The Potential Motivational Impact of ‘Schoolifying’ Extramural English Activities

Den potentiella påverkan på elevers motivation genom att ‘skolifiera’ extramurala engelska aktiviteter

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Preface

The following Degree Project has been co-authored. We hereby state that all of the work that has contributed to its completion has been done with us both present.

This includes:

- Deciding the research questions
- Conducting and analysing the research
- Structuring and writing the paper
- Active engagement throughout the length of the project

To reiterate the above: everything has been done with both authors present. No work has been done independently.

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Abstract

This research paper aims to investigate if the incorporation of students’ extramural English (EE) activities, such as watching movies or playing computer games, into the English classroom affect their motivation. This research was inspired by The School Inspectorate’s (Skolinspektionen, 2011) conclusion that too many Swedish students find English lessons un-motivating as well as boring. Partly to blame for this problem is the lack of perceived authenticity in the English classroom when compared to the activities that the students are engaged in outside of school (EE). Since this gap between school English and out-of-school English is creating un-motivated students in the classroom, this paper aims to describe learner motivation towards the English language, and whether incorporating students EE activities can increase their motivation. This is done with the support of different theories of motivation as well as the current globalized landscape, with English being considered a global language. One teacher and 25 of her students were interviewed to hear their thoughts on whether the incorporation of extramural English activities into the classroom would increase motivation. The study came to the conclusion that students wanted to learn English in order to become participants in the globalized world. Also, both teacher and students wanted to incorporate extramural English activities into the classroom and stated that this would increase their motivation in school. However, they also explained that it had to be incorporated, or ‘schoolified’, in a way that increased the students’ knowledge and proficiency, and was in line with the curriculum and its knowledge requirements.

Keywords: Extramural English activities, motivation, global English, out-of-school English, L2 Motivational Self System
# Table of Contents

1. Introduction .................................................................................................................. 5

2. Purpose and Research Questions ............................................................................... 7

3. Literature Review ..................................................................................................... 8
   3.1 Motivational Theories – Student’s Perspective ......................................................... 8
      3.1.1 Integrativeness and Global English ................................................................. 9
      3.1.2 The L2 Motivational Self System ................................................................. 10
   3.2 Motivational Theories – Teacher’s Perspective .................................................... 12
      3.2.1 Person-in-Context Relational View ............................................................... 12
      3.2.2 Linking EE and in-class Motivation .............................................................. 14
   3.3 Concluding Remarks .............................................................................................. 15

4. Methods ...................................................................................................................... 16
   4.1 Strategic Sampling ............................................................................................... 16
   4.2 Case Study ............................................................................................................ 17
   4.3 Focus Groups with the Students ........................................................................ 18
   4.4 Semi-Structured Interview with the Teacher ...................................................... 18
   4.5 Procedure ............................................................................................................. 19
   4.6 The Research Setting ............................................................................................ 19
   4.7 Ethical Considerations ......................................................................................... 20
   4.8 Analysis of Data ................................................................................................... 21

5. Results and Discussion .............................................................................................. 22
   5.1 Global English and Extramural Habits ................................................................. 22
   5.2 L2 Motivational Self System .............................................................................. 24
   5.3 L2 Learning Experience and Motivation in connection to Extramural English .... 26
      5.3.1 Students’ Perceptions of EE and School Motivation ....................................... 27
      5.3.2 Teacher’s Perception of EE and School Motivation ......................................... 28

6. Conclusion .................................................................................................................... 32
   6.1 Implications ........................................................................................................... 33
   6.2 Limitations .......................................................................................................... 33
   6.3 Further Research .................................................................................................. 34

References ...................................................................................................................... 35

Appendix A - Waiver of Consent ................................................................................. 37

Appendix B - Semi-Structured Interview Guide: Students ........................................ 39

Appendix C - Semi-Structured Interview Guide: Teacher ........................................... 41
1. Introduction

Learning English as a second language can be challenging. According to Richards (2014), “[t]here are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom” (p. 1). Richards’ (2014) first dimension, what goes on inside the classroom, has traditionally been given a lot of attention since learning English has often been restricted to taking place within the walls of a classroom. Based on a curriculum, a teacher’s role has been to create learning situations and foster language development. By providing these opportunities, the goal for students has been to be able to apply their language knowledge outside of the classroom in real life situations. Most of the input that students received came from the teacher and classroom activities (p. 2).

However, Richards’ (2014) second dimension concerning what goes on outside of the classroom has changed over time. In recent years, students have started receiving language input from other sources than the classroom. Richards (2014) explained this by stating: “Today, however, the internet, technology and the media and the use of English in face-to-face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom” (p. 2).

What activities learners engage in outside of school and if that affects English language proficiency has been the subject of research since mainly after the turn of the millennium. These activities are referred to as ‘extramural English activities’, or ‘EE’ activities. Sundqvist (2009) defines ‘extramural’ as the English that “English learners come in contact with or are involved in outside the walls of the classroom” (p. 1). There are multiple EE activities, which can include listening to music, watching TV/movies, playing computer games, and reading books/magazines. The majority of studies that have been conducted within this field have shown a positive link between the amount of hours spent on English activities outside of school and language proficiency (see Sundqvist 2009, Sundqvist & Sylvén 2012, Olsson 2012). The results show that learners who frequently engage in such activities, generally have a higher level of English compared to peers who do not. Olsson (2012) concludes this by stating: “The results indicate that frequent contacts in English enhance proficiency in English” (p. 48). This has been shown when measuring vocabulary, writing, listening and speaking abilities.
Simultaneously with the publication of research studies on EE, the Swedish Education Ministries (Skolverket, 2003 & Skolinspektionen, 2011) have conducted investigations and evaluations of English teaching in the country’s schools. Both reports highlight the growth of learner participation in out-of-class English activities. The latter one, however, comments further on the implications that out-of-school English exposure has had on the classroom. Interviews with students show that they communicate in authentic situations outside of school, for example via the Internet, and that they have no problems understanding song lyrics. However, they feel less confident using their language skills during activities in the classroom (Skolinspektionen 2011, p. 20). The activities that learners worked on during the lessons, for example working with textbooks, were also described by the inspectors as monotonous, and by the students as being “particularly boring” (p. 15). If learners find classroom activities boring, the leap to assuming that they are not motivated is quite small. It is no secret that it is of great importance that learners need to be motivated if they want to learn something in school, no matter the subject.

To summarize, there is a new challenge facing the English foreign language classroom in Sweden. The classroom is still a very important place for language learning. Although, what happens outside of the classroom is now affecting how the English language can be learned as well as the classroom situation. Richards’ (2014) second important dimension of successful learning now plays a major role in learners’ lives. The amount of time spent on English related activities out of school is, according to research studies, developing and improving learners’ language. The flip side to this, however, is that many students do not see the English classroom as a challenging and motivating place to be. The Swedish School Inspectorate (Skolinspektionen, 2011) summarize their analysis of this situation by stating that “bridging these two ‘cultures’ [in class and out-of-class English], and getting the English language as authentic in- as outside of school, is of great importance” (Skolinspektionen 2011, p. 20, our translation).
2. Purpose and Research Questions

The Swedish Curriculum (Skolverket 2011, p. 32) explains that to be able to deal with the English language in various contexts, the students should be given the opportunity to develop their skills in connection with their interests and experiences. Since the curriculum states the importance of including students’ interests, there is now an understanding that this aspect is important to include in the classroom based learning experience. The English language classroom does not exist in a vacuum, it is a small part of a student’s life that includes much more. It is therefore important to acknowledge the world outside the classroom and what the learner encounters there.

Since research studies have shown that the world outside the classroom is fertile ground for language development, this paper aims to investigate how a teacher and her students view the potential motivational force of incorporating EE into the classroom in some way. The reason for this interest is not only previous research studies, but also the Swedish School Inspectorate’s (Skolinspektionen, 2011) analysis and conclusion that there is a need to ‘bridge the gap’ between classroom- and out-of-school English. This need comes from the observation that too many lessons are un-motivating and do not include authentic and/or inspiring activities.

The purpose is, therefore, to gauge the motivational impact of incorporating students’ EE activities into the classroom.

Research Questions:

- What influence does a teacher’s use of Extramural English have on learner motivation towards learning English in the classroom?
  - What are the students’ views and perspectives on this?
  - What are the teacher’s views and perspectives on this?
3. Literature Review

One of the main concepts of this paper is that of motivation. Based on the research questions, it is vital to understand this concept in order to answer them. The literature review, therefore, aims to introduce the concept of motivation and how it can be understood. This chapter looks at theories connected to the learner perspective of motivation, and thereafter the teacher perspective. It is important to look at both since these are the two main actors in a classroom. Furthermore, in order to try and understand motivation, it is also important to look at the role of English in today’s world and how that impacts the individuals learning it.

3.1 Motivational Theories - Student’s Perspective

In order for a person to learn and acquire a language there has to be some form of interest and/or reason towards learning it. What these aspects might be has been an interest for several researchers for many years. One similarity for many of these researchers has been the concept of ‘motivation’ and how that might be a factor whilst learning a language. “Motivation is widely recognised as a significant factor influencing success in second or foreign language (L2) learning” (Ushioda 2013, p. 1). However, there is not one specific or precise explanation to what ‘motivation’ is considered to be, and often times certain definitions include many different aspects within the concept itself.

Dörnyei and Ushioda (2011, p. 4) explain that ‘motivation’ is a difficult concept to define. There is not one single theory that can incorporate all aspects of the concept. However, it usually includes three main aspects: why people decide to do something, how long they are prepared to maintain the activity, and how hard they are willing to pursue it. When it comes to learning a second language, there have been many attempts throughout the years to explain what motivates a person to choose to learn a language, to keep learning it with the knowledge that it is a long process, and how to understand the different amounts of effort they put into acquiring it. These three aspects are included in every individual person in a classroom, which complicates the teacher’s job in keeping all students motivated.
Even though ‘motivation’ is considered to be a difficult concept to define, there have been many attempts to model it theoretically. Over time, new research and developments in other fields have resulted in new ways of looking at the concept and trying to define it.

3.1.1 Integrativeness and Global English

Gardner and Lambert (1959) argued that when acquiring a second language an individual takes on behavioural patterns that are specific for the target cultural group. They also explained that the person’s attitudes towards that group will, in part, determine the success of learning the new language. The researchers call these attitudes integrativeness. This can be illustrated with the help of a simple example: if Bruce does not like Spanish food, bullfighting or flamenco, and therefore not having a positive representation of the culture and people who speak Spanish, he will not be motivated to learn the language. He does not want to associate himself with the cultural group, and therefore sees no reason to learn Spanish. However, if Bruce liked the above examples, he would be motivated to learn it, in order to become a part of the target cultural group.

Since the original publication of Gardner and Lambert’s (1959) theory, it has received criticism. One of the more recent criticisms involves its place in the new globalised world, with English being considered a global language. According to McKay (2009), English can be considered an international language (EIL). She bases this, among other things, on the fact that it is used as a form of communication all over the world, and is no longer linked to a single culture or country. McKay (2009) maintains “that users of EIL whether in a global or local sense do not need to internalize the cultural norms of Inner Circle countries [ex. United Kingdom, USA, Australia] in order to use the language effectively as a medium of wider communication” (p. 12).

The consequence of this is that people who want to learn English do not necessarily need to identify with any specific culture. This is because English is no longer associated with a particular cultural group, it is a global language. Therefore, the part of Gardner and Lambert’s (1959) previously mentioned theory dealing with the motivational need to associate with the L2 culture, is no longer applicable to English since it is a global language. Ushioda (2011, p. 199) also reaches this conclusion, by discussing that since English is now considered a must have educational skill, the integrative parts of motivation lose some of their power when there
no longer exists a clearly defined language community to be integrated into. Another similar conclusion is drawn by Dörnyei (2009), who states that the “problematic nature of integrativeness has been amplified by the worldwide globalisation process and the growing dominance of Global/World English” (p. 24).

It is important to highlight the major role of English in the world, and understand that today’s pupils grow up in a globalized society that differs from the one used as a basis for the integrativeness model. The extramural English activities that the students now participate in and receive input from change both the way that the English language is learned and the reasons that motivate them to learn it. Also, since English is no longer defined as belonging to the ‘Inner Circle Countries’ (McKay, 2009), new motivational theories have to be applied to today’s students.

3.1.2 The L2 Motivational Self System

One motivational researcher and theorist from the last two decades is Zoltan Dörnyei. He has seen the problems related to English as a global language and the need for updated motivational theories associated with learning the language. His theory, the L2 Motivational Self System (Dörnyei, 2009), can be described as a “comprehensive synthesis of past research on the main dimensions of language learning motivation” (Dörnyei & Ushioda 2011, p. 79). This model consists of three parts, all presented below. They are based on Dörnyei’s view “that the secret of successful learners was their possession of a superordinate vision that kept them on track” (Dörnyei & Ushioda 2011, p. 25), and the model is a description of the ingredients necessary to create this vision.

The first aspect of the model deals with future aspirations. Once again Bruce will be used to give a simple example. If Bruce imagines himself in the future, and part of this imaginary picture or aspiration involves him being able to speak English, he will be motivated to learn the language. Dörnyei (2009) summarizes this by stating that “if the person we would like to become speaks an L2, the ‘ideal L2 self’ is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (p. 29). One part of this could be linked to Gardner’s integrativeness theory, because if someone would like to learn an L2 in order to become a part of another cultural group, this would be part of that person’s ideal
L2 self. So even though Dörnyei has criticized integrativeness, it is included as a part of his model.

Ideal L2 self-guides are unique to every individual, but the common factor is that they deal with promotion (Dörnyei & Ushioda 2011, p. 87). This means that the ideal L2 self promotes a desired end-state. It promotes hopes, dreams and aspirations. It motivates a person to actively try and close the gap between where they are now and where they want to be in the future.

The second part of the model concerns meeting expectations. If Bruce personally believes that he ought to learn English in order to meet the expectations that, for example, his parents, teacher, or peers have set for him, he will become motivated to learn the language in order to avoid the negative outcomes of disappointing them (Dörnyei 2009, p. 29). The ought-to L2 self aspect of a learner's motivation does not deal with promotion of dreams. Rather, it deals with the prevention of a feared end-state. Nobody wants to disappoint others or see themselves as a failure.

The final part of the L2 Motivational Self System, the L2 learning experience, describes the immediate, here and now situation of a learner’s world. If we once again turn to Bruce, this refers to the effect that his surroundings have on him. Questions like: how does the curriculum want English to be taught, how proficient is the teacher, and whether the classroom environment is positive or negative, all combine to affect Bruce’s motivation towards learning a new language (Dörnyei 2009, p. 29).

These three parts all work in connection with each other and influence a person’s motivation. The first two are personal for every individual, by including both one’s own ideal self and what others might expect from you. These two can be different from one individual to another. However, the third part can be affected by your surroundings, such as within a classroom that consists of many different individuals. Based on the research question, here is where a teacher needs to create a motivational space for the students.

It was established above that English has a unique status as a global language, whilst also being seen as a basic educational skill (McKay, 2009 & Ushioda, 2011). There is a great deal of motivational incentives associated with the ought-to L2 self. Simply put, there is a lot of external pressure on each individual to learn English since it is now seen by many as a basic
educational skill (Ushioda, 2011). Another impact of the status of English, is that “knowledge of English thus increases the individual’s opportunities to participate in different social and cultural contexts, as well as in international studies and working life” (Skolverket 2011, p. 32). Therefore, most people in our globalized world have an ideal L2 self where they see themselves speaking English in the future. It can therefore easily be assumed that student motivation is not a problem (Ushioda 2013a, p. 2).

However, as was observed by the Swedish School Inspectorate (Skolinspektionen, 2011), most classrooms are not made up of highly motivated students. The third part of Dörnyei’s (2009) model, dealing with the learning experience, has been criticized within school situations. Since the activities that take place in a classroom are staged by a teacher, a lot of responsibility rests on their shoulders to create a motivational classroom situation. How important the teacher’s role is in motivating their students is discussed below.

3.2 Motivational Theories - Teacher’s Perspective

When talking about teacher motivation there are many factors to consider. These can be related to salary, career opportunities, training or personality. However, in this paper the focus is on how the teacher and the way in which he/she teaches affects students’ motivation. Obviously, the factors mentioned above all interact and play their part in a teacher’s life. This section, however, will only investigate how the teacher influences their students’ motivation within the classroom and whether EE related activities can have an effect on this. Dörnyei and Ushioda (2011, p. 185) conclude that the body of research that has tried to identify the relationship between teachers effect on learner motivation is limited. “Nevertheless, there is a small but growing body of evidence and associated theorising available to confirm that teacher motivation has a direct impact on student motivation and achievement” (Dörnyei & Ushioda 2011, p. 185). The next section looks at a few different perspectives on the teacher-student relationship and its importance in motivation.

3.2.1 Person-in-Context Relational View

Ushioda (2011, p. 203) points to the difference between viewing a student in a classroom as a ‘language learner’ or as an ‘individual’. The difference is that if a teacher only sees a language
learner in front of them, they are going to find it difficult to motivate the learner because there are so many other aspects of a learner’s personality that is affecting the specific context in which they find themselves. Therefore, we cannot believe that there is a single motivational trick that will work on all language learners, because they are all unique individuals, with their own personal backgrounds, hobbies and beliefs.

Chambers (1999, p. 151) explains that there are different problems relating to the language subject. One being that it can create a suspension of reality. This means that the students have to pretend to be a part of situations that are not authentic to their current life. For example, they might have to pretend to check into a hotel which is something that they will not be doing for a few years.

This has implications of how teachers should set up their lessons. The School Inspectorate found in their study that many lessons had a similar setup: the teacher initiated a beginning to the lesson, where upon all students received the same task to solve individually or in pairs (Skolinspektionen 2011, p. 16). This goes against Ushioda’s (2011) argument that a teacher should view learners as individuals. She states this by saying:

We should encourage our students to view the target language as a means of self-expression and self-development. In other words, we need to engage their own identities and interests in our lessons and promote a sense of continuity between what they learn and do in the classroom, and who they are and what they are interested in doing in their lives outside the classroom, now and in the future.

(Ushioda 2011, p. 204)

This viewpoint clearly supports at least two of Dörnyei’s three aspects of motivation, creating an ideal L2 self for the future, and creating a classroom experience that serves to motivate learners and make them want to take part in it. In order to do this, the teacher needs to view learners as individuals, something which was not observed by The School Inspectorate (Skolinspektionen, 2011).

Ushioda’s (2011) statement also highlights the interactiveness (Dörnyei & Ushioda 2011, p. 191) of the classroom. We cannot view the relationship between a teacher and her learners as a
simple cause and effect situation, where the same action always leads to the same results. It is an interaction in a complex, situated context between individuals. Motivation thus becomes, in a larger sense, about getting to know the learners and creating a unique environment with the help of their personalities. Taylor (2013) wanted to study Romanian teenagers’ views on what makes them motivated to learn English in school, especially regarding the importance of the teacher. Through interviews and questionnaires, a majority of the students highlighted the importance of interpersonal relationships, that the teacher tries to get to know the students and does not only teach the subject. Taylor (2013) concludes: “in one powerful chorus, they were asking to be listened to, taken into account, included in their own education; to be treated like real people, who would love to bring their own real world into the language classroom and take the language out of the classroom into the real world” (p. 53).

These arguments show how the teacher’s way of interacting with and getting to know his/her students affects them. If a student feels that the teacher is interested in his/her life outside the classroom, that student will also become more inclined to participate and want to learn. If the English activities that pupils take part in outside of school are not utilized in the classroom, the chances of pupils differentiating between classroom- and out-of-school English increases (Sundqvist & Olin-Scheller 2013, p. 332). This could potentially lead to the problematic nature of students not being interested or motivated in the English lessons because they are not relevant to their lives outside of school, as presented by the School Inspectorate (Skolinspektionen, 2011).

3.2.2 Linking EE and in-class Motivation

One of Dörnyei and Csizér’s (1998, p. 217) ten commandments to motivate language learners involves personalizing the learning process. This means that the teacher should create tasks and activities so that they include forms of students’ personal information to make them personally relevant.

Henry (2013) touches on a similar point when trying to suggest ways in which teachers can motivate their students in the current globalized era. In order to enhance classroom motivation, he proposes three main considerations. Firstly, teachers need to get a better understanding of what it actually is that students do outside of school. It is not enough to know that they for
example play computer games, it is more important to understand what these experiences mean to young people and valuing them. Secondly, students’ extramural activities can be used as examples when introducing new target language. This means that if the teacher wants to show a grammatical structure with a model sentence, he/she can do this with a sentence relating to for example a TV show, instead of a generic, non-authentic sentence. Finally, Henry (2013) discusses the importance of increasing the focus on creativity and personal expression through for example creative writing and role-playing (pp. 149-150).

3.3 Concluding Remarks

The literature review has highlighted the importance of motivation within the language classroom. On the basis of the learners own built up motivation, the classroom and the teacher have a duty to keep the students motivated whilst learning and acquiring the English language. However, the classroom has often times been shown to be un-motivating (Skolinspektionen, 2011; Taylor, 2013).

A major proposal to counteract this trend is the inclusion of students own interests and experiences, such as extramural English activities, in the lessons (Henry, 2013; Ushioda, 2011 & 2013b). While extensive work has been carried out on student and teacher motivational factors, and a small but growing body of research on EE also exists, there is currently no mainstream research that has tried to investigate the motivational impact of bringing EE into teaching. Accordingly, this study sets out to investigate what views students and their teacher have on the potential motivational impact of incorporating EE into the classroom. This will be described in detail in the following sections.
4. Methods

The following chapter aims at describing the different methodological considerations for the research study. These include the research method, how it was conducted, a presentation of the participants, the ethical considerations, as well as how the data was analysed.

4.1 Strategic Sampling

The participants in the study were strategically selected. According to Alvehus (2013, p. 67), a strategic selection is beneficial when trying to find specific participants that are experienced in the research field. Based on this study’s research questions, there was a need to find a setting that in some way had used and uses extramural English activities consciously, and therefore could provide some insight and answers.

In order to find suitable participants, the first step taken was to conduct a general Internet search to try and find out if there was any evidence on the Internet of teachers using EE in their classrooms. This resulted in the findings of a couple of teacher blogs, where they described their daily life as teachers as well as mentioning EE. The teachers were contacted via email and telephone/Skype to find out more about their teaching as well as deciding whether they were appropriate for the study or not. Through these conversations, new names of colleagues that they considered were potential participants were presented. After have been given these names, another Internet search was made to see if there was an interest in contacting the suggested teachers. Also, one of the previously contacted teachers gave examples of different social network groups on Facebook that could help the search and also give inspiration in writing the paper. Within these groups there seemed to be an interest in the aim of this study, and many teachers gave an insight of their use of extramural English activities in the classroom.

All in all, five potential teachers of interest were considered and therefore approached. Of these, one was not relevant to the study, whilst two teachers did not show enough interest or declined. The remaining two were both highly interesting for the study, as well as showing an interest to be a part of it. However, one was finally selected since the second teacher was too busy to take
part. Since the teacher agreed to participate and the study required the inclusion of students as well, the selected teacher’s students were also asked to participate.

Since the main focus was to find a teacher that actively uses EE in their teaching, as well as their students, the focus groups would consist of students in year 7-9. This differs from the students that the writers of this paper are studying to teach in the future, since their teacher training is aimed at years 4-6. However, it became clear in the initial phase of writing that the paper’s topic and research questions are relatively new, and the problematic balance between school English and Extramural English had manifested itself a lot more in years 7-9 compared to years 4-6. This meant that it would be easier to conduct this study with students in years 7-9. After discussing this with the paper’s advisor, permission was granted to continue with the research in years 7-9. Furthermore, the authors of the paper feel that any knowledge and insights gained from this study is going to help them in their future roles as teachers in years 4-6. It will help since students in years 4-6 will ultimately move up to the higher grades, and it would therefore be possible to prepare and show them the power of EE activities already in younger years.

4.2 Case Study

This study was conducted as a case study. Nunan (2003) describes the case study as the “documentation and analysis of a single instance” (p. 79). In concurrence, Bryman (2012) reserves the term for the kind of studies where the case itself, by its own force, is interesting to research (p. 66). Alvehus (2013) describes it as a “smooth method when trying to approach a phenomenon and study it in-depth” (p. 79, our translation). From these definitions it becomes clear that case studies are not always easily defined. However, the present study wanted to get closer to a particular teacher and her students in order to investigate their views on a specific topic. Therefore, the specific context in which they found themselves in is unique and constitutes a case study. The methods used in this case study were a semi-structured interview with the teacher and focus-group interviews with her students.
4.3 Focus Groups with the Students

In order to answer the research question related to the students’ views on the incorporation of EE into teaching, focus group interviews were conducted. Focus groups are suitable for this study because they give insight into a group’s interaction about a specific theme (Bryman 2012, p. 501). Focus groups also allow the individual members to support each other and debate their ideas (Alvehus 2013, p. 90; Olsson & Sörensen 2008, p. 83). This was an important consideration since the study dealt with teenagers that the moderators had never met, and therefore it seemed beneficial to provide them with support. These focus group interviews were also managed with the help of guiding questions or themes, just as in the semi-structured interview with the teacher (see Appendix B). This enabled the moderators to keep the interview going by asking specific questions, but also allowing for discussion between group members to occur.

4.4 Semi-Structured Interview with the Teacher

The primary method of data collection used in this study was semi-structured interviews. Nunan (2003, p. 149) explains that during semi-structured interviews the interviewer enters the interview with topics rather than questions. This means that the interviewer has an idea of where he/she wants the session to go, but recognizes the need to let the interviewee answer questions in their manner. Dörnyei & Ushioda (2011) also explain this by expressing that the interviewer provides guidance and direction, “but he or she is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues in an exploratory manner” (p. 236). This is an appropriate method when interviewing the teacher in the study, since it is important to hear her story and let her elaborate when talking about the topic. Since it was not possible to know beforehand what experiences or thoughts the teacher was going to have, this method let the interview flow in a more conversational manner, as well as the opportunity to ask follow-up questions when presented with interesting leads. At the same time, however, it was also important to have guiding questions and topics to make sure that everything was covered in the interview. The guiding questions can be found in Appendix C.
4.5 Procedure

The focus group interview and the teacher interview were conducted during one school day, all in Swedish. Everything was recorded with a dictaphone. The focus group interviews lasted between 15-30 minutes and there were 5 focus groups in total, each consisting of 4-6 students. The teacher had divided them into groups based on who received consent and wanted to participate. The moderators conducted the focus group interviews in a small group activity room. The final interview with the teacher lasted 55 minutes, and took place in the principal’s office. This interview was conducted last, which gave the moderators the chance to talk about what had been discussed previously by the students.

Both the focus groups and the teacher interview were conducted in a similar way. Since the moderators did not know what responses the students or the teacher were going to give, and any interesting leads would be followed up in the spur of the moment, a potential mistake of getting lost in the moment and not asking all the questions could be made. To avoid this, the moderators created a template to be used as an interview guide (see Appendices B and C). It allowed the moderators to highlight pre-selected keywords that would let them know if they needed to clarify the questions asked or move on, and also simplify the future data analysis (Malmö University, 2012).

4.6 The Research Setting

The following section gives an overview of where the research took place, as well as a description of the participants. None of the used names are real.

The school where the research was conducted is located in the southernmost Swedish region of Götaland. It is located in the heart of a city. It caters for students from preschool to secondary school, with a Montessori pedagogy from the start. Some of the interviewed students had attended the school from year 1, whilst others have changed and can be considered new to the school.
The students participated in focus group interviews. They were in different year groups, ranging from year 7 to 9 (13-15 years old). In order to participate in the study, the students and one of their parents/guardians had to sign a waiver of consent (Appendix A). A total of 90 consent forms were sent out, of which 25 came back in time. Even though this seems like a low number of replies, the aim was to talk to around 25-30 students since there would not have been time to include a further number of participants. Out of the 25 participating students, there were 14 girls and 11 boys.

The interviewed teacher’s alias for this paper is Elisabeth. She has been teaching English for 21 years, of which 17 of these have been at this school. In the early 2000’s, she received the status of ‘first teacher’. This means that she was selected after an application by the local municipality and principals to be a leader in developing the teaching of Swedish. The responsibilities include leading training sessions of other active teachers and keeping up-to-date with new reforms. Even though she is a ‘first teacher’ in Swedish, she acknowledged that the competencies which she develops can be applied to her English teaching as well.

4.7 Ethical Considerations

When conducting the research, ethical considerations based on Vetenskapsrådet’s (2002) suggestions were taken. The main considerations were based on anonymity. This meant having tools in place to make sure that the participants were aware that no part of the final study would involve their names or identities. This was made clear to the teacher, students and parents/guardians via email and telephone conversations, in the waiver of consent, as well as at the start of the interviews. Participants were also told that they could retract their consent at any point in time. None of the participants chose to do this.

Another consideration that was taken into account was that when using focus groups there is a risk that individual opinions, especially if they are non-conforming, might not be shared. It is impossible to know what has not been said or what thoughts someone had during data collection (Alvehus 2013, p. 88). However, the moderators tried to make sure that the interviewees felt comfortable and tried to include participants that were quiet. Although, it was clearly explained to the participants that it was okay to say as much as one wanted and felt comfortable with.
4.8 Analysis of Data

In order to analyse the collected data efficiently, Appendices B and C from the interviews were used to get a brief and quick overview of the different keywords that had been mentioned. Thereafter, the audio recordings were listened to. “Most qualitative data is transformed into a textual form” (Dörnyei 2007, p. 243). When listening to the recordings, Appendices B and C were once again used as templates. With the help of the guiding questions, notes were taken next to the appropriate questions. Specific quotes from the interviewees were also written down. The audio recordings were listened to twice, the first time writing down notes, and the second time checking the notes and adding any missed information. This method of data analysis is called partial transcription (Dörnyei 2007, p. 248).

After the partial transcription, the coding process started. This involved making sense of the data by sorting it into themes and looking for patterns in connection to the literature review (Dörnyei 2007, p. 250). This was done with the help of highlighting similarities and differences in answers from different groups, as well as comparing student and teacher answers since many of the interview questions were related. Finally, the analysed data was placed into different groups of ideas that were interpreted and allowed for the drawing of conclusions (Dörnyei 2007, p. 257). The next section of the paper will present these groups of results from the study, and intermittently discuss them in relation to the literature review and research questions.
5. Results and Discussion

The present study does not involve any opportunities for statistical representation of results since the data was collected through six interviews. With that in mind, “[h]ow do we ‘thread’ the various bits and pieces together? Unfortunately for some and fortunately for others (depending on one’s preference), in qualitative reporting there are no fixed formats or templates [...] of how our studies should be reported” (Dörnyei 2007, p. 291). The following section adheres to Yin’s (2007) proposal of comparing and contrasting the gathered data with the literature review and potential hypotheses of the paper, in order to match up these elements and find common themes (p. 140). According to Dörnyei (2007), the only way to do this is by becoming a good storyteller and writing a coherent rapport (p. 293).

With this in mind, the following chapter presents the results as well as discussing them in relation to what the different participants said, the research questions, and the literature review. Three main themes that emerged from the data analysis and correspond to the literature review and research questions will be presented. These are: Global English and Extramural Habits, L2 Motivational Self System, and finally the L2 Learning Experience and Motivation in connection to Extramural English.

5.1 Global English and Extramural Habits

All interviewed participants recognized the status of English as a global language. It was debated in some focus groups whether English is the most spoken language in the world with regards to population when comparing to Mandarin or Spanish. However, the conclusion was reached that even though this might be the case, English is the language that has spread the most and the language that is used as the means of communication between different countries. Students expressed that they expected people from other countries to know English, and that this would be the form of communication even though they might be on vacation in a country where English is not the first language. One participant in focus group 2 said: “When you visit another country it is almost taken for granted that others should know it too [English] so that you can communicate” (our translation).
The teacher, Elisabeth, expressed similar opinions as her students when asked about the status of English in the world, namely that it is growing in status, as well as being the main language of communication on an international scale, and therefore emphasizing the importance to learn the language. She stated: “[It is] self-motivating I think, because you see that it has importance and it is used and many are interested, and I think it will get higher and higher status in the future” (our translation).

When asked about the impact of global English on their lives, the students explained that it is impossible to avoid since they are regularly exposed to it. They listen to English music, watch TV shows/movies, play computer/video games, and communicate via social media and the Internet. Out of the 25 participants, 24 stated that they come in contact with EE activities on a daily basis, and the remaining participant stated that the exposure happened every other day. This is a confirmation of Sundqvist’s (2009), and other similar studies, findings that students are regularly exposed to different forms of EE activities. Elisabeth was well aware of her students’ exposure to English, noting that this rise in exposure in recent years have made a lot of students fearless when it comes to English.

Absolutely, they are a lot better at taking on unknown situations in English, and they have much greater confidence. If I compare to the past, students then found it difficult to speak English. Now it is usually like pressing a button and it is a lot more fun to speak English, almost to the point that you cannot stop them.

(Elisabeth, our translation)

This fearlessness and confidence was described by a student as a great help in other school subjects, not only in the English classroom:

Participant: Often when you search for information [on the Internet], there is more written in English than in Swedish.
Moderator: That is nothing that scares you then, that it is written in English when you search for information?
Focus group in chorus: No.

(Focus group 2, our translation)
Elisabeth further said that it was obvious that EE activities had a positive impact on her pupils’ language abilities, mainly in connection to confidence and ability to express themselves verbally. Once again, this confirms Olsson’s (2012) results that frequent contact with English increases language proficiency. This knowledge of her students has led Elisabeth to identify similar problems connected to setting up motivating English lessons, as was found by the School Inspectorate (Skolinspektionen, 2011). How she deals with these issues are presented and discussed in section 5.3.

When analyzing the responses from the interviewees, it became clear that the results are in line with McKay’s (2009) argument that English is a global language. This manifests itself in the daily contact with the language through different activities. The exposure to the language from multiple sources also underlines that English as a language is no longer used only to try and be a part of a specific culture, it is used for personal reasons such as wanting to understand a movie or be able to communicate with people from all over the world. The students see the importance of this, for example, based on the fact that they travel more regularly than previous generations, something that was confirmed by Elisabeth. These results confirm what was written in the literature review regarding the rise of global English and its prevalence in everyday life. The discussion now moves on to looking at research results in connection with the first two parts of the L2 Motivational Self System, and potential implications.

5.2 L2 Motivational Self System

The first part of the L2 Motivational Self System deals with a promotional focus, promoting future hopes, dreams and aspirations (Dörnyei & Ushioda, 2011). All of the interviewed pupils confirmed that they see themselves using and speaking English in the future. Since they already use it on a daily basis now, they see this as continuing. For example, it was expressed that it would be needed to be able to continue with present EE activities, such as computer gaming and watching TV-shows/movies, in the future. Furthermore, at least three out of five groups added new, future areas where English would be a necessary skill, such as job opportunities, education and international travel. Even though the interviewed participants were between the ages of 13-15 years old, they still have thoughts and understandings about the importance of knowing English in the future for situations that are distant from their current lives. A possible conclusion from this can be that the students understand the importance of English since it is
the language that they are mainly exposed to, except for their first language, and can therefore see the benefits and relevance of being proficient. One of the participants compared the fact that they saw the future rewards of knowing English, by stating that:

You know that there is a reason that you should know it [English] because then you will be better off when you get older, like, yeah, then you get more motivated. For example Art, what should I do with that when I get older? Then you become less motivated.

(Participant in focus group 3, our translation)

In this quote, the participant acknowledges the power of a desired end-state by reflecting on the relationship between Art and English. According to the pupil, English is an important subject to learn at school since he/she sees himself/herself using it in the future, realizing that he/she will benefit from it. This is not as clear when comparing with the subject of Art. Other students in the focus group agreed with the statement, and used the same analogy for other subjects, such as Crafts and Physical Education. Even though all subjects in the curriculum are of importance, there is an understanding as to why the students draw these conclusions. They might not be correct, and others might not agree, but this is their analogy of their current life situation. Their future ideal self is activated and triggers motivation by making the students realize that they need the language in the future, to be a part of the globalized world (Dörnyei & Ushioda, 2011).

It was hypothesized in the literature review that since English is a global language, and considered a basic educational skill by many (Ushioda, 2011), there is substantial pressure on students from different parts of society to learn it. It is an expectation, motivating students in the ought-to L2 self part of the motivational model to not want to be seen as failures. Most students agreed that they felt like parents, peers, and to a certain extent society, expected them to be proficient in English. However, this was not something which they placed too much emphasis on. One participant gave an example that a person might feel a lot of pressure if that person feels like he/she is not very good at the language, since it is considered to be something you should have knowledge about. Elisabeth gave a similar example when she explained that some students have come from other school- and pedagogical backgrounds that were not Montessori, and did not have the same individually based teaching. Therefore, they might feel pressure as to how they should adjust to this new way of learning. However, the interviewed
students placed more energy on the desire to learn, the ideal L2 self, instead of thinking about the prevention of a feared end-state.

The ambition to learn English was described by Elisabeth as self-motivating. She described the communicational aspect of the language as the most important factor, echoing the same viewpoints as the students, namely that most people take English for granted. The pressure that exists from society does not affect pupils in the degree that one might think. Rather, the abundance of reasons with a promotional focus connected to the ideal L2 self take over most of the ought-to self pressures. This means that for the interviewed students, learning English is seen as an exciting and purposeful endeavour, where the fruit of their labour can be applied to real-life situations. They are not learning it for someone else or because they have to, they are learning it because they want to and see the importance of it now and in the future.

The consequences of this is that the first part of the L2 Motivational Self is definitely fulfilled, and affect the students’ motivation in a positive way. Also the second part of the model is fulfilled since the students, within this research, acknowledge outside pressures and the expectancy to learn the language. However, this is not affecting their motivation negatively, it is confirming their ideal L2 self-image that their learning is worthwhile and important. The last part of the model, the L2 Learning Experience and whether that can be made better and more motivating by incorporating EE, and therefore bridging the gap (Skolinspektionen, 2011), is discussed in the next section.

5.3 L2 Learning Experience and Motivation in connection to Extramural English

The first two parts of this section, dealing with global English, EE habits, and the first two components of the L2 Motivational Self System, yielded results that confirmed the presented theories. They also confirmed prior research within EE habits conducted by researchers such as Sundqvist (2009) and Sundqvist & Sylvén (2012), as well as the moderators’ beliefs and hypotheses. This leads to the question of what makes a good English lesson, and the students’ perception of the importance of the teacher in achieving this. The aim of the following section is to present and discuss data on the main research question, namely the potential motivational impact of incorporating EE into the classroom, from the students’ and the teacher’s perspective.
5.3.1 Students’ Perceptions of EE and School Motivation

During the focus group interviews, there were vivid discussions between the students of what ingredients a good English lesson contains. Even though many different aspects were discussed, a few major themes could be discerned. The students expressed that it is important to work with something that you are personally interested in, something that is relevant to your life, to be able to see progress over time, and the opportunity to choose your own path within a task. To be able to achieve this, and therefore tap into a motivating learning experience, a teacher with certain main characteristics is needed.

The students stated the importance of a teacher that expressed an interest in their lives and listened to their requests. This is very similar to what Taylor (2013) concluded in her study, that a teacher needs to listen to the needs and wishes of their students and bring their life into the classroom. An example of an un-motivating English lesson that was discussed was that of a teacher coming into the classroom and simply saying that ‘today we are going to read page 32 in the textbook’. However, to combat this stereotypical view of a boring lesson, it would not be enough to simply find out what English speaking TV-show was popular among the students and just watch that. One student’s reasoning, that summarizes the attitudes for the participating groups, said:

It can be quite difficult for many to know “I like this, this is how I learn”. That can be quite difficult to know. I think that you need a teacher that points you towards a goal that you can reach, like, help you on the way and gives tips on what you can do. It can be good to have both [individual freedom and teacher restrictions].

(Participant in focus group 5, our translation)

It was very clear that the pupils recognized the important role of the teacher. They trust that the teacher knows what they need to learn and how they should get there. They also recognize that even though they have learned a lot of English through EE activities, they still need more support in a structured classroom situation. In a structured classroom, they would be taught about things that EE activities did not teach them, such as grammatical structures or writing different text genres. Based on this information, an interesting analysis can be drawn. The
students’ want to incorporate EE activities into the classroom, but under the supervision of the teacher. They want the teacher to show them things that they themselves have not seen, to stage situations where they can feel that they are learning, and to engage them within the walls of the classroom. The pupils understand that it would not be productive or motivating to watch YouTube clips in English for an hour. They want to be challenged by the teacher, and see patterns in the language, which can be done with the help of bringing EE activities into the classroom. The way in which they might be used can be in the form of creating tasks around the students’ EE activities. For example, teaching the class about argumentative texts and its structure, but letting the students choose their own topics. This was summarized in the following way by a participant: “There is a difference between fun and educational” (our translation). In the context of the interview, the student is referring to the learning aspect of going to school and the teacher’s job of teaching. It would be fun, for example, to play computer games for an hour in class, but the students understand that this would not be plausible or realistic. As stated earlier, the students want to know what is important to learn and how to learn it. The students want an education lead by a competent teacher that knows the different components of a language and can engage them in interesting and challenging activities. They do not just want to play around.

The focus group interviews shed light on the students’ views of the possibility to incorporate EE into the classroom. After these interviews were conducted, Elisabeth was interviewed and gave her view on the topic, as well as reflecting on what the students said.

5.3.2 Teacher’s Perception of EE and School Motivation

During the interview with Elisabeth, she began by highlighting the importance of remembering that the Swedish School System has a curriculum to consider during all parts of teaching. There are learning goals to achieve and grades to set. In order to do this, a teacher must collect multiple pieces of work over time that gives an overall status for each student and shows progression. Therefore, she cannot simply watch English movies with her students, she has to make something of her lessons. As the above sections showed, she is aware of the widespread use of EE, as well as its impact on language proficiency, but the challenge is to ‘schoolify’ it, to bring it into the classroom in an appropriate way that can match the curriculum (Skolverket, 2011).
Elisabeth talked about a few different ways in which she has done this. The main challenge is to find ways of unlocking the potential of EE in the classroom.

One factor to consider whilst using EE activities within the classroom is that the students’ knowledge of different themes or interests needs to be shared and processed with others. Elisabeth believes that knowledge needs to be co-created and shared in order for the individual to grow.

You can become a fantastic reader, but if you only sit and read without doing something with it, creating value from one’s knowledge, or schoolifying it by having book talks about what it is you are reading, that is where the gap is. And it is maybe there where our challenge lies, to get them to realize that it is okay to play games, but maybe have a conversation about it, or creating a little ‘how-to’ video about something that they love doing. That is where the entry is [to bring EE into the classroom].

(Elisabeth, our translation)

In this statement Elisabeth explains the importance of, as she says ‘schoolifying’, the students’ EE activities to increase their knowledge. To only include the students’ EE activities and not restructure it into a learning experience does not give a useful means to their education. The students do not find it motivating to do the same activities in school as they do at home (see section 5.3.1), and the teacher does not get any information to base a grade on.

But of course, it is also about finding the balance of what you can schoolify or what you can get out of it. Is it only about sitting and doing the same things [as they do in their spare time] and not getting anywhere? There is our challenge in the school world.

(Elisabeth, our translation)

Elisabeth has been incorporating EE into the classroom since realizing its importance in her students’ lives and the positive outcomes that it can bring. Henry (2013) underlined the importance of having an understanding of what the students are engaged in outside of school and what it means for them. The main way in which Elisabeth has incorporated this is to create learning situations where students can reflect upon and apply their extramural interests. For
example, students have written online blogs about their interests, such as fashion. This has allowed Elisabeth to assess writing skills as well as trying to improve them while also getting to know and engaging the students on a more personal level, something which was concluded by Taylor (2013) and the students in this study. Another way to get an overview of pupils’ EE activities, as well as getting them to actively reflect on what they have learnt during these, is for them to keep an EE journal. This lets Elisabeth ask questions to individual students about their particular EE habits, as well as inspiring students who do not spend time on EE to find something that might interest them.

Yet another teaching tactic is to not make everybody do the same thing. Elisabeth lets her students’ interests shine through in their work, if they want them to.

I plan it in such a way that I have a ‘red thread’ [common theme] where we do something together to get a bit of a context and a social aspect. And a bit of common ground to discuss. But, they always get the opportunity to use what they do outside of school here as well. Some do not want to take their things into the classroom, or they do not see the connection. Then it is a process to get them to see it. But for others it is a real eye-opener, that “yes I can read my book both here and at home”. Or “wow, I can work with music, I love music”. Or write a blog about clothes. Whatever it may be.

(Elisabeth, our translation)

This way of planning lessons matches what the students expressed in section 5.3.1, namely to have a common theme that the class is working with, whilst having individual freedom within that theme to create something personal (Dörnyei & Csizér, 1998). This is done whilst having a teacher that leads and supports them towards reaching a goal. This way of setting up a lesson is in line with Ushioda’s (2011) Person-in-Context Relational View, where the teacher sees the members of the classroom as individuals, using English as a means of self-expression and development. There is match between what they do outside of school and what they do in school, and there is an opportunity for students to create something personal, instead of everyone doing the same thing.

The question that remains, then, is whether Elisabeth believes, or has noticed, a change in student motivation when planning her teaching in this way.
I feel more free to be able to see every student in comparison to when I used a textbook. One would believe that if you use the same material for everyone, that you had a better idea of what all students know [proficiency]. But I say the exact opposite. You do not have a clue of what they know in English. Because all of a sudden they could answer “yes, I always watch these movies”, “I always speak English at home with my dad or my aunt” or whatever it may be. Take the world and get it into the school. Because I felt that if I had everyone doing the same thing, there was always someone who was unhappy, who thought it was too hard or too easy.

(Elisabeth, our translation)

Elisabeth does not have a simple yes or no answer to whether her way of teaching with the help of EE has increased learner motivation. However, what this quote shows, is that her teaching matches what the theories in the Literature Review say about increasing learner motivation. First of all, she treats her pupils as individuals (Ushioda, 2011), bringing their life and interests into the classroom. She does not give everyone the same task. Secondly, she is an engaged teacher that wants to get to know her students and interact with them. Elisabeth is genuinely interested in her learners as people (Taylor, 2013). Finally, her students described motivation as having a competent teacher that teaches them something and has a goal to reach, and where the learners can see progress over time. But, simultaneously, the teacher needed to give the learners the chance to be independent. This is also something that Elisabeth tries to accomplish, by deciding on topics and learning goals, but letting the students explore within these.

The above chapter aimed to present the main results from the study, as well as discussing these and connecting them to the theories presented in the Literature Review (Chapter 3). The conclusions of this study, along with possible implications, as well as limitations and suggestions for further research can be found in the next chapter.
6. Conclusion

The aim of this study was to investigate whether the incorporation of Extramural English activities in the classroom would positively influence learner motivation. This was based on the School Inspectorate’s (Skolinspektionen, 2011) analysis that the English language classroom had too many un-motivated students. This mainly due to the authentic situations in which they participated in outside of school, and how that did not match the learning situations in school. The research question aimed to find out both the learners’ and the teacher’s views on the motivational aspects of incorporating EE. The main conclusions are presented below.

The first part of Dörnyei’s (2009) L2 Motivational Self System, the ideal L2 self, was shown to be activated by the interviewed participants. They were all motivated to learn English since they could all see themselves using the language in the future and it being an important part of their life.

The second part of the model was also shown to be activated. Even though most students did not feel external pressure in not wanting to be seen as failures, they recognized the importance of English from a societal perspective, with regards to for example getting a job in the future. They also recognized the pressure of being expected to be proficient in English by others. However, the most amount of pressure came from themselves, since they personally wanted to be able to communicate in English.

The final part of Dörnyei’s (2009) model, the learning experience, was also proven in relation with the other parts to be an important factor. Both the students and their teacher acknowledged that EE should be included in the classroom. However, in order for a motivational experience to take place, EE needs to be used in a specific way. Both the students and their teacher agreed that there needs to be specific learning goals in connection to the lessons. This means that the students and teacher want to incorporate EE and use it to create authentic learning situations, but there has to be a clear reason for why it should be incorporated based on the school’s curriculum. It would be un-motivating to bring EE in to the classroom without a clear understanding of why.
The study came to the conclusion that it is possible to bridge the gap between out-of-school English activities and school English. This can be done by incorporating the students EE activities in the teaching. However, the inclusion must be planned out and have a clear purpose in order for students to feel motivated. This means that the teacher must ‘schoolify’ EE activities to a certain degree by using them as a means to reach the learning goals of the curriculum.

6.1 Implications

The paper started by stating that there is a new challenge facing the English as a foreign language classroom, that many students are finding lessons boring and un-motivating since they meet a much more authentic and interesting English language outside of school. The study concluded that the incorporation of EE activities in lessons can have a positive impact on student motivation, and reduce the gap between school English and extramural English. However, according to the interviewed participants, this needed to be done in a specific way to affect student motivation positively.

The implication of this study is that EE activities should be incorporated in to the classroom. The teacher should be aware of the activities that students partake in, as well as giving ideas towards new ones. However, when incorporating them, the teacher needs to have a plan. The students do not want to do the exact same thing in school as they do at home, for example play a computer game. They want the teacher to improve their English, and they trust that the teacher knows what he/she is doing. This means that they want their EE activities to be used in a ‘schoolified’ manner, meaning that they for example want to the teacher to teach them about how to write a short story, but that the topic of the story is chosen by the student with inspiration from their EE.

6.2 Limitations

The data for this study was collected during one day, and included 1 teacher and 25 students. To get a greater understanding of the possibilities of incorporating EE, a larger sample would be needed. This means that the results from this study are not generalizable. Also, the school that was chosen for this study used a Montessori pedagogy which was described by some participants as being ‘freer’. According to the students, this means that they get more time for
individual work than a ‘normal’ school. This could potentially mean that they are used to taking responsibility, and that it is easier for the teacher to incorporate EE in a Montessori environment.

6.3 Further Research

First of all, future research within this area needs to be done on a larger scale and over a longer time period. More teachers and students need to be included. Also, these studies should include more quantitative evidence that would try and measure whether a teacher who incorporated EE got better results from her students. These studies should also be done on all age groups, since the usage of EE is widespread.

Another area of further research is the investigation into the potential limitations of EE. The students in this study, and previous studies, have expressed that they learn and have learned a lot of their English from EE activities. However, it would be interesting to study how far EE could take a student. For example, the requirements for longer and more academic pieces of writing increase as the students get older and move up through the school system. At what point do they need very specific teacher led lessons in order to meet the requirements? It can be hypothesized that spending time on extramural activities can only take a student so far.
References


Appendix A – Waiver of Consent

Hej!

Vi är två studenter från Malmö Högskola som läser till lärare. Vi håller just nu på att skriva vårt examensarbete, vilket innebär att vi ska ta oss ut i skolvärlden och undersöka ett område som intresserar oss.


Tyvärr så har det samtidigt visats att många elever tycker att skolans undervisning i engelska är omotiverande och tråkig i jämförelse med den engelska som de möter på fritiden.

I början av vårt arbete försökte vi komma i kontakt med lärare som var medvetna om det ovan beskrivna dilemmat, och som arbetar med elevernas intressen på något sätt i sin undervisning. Vi kom i kontakt med ------ efter att ha tagit del utav hennes lärarblogg. Hon visade ett intresse att hjälpa oss samla in material till vår uppsats genom en intervju.

Förutom vår intervju med ------ så skulle vi vilja intervjua elever för att höra deras perspektiv på spänningsfältet mellan fritidsengelska och skolengelska. Intervjuerna kommer att genomföras i smågrupper om cirka fem elever. Vi kommer endast använda ljudupptagningsteknik och allt material som samlas in kommer att vara anonytmt samt förstöras efter skrivandet av uppsatsen. Gruppintervjuerna med eleverna beräknas ta cirka 20 minuter.

Vi kommer att besöka skolan och genomföra dessa intervjuer den XXXX-XX-XX. Vi behöver samtycke från en förälder/vårdnadshavare för att ert barn ska få lov att medverka. Vi vill också ha samtycke från eleven eftersom det är denne som ska medverka i intervjun.

Som beskrivits ovan är alla svar anonyma. Den enda personen som kommer ta del utav denna blankett är ------ då hon ska sätta ihop grupperna inför intervjuerna. Om ni inte vill medverka kan ni bortse från denna blankett.

Hoppas ni vill medverka!

Fredrik Larsson och Nelly Strid Kjellsson

Härmed godkänner vi att _____________________ får lov att medverka i studien.

Elevens namn och klass

___________________________
Förälder/vårdnadshavares underskrift

___________________________
Elevens underskrift

37
Hello!

We are two students from Malmö University that are studying to become teachers. We are currently writing our dissertation, which involves us going out into the school world to investigate an area that interests us.

Our area of interest is to investigate how teachers use the English that students meet outside the world of the school in their teaching. Thus, the English that they take part in via for example music, TV-shows, movies and computer games. Studies have been conducted which show that students relatively spend a lot of time with such activities that expose them to the English language.

Unfortunately it has simultaneously been shown that many students think that the schools teaching of English is un-motivating and boring in comparison with the English that they meet in their spare time.

In the initial phase of our project we tried to contact teachers who were aware of the above described dilemma, and that actively incorporate the students’ interests in some way in their teaching. We came in contact with ------ after having read her teacher blog. She showed an interest towards helping us gather material for our dissertation through an interview.

In addition to our interview with ------ we would like to interview students in order to hear their perspective on the tension between spare time English and school English. The interviews will be conducted in small groups of about five pupils. We will only use sound recording equipment and all material that is collected will be anonymous and destroyed after the writing of the dissertation. The group interviews with the students are estimated to take circa 20 minutes.

We will visit the school and conduct these interviews on XXXX-XX-XX. We need consent from a parent/guardian to allow your child the right to participate. We also want consent from the pupil because it is he/she that will be involved in the interview.

As described above all answers are anonymous. The only person that will use this form is ------ since she is the one that will create the groups ahead of the interviews. If you do not want to participate you can ignore this form.

We hope you would like to participate!

Fredrik Larsson and Nelly Strid Kjellsson

Hereby we grant_______________________________ permission to participate in the study.

The pupil’s name and class

___________________________

Parent/guardian’s signature

___________________________

Pupil’s signature
### Appendix B - Semi-Structured Interview Guide: Students

<table>
<thead>
<tr>
<th>FRÅGOR</th>
<th>QUESTIONS</th>
<th>NYCKELORD</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vilka typer av extramurala aktiviteter ägnar ni tid till på fritiden? Är detta en stor del av era liv?</td>
<td>What type of extramural activities do you engage in in your spare time? Is this a big part of your lives?</td>
<td>Datorspel, TV-tittande, musik, filmer, sociala medier, kompisar via Internet, chat-forum.</td>
<td></td>
</tr>
<tr>
<td>Sub: Får en uppfattning om omfattningen och typer av aktiviteter. Spenderar dem mycket tid/låt tid, är det roligt, är det viktigt?</td>
<td></td>
<td>Antalet timmar per dag/vecka</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Computer games, watching TV, music, movies, social media, friends via the Internet, chat-forum.</td>
<td></td>
</tr>
<tr>
<td>Hur ser ni på engelskans roll i världen idag?</td>
<td>How do you view the role of English in the world today?</td>
<td>Världsspråk, alla kan det, utomlands, semester, jobb, utbildning, coolt, sociala medier, Internet, förebilder, TV-serier, filmer, datorspel, musik</td>
<td></td>
</tr>
<tr>
<td>• Varför kan/är det bra att kunna?</td>
<td>Why can/is it good to know?</td>
<td>World language, everybody knows it, abroad, vacation, jobs, education, cool, social media, Internet, role models, TV-shows, movies, computer games, music</td>
<td></td>
</tr>
<tr>
<td>Sub: Lär ni er engelska utanför skolan? Hur?</td>
<td>Sub: Do you learn English outside of school? How?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ought-to: Känner ni att andra, t.ex. samhälle, föräldrar, lärare, kompisar förväntar sig att ni ska kunna engelska?</td>
<td>Ja, nej, press, förväntning, viktigt, självklart, utbildning,</td>
<td></td>
</tr>
<tr>
<td>Ought-to: Do you feel that others, e.g. society, parents, teachers, friends expect that you should be able to speak English?</td>
<td>Yes, no, pressure, expectation, important, obvious, education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2 Self: Hur viktig är engelskan för dig, din personlighet och framtid?</td>
<td>Utbildning, göra sig förstådd, jobb, världsspråk, förstå andra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ser du dig själv kunna engelska i framtiden?</td>
<td>Education, make oneself understood, jobs, world language, understand others</td>
</tr>
<tr>
<td>Om ja, varför är det viktigt?</td>
<td>L2 Self: How important is English for you, your personality and future?</td>
</tr>
<tr>
<td>Do you see yourself speaking English in the future?</td>
<td>If yes, why is it important?</td>
</tr>
<tr>
<td>Vad brukar ni göra på engelskalektionerna i skolan?</td>
<td>Textbook, workbook, work sheets, grammar, group discussions, movies, pair exercises, literature, writing, speaking</td>
</tr>
<tr>
<td>What do you usually do during English lessons in school?</td>
<td>Textbok, arbetsbok, arbetsblad, grammatik, gruppdiskussioner, filmer, parövningar, litteratur, skriva, tala</td>
</tr>
<tr>
<td>Vad motiverar er i engelskundervisningen?</td>
<td>Commitment, bring in students' interest, sees the individual, teacher</td>
</tr>
<tr>
<td>Engagerad, tar in elevernas intresse, ser individen, läraren</td>
<td>Learning experience</td>
</tr>
<tr>
<td>Learning experience</td>
<td></td>
</tr>
<tr>
<td>Vad kan man ta in era erfarenheter av engelska utanför skolan i skolan?</td>
<td>Bra/dåligt, motiverande eller ej</td>
</tr>
<tr>
<td>Sub: hade ni blivit motiverade av detta?</td>
<td>Good/bad, motivating or not</td>
</tr>
<tr>
<td>Hade ni velat detta?</td>
<td></td>
</tr>
<tr>
<td>How would a teacher bring your out-of-school activities into school?</td>
<td></td>
</tr>
<tr>
<td>Sub: would you be motivated by this?</td>
<td></td>
</tr>
<tr>
<td>Would you like this?</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix C - Semi-structured Interview Guide: Teacher

<table>
<thead>
<tr>
<th>FRÅGOR</th>
<th>QUESTIONS</th>
<th>NYCKELORD</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>När tog du lärarexamen och vilken skola? Hur länge har du varit lärare? Vilka årskurser? Vilka ämnen undervisar du i?</td>
<td>When did you get your teaching degree and from what school did you graduate? How long have you been a teacher? What grades? What subjects do you teach?</td>
<td>Global English, ought-to L2 self, självklar kunskap</td>
<td>Global English, ought-to L2 self, obvious knowledge,</td>
</tr>
<tr>
<td>Vad är dina tankar kring engelskans status i världen idag? Om man jämför med 20-30 år sedan?</td>
<td>What are your thoughts about the status of English in the world today? If you compare to 20-30 years ago?</td>
<td>Ought-to L2 self, Ideal L2 self, utsätts för mer engelska</td>
<td>Yes, no, different for each individual</td>
</tr>
<tr>
<td>Har du märkt någon förändring hos dina elever under dina år som lärare i din engelskaundervisning? Tror du att dina elever känner press att kunna engelska? År de medvetna om vikten av att kunna engelska?</td>
<td>Have you noticed any changes in your students during your years as a teacher in your English teaching? Do you believe that your students feel any pressure to know English? Are they aware of the importance of knowing English?</td>
<td>Ought-to L2 self, Ideal L2 self, exposed to more English</td>
<td></td>
</tr>
<tr>
<td>Har du förändrat din undervisning under dina år som engelskalärare?</td>
<td>Have you changed your teaching during your years as a English teacher?</td>
<td>Textbok, arbetsbok, autentiskt, intressen</td>
<td>Textbook, workbook, authentic, intrests</td>
</tr>
<tr>
<td>Vad är din pedagogiska syn på relationen med eleverna?</td>
<td></td>
<td>Relationell, personlig, privat, se individen</td>
<td></td>
</tr>
<tr>
<td>What is your pedagogical view on your relationship with the students?</td>
<td>Relational, personal, private, see each individual</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Är du medveten om vilka engelska aktiviteter dina elever gör utanför skolan?</td>
<td>Ja, nej, filmer, TV-serier, dator/TV-spel, musik, böcker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you aware of what English activities your students engage in outside of school?</td>
<td>Yes, no, movies, TV-series, computer/video-games, music, books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Använder du dig av detta i din undervisning? Om, hur?</td>
<td>Ja, nej</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you use this in your teaching? If so, how?</td>
<td>Yes, no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vad anser du motiverar elever i klassrummet? Tror du att du har påverkan på elevernas motivation? Om, på vilket sätt?</td>
<td>Omväxlande, tar in deras intressen, entusiasm, intresse för eleverna som individer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think motivates students in the classroom? Do you think that you have an influence on the students’ motivation? If so, in what way?</td>
<td>Varying, uses their intrests, enthusiasm, intrest for the students as individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Har du använt dig utav elevernas engelska aktiviteter i din undervisning? Om ja, på vilket sätt?</td>
<td>Ja, nej, learning experience, varför, hur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you used the students’ extramural activities in your teaching? If so, how?</td>
<td>Yes, no, learning experience, why, how</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tror du att användandet av elevers extramurala engelska aktiviteter i undervisningen kan vara motiverande för dem?</td>
<td>Ja, nej, learning experience, varför, hur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think that the usage of students’ extramural English activities in the teaching can be motivating for them?</td>
<td>Yes, no, learning experience, why, how</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ser du några problem med att inkorporera dessa i undervisningen?</td>
<td>Personligt, privat, vill inte blanda skol- och fritidsengelska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you see any problems with incorporating these in the teaching?</td>
<td>Personal, private, does not want to mix school- and extramural English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Övriga tankar/kommentarer</td>
<td>Other thoughts/comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>