learning individually.

The late primary school students showed more motivation when it came to Language Learning Experience. This could have been due to how each student group looks at school. As the lower secondary students expressed during the focus groups, English lessons were more fun before, when they included more songs and games. When asking the focus groups how motivated they were and what made English lessons more fun before, Sara mentions that before she learned English through games, which helped to learn. This is also something to take into consideration. Even though the students are in lower secondary school, students still find having games and other activities besides reading the textbook as more giving and will help them engage in the classroom. As shown in previous studies presented in this thesis, motivation is a critical factor in learning, and when students have fun, they learn. Here, some of the students even described English lessons as boring because the tasks did not fit their level of knowledge. This has to be further looked at, as motivation in class is an important role when it comes to further improving students' English knowledge. It is in classroom students are able to get feedback on their language skills, where they can practice and reach higher levels of acquisition. One of the competence aims also shine light on the importance of developing communication skills and improving their language skills (Utdanningsdirektoratet, 2019). The new curriculum is still in the process of fully being integrated into the school

system and these new guidelines could be an important tool for making teachers fit the students' already existing knowledge, leading to students getting more motivated in class.

The focus group findings clearly show the difference in how motivated each group is. The first group showed little to no interest in the English lessons and were also mentioned that their teacher had the same lessons every day with little to no communication activities or real-life experience tasks. In the curriculum, the competence aims are general aims that teachers can interpret and make tasks that fit the students. As for the other focus group, they showed a more general motivation and said that having tasks that resemble the real world was something they learned from, and thought was fun and exciting. Understanding the sources and dynamics of motivation among Norwegian students can aid teachers in developing effective pedagogical strategies and creating a supportive learning environment that nurtures and sustains students' motivation in learning the English language.

5.3 What is the relationship between the use of Extramural English and the students' motivation? (RQ3)

In this part I discuss the role of EE and how this might affect students' motivation. As the two previous research questions have explored, students use and are exposed to a lot of EE activities daily by either listening or talking the language. When it came to students' motivation, most seemed to have a higher inner motivation because they might feel the need of knowing it later in life. However, combining these two factors to see if there actually was a correlation between EE and L2 motivation was done by using the quantitative results from each part as seen in chapter 4.3. The results showed that the more exposure students have to EE the more they felt the need and motivation to know English.

The correlation between how much students use EE activities and motivation was shown in my findings. Here the results showed a significant correlation where the more students used EE, the more motivated they were in learning English. However, when looking at each factor in motivation through the L2MSS, an interesting finding was that the ones who used Norwegian the most on different digital platforms also showed the highest motivation in the Ought-to L2 self. This connects to the previous research questions, where the Ought-to L2 self was the least motivational factor that students felt. One can simply think that the students who mainly do use Norwegian at home need an external push to become more motivated in

learning English as they might lack the inner self motivation that is shown through the Ideal L2 self. As Dörnyei and Ushioda (2021) state, to learn a language is often driven by more than one motivational factor (p.11). The participants who did use English the most when doing EE activities was also the group that showed the highest motivation in the Ideal L2 self. English is therefore more than the inner motivation to be good in English, but rather a part that is seeking to fit in with today's society where English becomes a part of your identity (Dörnyei & Ushioda, 2021, p. 11).

5.3.1 Language identity

The L2MSS and identity can be highly linked together. As Ushioda (2011) mentions, L2 motivation can help with the long-term motivation for learning the English language (p.203). In my findings, more students saw the need of knowing English, even some students used it actively to communicate with their friends from other parts of the world. The motivation is affected by more than the inner motivation, but also the society and culture the student lives in (Dörnyei & Ushioda, 2021, p. 34). The increased use of social media and the internet makes students connect with L2 English in a much greater sense. Students not only use it daily to get better in English, rather the opposite. They use it to be able to connect with the rest of society and become a part of the culture they live in, which is influenced by what the students do.

Students' social process is highly linked with the use of social media. In my results, most students use social media or other digital tools 4-6 hours daily. This means that most of the time spent at home is done over a phone, tablet or TV. The internet is full of information and different cultures that are shown through films, series, or more real life videos on YouTube or TikTok. These social views of living can affect students' view of the world, where English is connecting them to these parts. Brevik (2019) also states that language is a part of sociocultural view (p. 596). This is also one of the overall aims of the curriculum where it states that English can help for better cultural understanding (Utdanningsdirektoratet, 2019). Learning English therefore might be more than being good in the subject. It is also about building an identity to fit into today's society and being able to communicate with the world.

5.3.2 Attitude toward English classroom practice

The findings show that the need for communication learning is critical for motivation, where a student finds it more enjoyable to use the language actively, due to their already existing knowledge and how they interact with English daily. Rindal (2014) discussed how ELT in 2030 would be and that teaching English in Norway usually follows other trends worldwide. She mentioned that a mix of communicative competence and social constructionism would be a helpful resource in how we should teach students English. This can also be shown in my results, where the more EE they used, the more motivation was shown in the Ideal L2 self. As we have seen, the English language is the language of communication. Suppose teachers want motivated students who feel the use of learning English, and in that case, it is necessary to use the language so that the students learn more explicitly instead of solely following the textbooks. Combining a communicative approach with social constructivism is also something that should come more naturally when keeping the English classroom on track with the students' English competence and their interaction. Using social constructionism could be a helpful tool for how the world works and learning more about other people and why not everyone is the same. Since the students interact with people from other countries, it can be a valuable tool to discuss and communicate their feelings and perception of life. One girl from the focus groups did mention that having lessons that imitate real life where they get to use English in practice was helpful in her own language learning. It can be a helpful tool to see the world and set yourself out of your language classroom to help get other perspectives on life.

Benson (2011) said combining English exposure and constructed language learning could be an effective way of acquisition. Since the students get exposed to English daily, the need for constructed language teaching can be a good resource for improving their knowledge. However, since most of what they are exposed to is informal English, the need for a more structural way of learning the grammar and rules of the language might be necessary to get a fuller understanding of the language. During the focus groups, the students said that grammar was the only thing they did not learn at home but rather something necessary to learn in school. By getting exposed to EE, students might already know some grammatical structure, but not necessarily to the necessary extent, which can be difficult to learn only from the exposure. An English language teacher should therefore inform and put light on how the language works to then help increase learning even further. The students in my research do

feel the need to learn English, hence language classroom should foster this motivation to exceed their language knowledge even further.

Dörnyei and Ushioda (2021) describe motivation as what “concerns the direction and magnitude toward human behavior” therefore, being able to motivate students during the lessons can be a resource in fostering students who want to learn and make their English skills even better (p. 4). Dörnyei and Ushioda (2021) also say that motivation is the reason people do what they do (p. 4). As the results also show, students already use so much English daily because their motivation drives them in the direction of doing what they like to do. Therefore, connecting students’ EE activity with classroom practice can direct the students into wanting to achieve in school.

5.4 Implications for teaching

While all the findings highlight an important aspect in L2 English, where EE exposure and L2 motivation can be seen together, it is important to note that the reality is more complex. Students’ motivation and attitude toward classroom practice can have multiple factors that teachers have trouble controlling. At the same time, teachers have curriculums to follow, tests to do, and school rules to oblige. All these factors need to be considered when implementing new strategies to help with language teaching.

It is important to note that this study is taken from two schools in rural part of Norway. This study also only includes the students’ perspectives, where the teachers view of how an English classroom is has not been viewed. Students’ perspective on how they learn is heavily influenced by how they perceive the world and their own life. Teachers’ role is to guide their students into creating people that will do great after finishing school. The teacher only has a set time of English lessons during a week, so students’ exposure happens more regular at home than at school. As Sundqvist and Sylvén, (2016) mentions, EE encompasses the “essential parts needed for L2 learning” and this is for learning to take place (p. 7). By this, it means that even though the students are listening, having input, or output by speaking, some L2 learning is accomplished. It is therefore important to note the English classroom is not the only place learning is happening and should therefore see this as a helpful opportunity for ELT.

One important factor to take in consideration is that how students use English online might be more challenging to bring into the classroom. When students use different social media platforms, they do so because it is a part of their hobby. For a teacher to include all their students' hobbies where everyone at all times is motivated is a hard catch goal. Rather, having varied lessons where students get to see different ways of using and learning English might be helpful. This is also something that can further be researched with the help of students' views and their attitude toward English classroom practice.

In conclusion the findings of this study highlight the significance of recognizing that students' motivations to learn a second language are not solely dependent on the teacher. While various internal and external factors contribute to students' motivation, the teacher's understanding of these motivations can serve as a valuable tool in tailoring instructional approaches. Sylvén, (2006) mentions that motivation is “one of the most important driving forces as regards any types of learning (p. 52). By gaining insight into individual students' perceived importance of learning English, teachers can effectively guide their teaching methods. However, it is important to acknowledge that accommodating each student's unique language goals in every lesson is an unfeasible task. Rather, the aim of this research is to provide teachers with a comprehensive understanding of the multiple factors influencing students' attitudes towards classroom practices, enabling them to make informed instructional decisions.

6 Conclusion and further research

This thesis has had an aim to create a fuller picture in how extramural English has something to say for the students' motivation and attitude toward English classroom practice. The correlation between these two factors should not be generalized, as there are many factors that contribute to students' motivation to learn. This research on the other hand can help shed light on the importance of students L2 motivation and use of EE and create further discussion and more research about this topic. My questionnaire and focus groups helped me get a fuller insight into how students see themselves as learners of English. The overall finding showed that English is something most students find important, as they are exposed to it on a daily basis. However, their motivation in school varies depending on different factors where students managed to self-reflect about their own learning abilities. Students' English knowledge should therefore be seen as a helpful resource in fostering motivation in the classroom.

Students' motivation varied when it came to looking at the different factors in L2MSS. Here, the motivation for being able to use it later in life and needing it was seen as the highest motivational factor. This, however, did not reflect their motivation at school, where most students from the focus groups gave an expression that lessons were less motivating because of how they did not reflect their knowledge and felt that their knowledge was already there. Overall, the teacher's role is to map out students' knowledge, and with the help of real life examples and connecting the students use of English into the classroom can give a rich understanding of the English language. In this way teachers can create well reflected students who know how and why we use the English language in different settings and views. Questions about how Norwegian ELT should be taught and how a teacher can help teach students the important role of English while giving them the essential tools as to how to use it as their own language has been a question for a long time. Students are more motivated in becoming a person that can master the English language and see that there is a use of knowing it.

When it comes to their attitude towards the English classroom practice, their motivation is spread across. Different factors play a role here. As an overall analysis of this study, it has shown that students want to know the language, but do not sometimes see the use of what is being taught in school. While there are different factors, such as the teacher, textbook, their mood, and classroom structure, both focus groups agreed in having a varied teaching where they can use the language, they already know is more motivating. They are also aware that not all the language they know from home can be taught, where grammar is necessary to be able to know the language fuller.

This exposure to English through various media can influence the way that students approach learning the language in school. Students may have different expectations for how English is taught, preferring a more dynamic and engaging approach that emphasizes real-life communication over rote memorization of grammar rules. Teachers may need to adapt their teaching methods to better align with students' experiences and preferences, incorporating more authentic materials and interactive activities into their lessons.

To further research the topic of EE and L2 motivation, one could look at how lessons could be taught regarding how to integrate the existing knowledge they have in the classroom.

Research that includes both perspectives on English classroom practice could also be a helpful insight where students and teachers view can be analyzed and discussed against each other. As the world is getting smaller and the use of English is an essential tool to be able to communicate with the rest of the world, up to date research is necessary to catch up on latest trends in the digitalized world. As we have seen, there is more than one factor that indicates students' L2 motivation, but this research has shown that by linking motivation with extramural English can be a powerful tool in connecting students desire to know English into the classroom.

In conclusion, this master's thesis has explored multiple factors influencing students' L2 motivation, highlighting the significance of considering extramural English activities. By establishing a connection between students' motivation and their engagement with English outside the classroom, this research has demonstrated the potential of using extramural English as a powerful tool to bridge students' desire to learn English with their classroom experiences. Recognizing that L2 motivation is a complex construct influenced by various internal and external factors, this study emphasises the importance of understanding the multifaceted nature of motivation in order to create effective teaching approaches. By mapping out students' use of EE, teachers are able to get a fuller view of how they learn English at home which can foster a more meaningful and relevant language learning environment that aligns with students' motivations. Overall, this research contributes to the field of language education by emphasizing the importance of looking at two factors as EE and L2 motivation as this can help understand students attitude and willingness to learn during English classroom practice.

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Appendix

Appendix A

Consent forms

Vil du delta i forskningsprosjektet «Elevers motivasjon i engelskfaget og deres bruk av engelsk utenfor klasserommet»

Hei! Jeg heter Ammy Bolme og er nå på mitt siste år i lærerutdanningen på Høgskolen i Volda, og holder nå på med min masteroppgave. Her skal jeg forske på hvordan elevers motivasjon i engelskfaget er knytt opp til engelsken de lærer hjemme gjennom ulike digitale plattformer. I dette skrevet gir jeg deg informasjon om målene for prosjektet og hva deltakelse vil innebære for ditt barn.

Formål

Formålet med dette forskningsprosjektet er å se på i hvor stor grad elevenes motivasjon i å lære engelsk er påvirket av engelsk de lærer gjennom ulike digitale medier. Dette forskningsprosjektet vil derfor gå ut på å spørre elevene hvordan de bruker sosiale medier, og hvordan de oppfatter engelsktimene som relevant til det de kan fra før. Videre kan disse svarene hjelpe med å se om det er en sammenheng mellom elevenes motivasjon i engelskfaget og hva elever lærer hjemme gjennom ulike digitale plattformer.

Elevene vil bli spurt om å delta i en spørreundersøkelse hvor de selv velger å være anonyme. I etterkant kan de selv velge å delta på ett gruppeintervju hvor noen av spørsmålene fra spørreundersøkelsen vil bli fulgt opp og snakket om i et større omfang.

Hvorfor får barnet ditt spørsmål om å delta?

Barnet ditt får spørsmål om å delta på bakgrunn av hvilket klassetrinn de går på.

Hva innebærer det for ditt barn å delta?

Hvis barnet ditt velger å delta vil de svare på en digital spørreundersøkelse hvor det vil bli satt av tid til å kunne svare i skoletiden.

Hvis ditt barn velger å bli med på gruppeintervju vil de bli tatt ut i timen for å svare på enkle spørsmål som omhandler temaet beskrevet i begynnelsen av dette skrevet. Dette skal ikke gå utover elevene sin kvalitet og undervisning i faget.

Det er frivillig å delta

Det er frivillig å la barnet ditt delta i dette prosjektet. Hvis barnet ditt velger å delta, kan dere når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine svar vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Du og barnet ditt har rett til innsyn i hva som blir gjort, samtidig som å be

om materiell til å bli slettet. Dere har også rett til å kunne gi begrensinger og få kopi av det som ble skrevet i undersøkelsen og sagt i intervjuet.

Personvern

Prosjektet er godkjent av Norsk senter for forskningsdata. Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Du har også rett til å klage til Datatilsynet.

Hvis barnet ditt velger å ikke være anonym på spørreundersøkelsen vil de få oppdiktete navn i masteroppgaven. Det vil ikke være mulig å se at barnet ditt har vært med i dette prosjektet.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes før 24. mai 2023 hvor all informasjon vil bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

Spørsmål?

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.

Ellers kan du ta kontakt med meg via melding eller telefon på 92 02 08 25 eller på Epost til ammyb@stud.hivolda.no.

Med vennlig hilsen
Ammy Bolme
Høgskolen i Volda, HVO

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *spørreundersøkelse*
- å delta i *gruppeintervju*

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

(Foresattes og barnets signatur)

Appendix B

Approval from the NSD



[Meldeskjema](#) / [Elevers motivasjon og bruk av engelsk utenfor klasserommet](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer
275451

Vurderingstype
Standard

Dato
03.02.2023

Prosjektittel

Elevers motivasjon og bruk av engelsk utenfor klasserommet

Behandlingsansvarlig institusjon

Høgskulen i Volda / Avdeling for humanistiske fag og lærerutdanning / Institutt for språk og litteratur

Prosjektansvarlig

Natalie Ann Donohue

Student

Ammy Bolme

Prosjektperiode

06.01.2023 - 24.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 24.05.2023.

[Meldeskjema](#)

Kommentar

OM VURDERINGEN

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

FORELDRE SAMTYKKER FOR BARN

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna.

DATABEHANDLER

Vi legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. personvernforordningen art. 28 og 29.

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

MELD VESENTLIGE ENDRINGER

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

OPPFØLGING AV PROSJEKTET

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Appendix C

Questionnaire translated from Norwegian to English

Questionnaire for lower secondary and late primary school students

General information

Questions inspired from Brevik (2016) study(Brevik, 2016)

How old are you?

- 14
- 15
- 16

Are you a boy or a girl?

- Boy
- Girl
- Other

What grade are you in?

- 9th grade
- 10th grade

Is Norwegian your first language?

- Yes
- No

English use outside of the classroom

Questions in this section is inspired from Brevik (2016) and Sundqvist (2009) study(Brevik, 2016)

What social media do you use?

- Snapchat
- Instagram
- YouTube
- TikTok
- Twitter
- Discord
- Facebook
- WhatsApp
- Something else

Which social media do you use the most? (Choose one)

- Snapchat
- Instagram
- YouTube
- TikTok
- Twitter
- Discord
- Facebook
- WhatsApp
- Something else

Do you play videogames?

- Yes
- No

How much time do you use on digital platforms every day? (Watch TV, Use your phone, game)

- Less than an hour
- 1-3 hours each day
- 4-6 hours every day
- More than 7 hours

What language do you use the most when you are:

| | Only Norwegian | Only English | Same amount of English and Norwegian | More Norwegian than English | More English than Norwegian | Don't know |
|--|----------------|--------------|--------------------------------------|-----------------------------|-----------------------------|------------|
| Gaming | | | | | | |
| Watch tv/series | | | | | | |
| Read books | | | | | | |
| Listen to music | | | | | | |
| Watch YouTube | | | | | | |
| Look at other apps such as TikTok or Instagram | | | | | | |

When you use English, how do you use it?

- Listen to most English
- Read most English
- Write most English
- Speak most English
-

How often do you watch English speaking movies, series or other videos on YouTube ...

| | | | | |
|--|-------|-----------|-------|-------|
| | Never | Sometimes | Often | Never |
|--|-------|-----------|-------|-------|

| | | | | |
|--------------------------|--|--|--|--|
| Without subtitles | | | | |
| With Norwegian subtitles | | | | |
| With English subtitles | | | | |

Where do you meet the English language most? (it can be everything from watching movies,, listening to music, or reading English)

- Home
- At school

Attitudes toward the English subject

Questions in this section is inspired from Brevik (2016) and Sundqvist (2009) study

Answer the questions form a scale form 1-4 where 1 is less interested and 4 is very interested

| | 1 (Veldig lite interessert) | 2 (Lite interessert) | 3 (Litt interessert) | 4 (Veldig interessert) |
|--|-----------------------------|----------------------|----------------------|------------------------|
| How interested are you in the English subject? | | | | |
| How interested are you in the Norwegian subject? | | | | |

Answer the question underneath form a scale 1-4 where 1 is very difficult and 4 is very easy

| | 1 (Very difficult) | 2 (A bit difficult) | 3 (A bit easy) | 4 (Very easy) |
|--|--------------------|---------------------|----------------|---------------|
| How difficult do you think English schoolbook texts are? | | | | |
| How difficult do you think Norwegian schoolbook texts are? | | | | |

When your English teacher ask you questions on English, do you answer in Norwegian or English?

- Answer most in Norwegian
- Answer most in English

What are you best at? (Hva er du flinkest i?)

- To speak English?
- To write English?
- To listen to English?
- To read English?

Where do you speak the most English?

- With family
- Over the internet
- At school
- With friends
- Other

What do you do when you meet words or sentences you do not understand?

- I look up the word/sentence
- I ignore it and look/read/listen/speak on
- I ask someone

Do you use English words when you speak? (Here you can answer yes or no. If you have any examples, can you write them down here)

Motivation to learn English

Questions in this section is inspired from Dörnyei and Taguchi (2009) book

Down below I want you to cross off on the different sayings (answer if you agree or disagree on a scale form 1-4)

| | 1 (completely disagree) | 2 (Disagree) | 3 (agree) | 4 (Completely agree) |
|--|----------------------------|-----------------|-----------|-------------------------|
| I want to be a person that can have a conversation in English | | | | |
| I want to be a person that can speak fluent English | | | | |
| I want to be able to speak English to internationals | | | | |
| I want to move abroad where I need to speak English | | | | |
| I want to be able to write English texts | | | | |
| The things I want to do in the future require me to know English | | | | |

| | 1 (completely disagree) | 2 (Disagree) | 3 (agree) | 4 (Completely agree) |
|--|-------------------------|-----------------|--------------|-------------------------|
| I want to be good in English because my friends think it is important | | | | |
| To learn English is important because the people around me expect me to do it good | | | | |
| I will disappoint people at home if I do bad in English | | | | |

| | | | | |
|---|--|--|--|--|
| Do be good in English is important for me to get good grades | | | | |
| If I do it bad in English my parents will be disappointed | | | | |
| I need to do it good in English because I will need English later in life | | | | |

| | 1 (completely disagree) | 2 (Disagree) | 3 (agree) | 4 (Completely agree) |
|---|-------------------------|--------------|-----------|----------------------|
| I am always excited to English class | | | | |
| I think it is very interesting to learn English | | | | |
| I like learning English | | | | |
| I would wish there was more English lessons in the week | | | | |
| I think the texts in the English books are easy to understand | | | | |
| I like to be active in English class | | | | |

Do you want to join for a group interview about how you use English and your motivation to learn English? (about 20 min). (Only for lower secondary grade)

- Write your name if you would like to join the group interview☺ If you do not want to join, write no.

Appendix D

Original questionnaire from Nettskjema in Norwegian

Hei!

Denne undersøkelsen tar rundt 5 minutt hvor du må svare på litt over 20 spørsmål.

Tusen takk for at du vil svare:)

Generell informasjon

Hvor gammel er du? *

14

15

16

Er du gutt eller jente? *

Gutt

Jente

Annet

Hvilken klasse går du i? *

9. klasse

10. klasse

Er norsk ditt første språk? *

Ja

Nei

Engelsk bruk utenfor klasserommet

Hvilke sosiale medier bruker du? *

Snapchat

Instagram

YouTube

TikTok

Twitter

Discord

Facebook

WhatsApp

Noe annet

Ingen av dem

Hvilken sosiale medier bruker du mest? *

Her kan du bare velge en

Snapchat

Instagram

YouTube

TikTok

Twitter

Discord

Facebook

WhatsApp

noe annet

Ingen av dem

Gamer du? *

Ja

Nei

Hvor mye tid bruker på digitale plattformer hver dag? (se på tv, være på mobil, game) *

Under en time

1-3 timer hver dag

4-6 timer hver dag

mer en 7 timer hver dag

Hvilket språk bruker du mest når du:

| | Bare norsk | Bare engelsk | Like mye norsk og engelsk | Mer norsk en engelsk | Mer engelsk en norsk | vet ikke | gjør ikke dette |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Gamer * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ser tv/serie * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leser bøker * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hører på musikk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ser på YouTube * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ser på andre apper som TikTok og instagram * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Når du bruker engelsk, hvordan bruker du språket? *

- Hører mest engelsk
- Leser mest engelsk
- Skriver mest engelsk
- Snakker mest engelsk

Hvor ofte ser du på engelskspråkelige filmer, serier eller videoer på YouTube...

| | Aldri | Noen ganger | Ofte | Alltid |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Uten tekst * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| med norsk tekst * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| med engelsk tekst * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Hvor møter du engelskspråket mest? *

Dette kan være alt fra å se på filmer, høre musikk, eller lese engelsk.

- Hjemme
- På skolen

Holdninger til engelskfaget

Svar på spørsmålene fra en skala fra 1-4 hvor 1 er lite interessert og 4 er veldig interessert.

| | 1 (Veldig lite interessert) | 2 (Lite interessert) | 3 (Litt interessert) | 4 (Veldig interessert) |
|--|-----------------------------|-----------------------|-----------------------|------------------------|
| Hvor interessert er du i engelskfaget? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hvor interessert er du i norskfaget? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Svar på spørsmålene under fra en skala 1-4 hvor 1 er veldig vanskelig og 4 er veldig lett

| | 1 (Veldig vanskelig) | 2 (Litt vanskelig) | 3 (Litt lett) | 4 (Veldig lett) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Hvor vanskelig syntes du skoletekster på engelsk er? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hvor vanskelig syntes du skoletekster på norsk er? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Når engelsklæreren din stiller spørsmål på engelsk, svarer du på norsk eller engelsk da? *

- Svarer mest på norsk
- Svarer mest på engelsk

Hva er du flinkest i? *

- Å snakke engelsk?
- Å skrive engelsk?
- Å høre engelsk?
- Å lese engelsk?

Hvor snakker du mest engelsk? *

- Med familie
- Over nettet
- På skolen
- Med venner
- Annet

Hva gjør du når du møter ord eller setninger du ikke forstår? *

- Jeg søker opp ordet/setningen
- Jeg ignorerer det og ser/leser/hører/snakker videre
- Jeg spør noen

Bruker du engelske ord når du snakker? *

Her kan du svare ja eller nei. Hvis du har noen eksempler kan du også skrive det her

Motivasjon til å lære engelsk

Nedenfor vil jeg at du skal krysse av på de forskjellige påstandene.

Svar om du er enig eller uenig på en sakla fra 1-4

| | 1 (Helt uenig) | 2 (Uenig) | 3 (Enig) | 4 (Helt enig) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Jeg vil være en person som kan ha en samtale på engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg vil være en person som kan snakke flytende engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg vil kunne snakke engelsk til internasjonale * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg vil flytte utenlands hvor jeg må snakke engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg vil kunne skrive engelske tekster * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Det jeg har lyst å gjøre i fremtiden krever at jeg kan engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Nedenfor vil jeg at du skal krysse av på de forskjellige påstandene.

Svar om du er enig eller uenig på en sakla fra 1-4

| | 1 (Helt uenig) | 2 (Uenig) | 3 (Enig) | 4 (Helt enig) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Jeg vil være flink i engelsk fordi mine venner syntes det er viktig * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Å lære engelsk er viktig fordi de rundt meg forventer at jeg gjør det bra * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hvis jeg gjør det dårlig i engelsk kommer jeg til å skuffe andre * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Å være flink i engelsk er viktig for meg for å få bra karakter * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hvis jeg gjør det dårlig i engelsk vil foreldrene mine bli skuffa * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg må gjøre det bra i engelsk fordi jeg trenger engelsk senere i livet * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Nedenfor vil jeg at du skal krysse av på de forskjellige påstandene.

Svar om du er enig eller uenig på en sakla fra 1-4

| | 1 (Helt uenig) | 2 (Uenig) | 3 (Enig) | 4 (Helt enig) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Jeg gleder meg alltid til engelsktimene * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg syntes det er veldig interessant å lære engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg liker å lære engelsk * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg skulle ønske det var flere engelsktimer i uka * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg syntes tekstene i engelskbøkene er lette å forstå * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg liker å være aktiv i engelsktimene * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Har du lyst til å bli med på et gruppeintervju om hvordan du bruker engelsk og din motivasjon til å lære engelsk (ca 20 min)? *

Skriv navnet ditt her hvis du kunne tenke deg å bli med på et gruppeintervju:)

Hvis du ikke vil være med skriver du nei her.

Tusen takk for at du svarte på denne undersøkelsen:)

Appendix E

Original interview guide in Norwegian for the focus groups

Velkommen

Hei og velkommen til dette gruppeintervjuet. Jeg heter Ammy Bolme og skal stille dere noen spørsmål.

Tema for i dag

Det dere snakker om i dag vil bli brukt til min masteroppgave. Navn og skole dere går på vil være helt anonymt.

Dere er her fordi dere svarte på spørreundersøkelsen min forrige uke hvor tema i dag er det samme. Hvor jeg vil høre mer om hvordan dere bruker engelsk i hverdagen og hvordan dere syntes engelskfaget er.

Guidelines

Det er ingen rette eller gale svar, bare forskjellige meninger.

Jeg kommer også til å ta opp samtalen, men det kommer bare til å bli brukt for å få med meg alt som blir sagt, og vil bli slettet etterpå.

Dere skal ikke argumentere med hverandre, men heller bare snakke med hverandre. Dette blir mer en samtale som blir ledet av meg.

Jeg vil høre hva DERE har å si.

Extramural English

1. Hvilke apper bruker dere mest? Var det andre apper som jeg ikke hadde notert? ***
2. Når dere er på sosiale medier, hvilke aktiviteter gjør dere?
3. Hvordan møter dere engelsk når dere er hjemme? Snakker, leser, hører, skriver? ***
4. Går det mer i engelsk eller norsk? **
5. Hvordan tror dere dette påvirker språket deres? Er det noen engelske ord dere bruker? Eksempel? ***
6. Er det vanskelig å forstå det dere ser på? ***
7. Gamer noen av dere? Hva spiller dere da? Mest engelsk eller norsk? **

8. Slitere dere noen gang med å forstå engelsk dere møte? Hva gjør dere da? Er det noen dialekter/ som er vanskelige å forstå? **
9. Føler dere på press til å være flink i engelsk? Hvorfor, hvorfor ikke

Engelsk ferdigheter

1. Hvordan bruker dere engelsk mest? **
2. Hvor føler dere at dere lærer engelsk mest? ***
3. Hva aktiviteter lærer dere engelsk best av tror du? *
4. Er det noe dere lærer i engelsktimene som dere ikke lærer hjemme? Hva da? ***
5. Hva syntes dere er vanskeligst å lære i engelsk? **
6. Hvordan føler dere at engelsktimene forbereder dere til å kunne bruke engelsk senere i livet? ***
7. Hvor komfortabel er dere i å bruke engelskspråket? Hvor bruker dere engelsk mest? ***
8. Hvordan syntes dere engelskfaget er? **
9. Hva syntes dere er mest spennende å lære i engelskfaget? *** Er det kultur, grammatikk? Andre engelskspråklige land?
10. Hvordan føler dere at den engelsken dere møter hjemme hjelper dere til å bli flinke i Engelsk?
11. Tenk tilbake til alle de gode engelsktimene dere har hatt. Hva var det som gjorde at de timene var bra?
12. Hvis dere var ansvarlige for engelsktimene, og målet er å bli flinke i engelsk. Hva er en ting dere hadde endret på da? ***
13. Hva kan dere gjøre for å få bedre engelsktimer? ***
14. Hva kan bli gjort for å gjøre engelsktimene mer spennende? ***
15. føler dere at engelsken dere lærer hjemme er annerledes enn den dere lærer på skolen?
16. Hvordan har bruken av sosiale medier endret synet dere har å engelsk?
17. Hvordan kan sosiale medier bli brukt i skolen?

Motivasjon

18. Hvordan bruker dere engelsk nå sammenlignet med når dere var yngre? **
19. Hvordan har motivasjonen til å lære engelsk endret seg fra når dere var yngre? ***
20. Har dere fått mer lyst til å lære engelsk på skolen nå når dere går på ungdomsskolen?

21. Tenk tilbake når dere gikk i 6. klasse. Hvordan brukte dere engelsk da?
22. Hvordan er motivasjonen deres til å lære engelsk?
23. Hva blir dere mest motivert av i engelsktimene?

Appendix F

Translated interview guide for the focus groups

Welcome

Hello and welcome to this group interview. My name is Ammy Bolme and I will ask you some questions.

Topic for today

What you talk about today will be used for my master's thesis. Your name and the school you attend will be completely anonymous.

You are here because you answered my questionnaire last week where today's topic is the same. Here I want to hear more about how you use English in your everyday life and what you think about the English subject.

Guidelines

There are no right or wrong answers, just different opinions.

I will also record the conversation, but it will only be used to capture everything that is said, and will be deleted afterwards.

You should not argue with each other, but rather just talk to each other. This will be more of a conversation led by me.

I want to hear what YOU have to say.

Extramural English

1. Which apps do you use the most? Were there other apps that I did not mention? ***
2. When you are on social media, what activities do you do?
3. How do you meet English when you are at home? Speaking, reading, listening, writing? ***
4. Is it more in English or Norwegian? **
5. How do you think this affects your language? Are there any English words you use? Example? ***
6. Is it difficult to understand what you are looking at? ***

7. Do any of you game? What are you playing then? Mostly English or Norwegian? **
8. Do you ever struggle to understand the English you meet? What do you do then? Are there any dialects/ that are difficult to understand? **
9. Do you feel under pressure to be good at English? Why, why not

English skills

1. How do you use English the most? **
2. Where do you feel you learn English the most? ***
3. What activities do you think you learn English best from? *
4. Is there anything you learn in English lessons that you don't learn at home? What? ***
5. What do you think is most difficult to learn in English? **
6. How do you feel that the English lessons prepare you to be able to use English later in life? ***
7. How comfortable are you in using the English language? Where do you use English the most? ***
8. What do you think about the English subject? **
9. What did you find most exciting to learn in the English subject? *** Is it culture, grammar? Other English-speaking countries?
10. How do you feel that the English you meet at home helps you become good at English?
11. Think back to all the good English lessons you've had. What made those classes good?
12. If you were responsible for the English lessons, and the goal is to become good at English. What is one thing you would have changed then? ***
13. What can you do to get better English lessons? ***
14. What can be done to make English lessons more exciting? ***
15. Do you feel that the English you learn at home is different from the English you learn at school?
16. How has the use of social media changed your view of English?
17. How can social media be used in school?

Motivation

18. How do you use English now compared to when you were younger? **
19. How has your motivation to learn English changed from when you were younger? ***
20. Have you become more interested in learning English at school now that you are in lower secondary school? ***
21. Think back to when you were in the 6th grade. How did you use English then?
22. What is your motivation to learn English?
23. What motivates you the most in English lessons?