

How hard can it be?

Relevant and motivating English education in
vocational education programs – the learners' voice



Torgeir Holla

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Department of Foreign Languages

University of Bergen

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ABSTRACT IN NORWEGIAN

Denne masteroppgaven tar utgangspunkt i frafall og drop-out fra yrkesfaglige utdanningsprogrammer. Opp mot 50% av yrkesfags elever bruker lenger enn normert tid på sin utdanning, og noen dropper helt ut av sitt utdanningsløp. Tidligere forskning, offentlige dokumenter og utredninger har funnet at fellesfagene i yrkesutdanningene bidrar til lav gjennomføring og lavt læringsutbytte. Engelskfaget blir av mange framhevet som spesielt vanskelig med læreplan som er felles for studieforberedene og yrkesfag med en sentralt gitt skriftlig eksamen.

Formålet med denne kvantitative tverrsnittsundersøkelsen av 183 respondenter var å undersøke hva elevenes stemme fortalte om hva de så som en relevant og motiverende engelskundervisning på yrkesfag. Uavhengige variabler som innhold og arbeidsmåter, yrkesretting av fellesfag, lærerens aktiviteter og pedagogiske kompetanse, er målt opp mot en avhengig variabel – motivasjon. I tillegg har undersøkelsen tatt for seg hvordan de grunnleggende ferdighetene og spesielt skrijving er arbeidet med i yrkesretting av engelsk fellesfag på yrkesfaglige utdanningsprogrammer.

Funnene i denne oppgaven indikerer at lærerens relasjonskompetanse er avgjørende for å bygge motivasjon og fremtidig læringsutbytte i engelskfaget. Elevene i utvalget rapporterer at engelsklærerens evne til å bry seg om elevene, og være interessert og ha kompetanse om deres yrkesvalg er viktig for motivasjon og læringsutbytte. Videre, indikerer funnene i undersøkelsen at et skifte vekk fra tradisjonell klasseromsundervisning og konvensjonelle lærebøker over mot mer relevante og praktiske tilnærminger gir mer motivasjon for språklæring. Yrkesretting og CLIL metodikk er undervisningsformer som bidrar til mer motivasjon for engelskfaget.

Muntlige ferdigheter blir rapportert som toneangivende når lærere yrkesretter engelskfaget, men når det skal undervises i skrijving ønsker elevene at det benyttes modellering og eksplisitt sjangerlære.

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1 INTRODUCTION

Why is it that almost fifty percent, half of the pupils that choose vocational education programs, do not complete their education within the nominal timeframe? (UDIR 2015, SSB 2016, SSB 2018). Why is the dropout rate in vocational education so high? In this thesis, I am investigating the role the common core subject English has in vocational studies, and the aim for my research is to investigate whether the English subject might have a more distinctive role in preventing drop out from vocational education in the future.

Motivation is a key factor for pupils' school performances and studies have shown that vocational pupils have lower motivation than general studies pupils towards common core subjects (Repstad 2013, Stene, Haugseth, Vaag Iversen 2014, Sandal & Smith 2010). Research has also shown that vocational students often find the common core subjects vague and not about their interests and their vocational program (Stene et al 2014). Do pupils find it more motivating when content and teaching approaches are more connected to their interest and their vocational program? In this thesis, I will try to answer some of these questions.

The way the common core subjects are taught and organized are said to have a significant impact on students' motivation for school subjects and ultimately on the completion rate for vocational studies (Repstad 2013, Wendelborg, Røe, Martinsen 2014). To get the pupils' perspective and the pupils' voice of what they view to be motivating will be the objective for this research.

1.1 Background and the purpose of the study

My aim for this study is to look further into whether vocationalisation which is coordination of the pupils' vocational program and the English subject through content, methods and teaching material, enhances motivation for the pupils, and to what extent the five basic skills are supported through vocationalisation as a teaching approach in upper secondary schools. In addition, I will investigate what vocational pupils find to be factors that motivate them in their English learning.

My experience as an English teacher for more than 20 years is that many vocational pupils struggle both their motivation and their competence in the mandatory English common core

subject. They struggle because their basic skills in English are too poor. Years of assessing pupils' language production have shown me that many vocational pupils have few or no writing strategies, poor grammar knowledge, limited vocabulary, and little textual competence. Hence, the motivation for learning English is undermined by their lack of competence, not by their interests. Even so, my understanding is that they see English as an important subject and that they will need English competence in the future. In a pilot study for this master thesis, I asked thirty pupils attending the service and transportation vocational program about their attitudes toward the English common core subject. In that survey, 96% of the thirty respondents said, that it is important to learn English, and 93% thought they would need English in their future job. At the same time, almost fifty percent (47%) found the English common core subject difficult. Further, I have noticed that motivation for learning English is higher when they find the content relevant, or that the content is connected to their vocational education.

I have always felt that my relationship with my pupils has been my greatest asset for learning and motivation. This "working-relationship" has always thrived best when pupils' interests have been my guiding principle, and my understanding and insight in their vocational choices have been real and genuine. Therefore, this thesis will try to examine what factors that spur motivation for English for vocational pupils.

1.2 Research questions

My observation as an English teacher in vocational education and training (VET) is that pupils understand English fairly well. They have high language proficiency when they hear and read English. Writing English, however, is difficult for many vocational pupils and this basic skill is very important because the pupils might sit a final written exam at the end of year two. On the other hand, the overall achievement marks the pupils receive from their English teacher is a combined assessment of oral and written skills the pupil has displayed throughout the two years she has attended vocational education. In some instances, a low overall achievement mark can reflect that some of the basic skills have only partly been acquired. Yet, all the five basic skills should form the foundation for the pupils' competence and ability in English, and ultimately for the final overall achievement mark, the pupil receives.

Vocationalisation, in some shape or form, is a recommended approach for language teaching in vocational education programs. I will investigate and look closer at how the basic skills are used and catered to in this teaching approach and if the learners find it motivating. The implication being that good competence and proficiency in all the basic skills are the foundations for enhanced motivation and language acquisition.

My assumption in this thesis is that teachers organize their teaching mainly around learning activities involving speaking, listening and reading when they are using vocational content in the teaching of English i.e. oral skills and the basic skill of reading. However, the basic skill writing should be prioritized because the pupils sit a final written exam and at least one of the tasks on the exam will address a vocational issue. Further, it is my belief that many pupils find writing English to be difficult and that they would like to be able to improve this skill.

My research has been conducted at my own school and at one other upper secondary school. Apart from being a student project, my hope is that this research finds a larger audience than educators at the University of Bergen. My vision is that common core teachers of English, particular at my own school, but also elsewhere, can use some of my results to broaden their view on vocational education. To do so, I have tried to reflect what may potentially be teachers' interests in my research questions. However, the main purpose of my research questions is to measure to what extent vocationalisation is regarded as a motivating approach to teaching English and how the basic skills are taught through vocationalisation of the English common core subject.

Consequently, the research questions for this study will be:

- What do pupils in vocational programs regard as a relevant and motivating way of teaching English?
- How and to what extent do vocational pupils in two Norwegian upper secondary schools find their vocational program reflected in the teaching of English and do English teachers have knowledge of vocational programs?
- What type of basic skills do pupils experience in English lessons with vocationally oriented content and what role has the basic skill writing?

1.2.1 Previous research

The dropout from vocational education and training (VET) has for several years been a challenge in the Norwegian education system, and previous research initiatives have investigated reasons for the dropout.

In the searches for the dropout, marks and school points have been among the factors examined. According to Stene et al (2014) pupils in the vocational programs have lower marks in English than pupils applying for general studies. A study referred to in the report by Stene et al (2014) found that vocational pupils had almost 1-point lower mark in English than other pupils. This is also confirmed by Repstad (2013) who argues that lower school points in vocational education indicate that the vocational pupils have a lower academic level than pupils in general studies (Repstad 2013:54). Further, teachers view vocational pupils as generally weaker in theoretical subjects and less motivated for mandatory common core subjects (Stene et al 2014:99). Therefore, to strengthen the pupils' competency in basic skills is crucial and this should be a salient element in vocationalisation of the English subject and one of the objectives for research.

Research has been conducted to investigate the vocationalisation of common core subjects in vocational programs and several studies have been carried out. However, many of these studies have looked at vocationalisation of all the common core subjects and how it could be a teaching approach for all subjects in vocational education i.e Norwegian, English, mathematics, and science (Stene et al 2014, Wendelborg et al 2014, Hiim 2015).

Furthermore, previous research has also explored vocationalisation from an international perspective and compared the Norwegian system with other European countries (Hegna 2012, Stene et al 2014).

Vocationalisation has been the objective for several student projects and several MA theses have studied English and English teaching in vocational programs. Ulriksen (2002) was investigating if the methods in the curriculum were carried out in the classroom. She found that pupils did not experience teaching methods in English as motivating and interesting. There are some similarities in Ulriksen's work with my research questions for this thesis, however, her study is 17 years old and the English curriculum has been changed two times since her conclusions. The latest revision was in 2013.

Storevik (2015) investigated the teachers' view on vocationalisation and the final exam with respect to vocational content (Storevik 2015:108). She found that teachers were positive towards vocationalisation and her research also indicated that younger teachers were more positive towards new teaching methods than older teachers. She found indications, however, that experience and being able to see the big picture were important for a relevant connection between the common core subject and the pupils' vocational program. Storevik recommended that future research should focus on the pupils' perspective and how vocationalisation is carried out in the classroom (ibid).

The same perspective as Storevik is also found in Borojevic's dissertation from 2016 where she investigated the teachers' view and understanding of the concept of vocationalisation. She also explored what teachers saw as positive and negative aspects of vocationalisation as a language learning approach (Borojevic 2016).

Rønnestad (2016) in her MA thesis has investigated adapted English education in lower secondary school. This is not necessarily relevant for my study; however, she has some findings of motivation and how textbooks do not enhance motivation. Also, her findings suggest more variation is called for in adapted English education.

Previous research has looked at the concept of vocationalisation and primarily investigated the teacher perspective. Furthermore, research into vocationalisation has not always looked exclusively at English but on all the common core subjects (Hiim 2013, Repstad 2013, Wendelborg et al 2014, Stene et al 2014). Implementation and organization of vocationalisation as a teaching approach has also been a focus for research (Vaag Iversen et al 2014). However, to what degree pupils experience vocationalisation in their English language learning in the vocational classroom and to what extent vocationalisation, and other factors, support their learning and motivation in English lessons, are issues that have not been addressed in research to any great extent. I will, therefore, focus on these areas through my study. In addition, my study will investigate what basic skill is predominant in the vocationalisation of the English subject.

2 THEORETICAL BACKGROUND

This thesis revolves around three elements and one backdrop. In this chapter, I aim to discuss them and establish the theoretical framework for my thesis. First, the teaching of the English subject in vocational education from a historical perspective. The development and changes that the English subject has had over the last 30 years and the significance it now has as a common core subject in vocational education, are important to consider when discussing the teaching of English common core subject and what is perceived as motivational teaching. Second, the concept of vocationalisation and the belief that more connection between the common core subject and the student's vocational program enhances motivation. This chapter aims to establish the concept of vocationalisation. Some space will also be set aside to address initiatives aimed at strengthening the vocationalisation of English teaching. Third, motivation is vital for all forms of acquisition of knowledge. A discussion of motivation and more importantly what we know about motivation in the English Language Teaching (ELT) classroom will be a salient part of the theory chapter. Finally, the backdrop basic skills and what the Knowledge Promotion addresses as important skills to understand English and to be understood by others. Basic skills are highlighted in various publications (Framework for Basic skills, NOU 2008,) and are salient for personal growth, Bildung and knowledge acquisition (Stene et al 2014: 7)

2.1 English language teaching (ELT) and its role in vocational education

First, in vocational education, the role of knowledge is that it must be useful and that it has a purpose. There are two conflicting views of knowledge that meet in the crossroads between English as a common core subject and vocational education. According to Repstad the traditions from academic school subjects, where the subject and its knowledge are purposes in themselves, do not correspond with the technical, experience-based and instrumental view of knowledge we find in vocational education and training (Repstad 2013: 20). However, common core subjects have always played a significant role in vocational education. Traditionally they were closely tied to and a part of the trade the student was learning. Reading instructions and understanding manuals were important skills to acquire in

foreign language teaching in vocational education in the 1940s (Wasenden 1998, quoted in Repstad 2013:14). The English syllabus of 1939 which also served as a guiding document for secondary education, emphasized that ELT (English language teaching) should focus on the basic skills reading and speaking (ibid).

All the way up till 1994, the role of the common core subjects in vocational education, has been that they are tools for carrying out and for enhancing the trade in question. The aim of ELT is to understand and to be understood. One might say that communicative competence in common situations and English as a tool for work-related activities were the purpose of ELT (Repstad 2013:14). The overall feature for the English subject before the revision in 1994 was that the subject was closely tied to and adapted to the student's vocational program (Hegna et al 2012). There was a clear requirement that ELT was vocationalised and all the academic subjects were regarded as vocational-oriented subjects (Repsatd 2013).

There were English textbooks aimed to cover vocationally oriented themes for the various educational programs. In the textbook *Trade and Office 1* published by Aschehoug in 1984, the introduction says “ Trade and Office 1 is intended for students in trade and office education (...) there is an emphasis on dialogues and oral activities” [my translation] (Elgaaen and Naterop 1984).

Second, the Reform 94 curricula was a major shift in vocational education but also in the upper secondary education system as a whole. The basis was a broader and more general educational platform irrespective of what kind of educational program the student was attending. It was more module based and the concept of common core subjects was introduced (Hegna et al 2012, Repstad 2013, Stene et al 2014). Further, one had in this reform a better opportunity to go from vocational education to general studies through the common core subjects and an extra qualification program, a third year, that allowed applications to universities and colleges (Stene et al 2014). However, the Reform 94 curriculum had clear intentions and guidelines in the introductions for the common core subjects, that they should reflect the vocational program in which they were taught (Repstad 2013). The English common core subject was made mandatory for all vocational students in the Reform 94 and one also saw an introduction of more ambitious competence aims (Storevik 2015). On the other hand, exams were made locally for vocational programs and this meant that vocationally oriented teaching of the English subject, prepared the students

for the exam. To prepare students for the exam has always been one of the main ambitions for teachers, and this led to an English teaching that included topics from the student's vocational subjects. In fact, some common core teachers found it easier to have vocationalisation as a teaching approach in Reform 94 than in later curriculums (Stene et al 2014: 104).

Third, the latest comprehensive educational reform in Norway had a serious impact on English teaching in the vocational classroom. The reform was called the Knowledge Promotion and redefined the English common core subject away from vocational orientation and towards a more general, academic content (Repstad 2013, Hellekjær 2011) Moreover, the change in examination also led to less connection between the English common core subject and vocational themes. There was little connection to be found from vocational topics to exam tasks in an exam that was the same for both vocational and general studies. In addition, the new curriculum introduced more theory and moved the English subject further away from English competence connected to exercising a trade or a specific profession. The focus in English teaching was put on general themes and there were no vocationally connected competence aims in the curriculum (Repstad 2013). Critics of this new reform the Knowledge Promotion, also known as LK06, argued that too much theory in vocational education and too ambitious competence aims undermined the student's motivation in common core subjects. The English subject, among other common core subjects, became too difficult and students did not experience mastery and they lost motivation. Students failed in common core subjects and drop out rates increased in vocational education (Hegna et al 2012).

Finally, English language teaching in the vocational classroom today is guided by revisions of the Knowledge promotion first in 2010 and then in 2013. An official Norwegian report in 2008 investigated how to organize vocational education. This report was called the Karlsen report or NOU 2008:18 "Vocational training for the future". They saw the need for a renewal of vocational education. One of the factors they called for was more vocationalisation of common core subjects. They stressed the importance of competence aims in English that are connected to vocational training (Repstad 2013:17). Further, in order to accommodate for students with low proficiency in e.g English, there should be a mapping test to investigate

the student's competence and in some instances, an extra year should be granted (NOU 2008,18)

Gradually, suggestions from the Karlsen report have influenced the latest curriculum from 2013 and we now have a clear requirement that English should be taught in connection with the vocational program. Hence, the English common core subject plays two roles for vocational pupils. Both as a tool for communication and a tool for Bildung and self-awareness.

The latest proposal for a new English curriculum in 2020 is that 30% of the competence aims are directly tied to the pupils' vocational program and a stronger emphasis on English as a tool for communication or a "lingua franca" (UDIR 2019).

2.2 Developments and trends in ELT the last 40 years

In language teaching, there are different philosophical and practical measures one turns to for transfer of knowledge and development of proficiency. According to E Anthony, there are three levels of language teaching. Namely, approach, method, and technique (Richards and Rogers 2014: 21)

In this scheme, the approach is the overarching level that deals with beliefs and nature about language and language learning. Hence, cognitive processes in language learning and units in language are abstract elements in an approach. Further, Anthony describes the method as the level where abstract theory is put into practice. This means determining skills, content and in which order one presents the content. Lastly, the implementation level, the technique, is described through what kind of procedures the teacher carries out in the classroom. Here we find factors like material, activities, and roles of both teacher and students. At this level, one will focus on activities and how they are put into lessons (Richards and Rogers 2014).

Language learning has never been a static science for all time. It is an ongoing process influenced by research in many fields. Newfound knowledge within disciplines of linguistics, psychology, and second language acquisition will ultimately lead to shifting approaches and methods for language teaching. Such shifts will, however, rely on support networks from

governments, researchers and other academic organizations that promote new and better ways for second language acquisition.

According to Richards and Rodgers, there are a set of factors that need to be in place for a new approach to be adopted in teaching and changes made in curriculums and methods. First, there must be clear advantages and better output for students than in existing practices. If such advantages are present, they need to be communicated to school administrators, teachers, and educators. Second, the new approach should be in line with beliefs and practices that are currently carried out in classrooms. Yet, teachers should sometimes change their practices in accordance with new research. Third, a successful adaptation of a new approach will also depend on who is the driving force behind the shift in paradigm. Whether the new approach is supported by authorities and experts is imperative. On the other hand, all changes and shifts in approaches in Norway have been initiated by authorities the last 50 years, often as an answer to new needs and changes in society and new understanding in research. Finally, questions will arise about who recommends it and whether there is any testing that has been done in schools and among students before teachers are expected to adopt this new approach in second language acquisition (Richards and Rogers 2014).

2.2.1 Audiolingual method

The audiolingual method views language as a system of structurally related elements. It emerged in the US toward the end of the 1950s and was propelled by the new need for conversation and communication in a post World War 2 society. It is mainly an oral-based approach to language learning. Moreover, the belief is that language learning is a process of mechanical habit formation and that learners should memorize utterances and perform pattern drills. The language is taught through speaking and repetition and drill will lead to habit formation (Richard and Rodgers 2014). Further, the key characteristics of the audiolingual method are that there is little focus on writing, however, it is salient to avoid errors and to strive for grammatical accuracy. This approach is very teacher centered. The teacher controls the classroom activities, further, he has the role of expert and he provides corrections of errors on learner's responses. Hence, the learner takes a more passive role as an imitator and recipient of pattern drills and pronunciation activities.

The audiolingual method has still implications and influence on language teaching today. The fact that teaching English should be to teach the language and to focus on what native speakers really say and how native speakers communicate. Also, the importance of practicing the language and using the target language in the lessons are derived from audiolingual language teaching (Richards and Rodgers 2014:389).

2.2.2 The oral approach and situational language teaching (SLT)

To have an extensive vocabulary is a crucial factor in language comprehension and production. The oral approach and situational language teaching have vocabulary and vocabulary selection as an important factor in language learning. There are a set of words that frequently occur in English written texts and these are salient for understanding and learning a second language (Richards and Rodgers 2014). In addition, there is this belief that understanding grammar and its structure help to internalize the rules of English sentence structure and simple forms should be practiced and drilled before more complex ones (Richard and Rodgers 2014: 47)

Further, like the audiolingual method, this approach also has an emphasis on spoken language and has the target language as the language of instruction. What characterizes SLT is that language is introduced through situations that cover vocabulary we find to be more important and, within a core selection of vocabulary mentioned above. Classroom activities are very much controlled by the teacher and choral repetitions, drills and oral-based tasks are making learners into passive recipients and imitators of correct English pronunciation and sentence patterns.

The teacher has an important role in this approach. He controls the activities and assesses when learners are good enough, i.e. speak fairly correctly in drills and rehearsed vocabulary so that they can have more choice in patterns and vocabulary by themselves. Moreover, the teacher has the role of expert and give guidance to learners in the first two stages of the PPP lesson format. First, the presentation is done by the teacher with text, audio or visual material. Second, in the practice phase there are controlled activities like drills, fill the gap or multiple choice task the learner is doing under the supervision of the teacher. Third, there is

a more free production stage where learners work with dialogues and a broader vocabulary than found in drills and rehearsals. The PPP lesson format is one of the most important influences of SLT on current language teaching (Richard and Rodgers 2014:388).

2.2.3 Communicative language teaching CLT

Communicative language teaching is an approach to teaching that follows the central aim of developing learner's communicative competence. Canale and Swain referred to by Richard and Rodgers indicate four dimensions of communicative competence. First, grammatical competence refers to what is formally possible, and the ability to form meaningful messages. Second, sociolinguistic competence deals with the concept of "what is smart to say". This competency refers to the learner's skills of whether he understands the social context in which he is communicating. Elements of politeness, social relations, idioms, and natural expressions are some of the factors that build the sociolinguistic competence. Third, discourse competence implies that the learner understands how to organize and structure e.g a text in a way that it is coherent and has a relevant language for communication and purpose. Finally, strategic competence refers to how the learner is able to maintain, initiate or redirect communication (Skulstad 2018: 46, Richards and Rodgers 2014:89)

Communicative language teaching, however, has a view on language learning that focuses on the meaning and the functional aspects of language. It is learner-centered and the learners are expected to be active participants in their own language learning but also as a collaborative force in other activities in the classroom. This learning by doing through direct practice opens up a wide variety of classroom procedures. First of all, learners are learning the language when they are using it to communicate in interaction with others and when the input of material is authentic. Authentic and meaningful communication should be the aim. Second, when we are communicating we need a set of different language skills. Therefore, basic skills like writing, talking, reading and thinking need to be integrated into language learning activities. Fluency in communication is the goal of CLT and mastery of different skills are important to achieve such fluency. Next, curricular integration and focus on meaning in communication allow learners to explore content outside the language classroom. This

reflects that learners are individual in nature and learn in different ways and that they have different strengths and interests. CLT as a learner-centered approach opens up for individual or small group work which give learners greater choice over their own learning. Finally, the teacher`s role as a communication facilitator that provides different alternatives for communication also makes the teacher a co-learner. Similarly, there has been an increased interest from teachers to find out more about what activities in language learning that provide the best output for learners. This interest has materialized in action research and other forms of classroom observations. However, the teacher has an important role observing activities and assessing products and by encouraging fluency in communication and stimulating the learners to use a variety of learning strategies in their second language acquisition (Richards and Rodgers 2014: 107)

2.2.4 CBI and CLIL

Content-Based Instruction and Content and Language Integrated Learning are approaches to language learning where content and subject e.g. welding, are the focus instead of a linguistically oriented syllabus. There are some core principles of a content-based or content integrated approach to language learning. First, the belief that learning a second language in order to understand the content is more motivating and successful than learning a second language for its own purpose. Next, content-oriented language learning better reflects the learner`s need for acquiring a second language. The learner will more easily understand why a second language is required. Finally, there is support for the view that meaningful and engaging content can activate cognitive skills that support second language development (Richards and Rodgers 2014:118-119). Such as attention, sequencing, memory, and processing that combine previous knowledge into new understanding (ibid)

The content-based approach is comparable to English for specific purposes (ESP) that according to Tony Dudley-Evans has been a separate branch of English language teaching for more than three decades (Carter and Nunan 2013). Further, Dudley-Evans claims that the key features of the ESP are that it is based on need analysis for the learner, limited in duration and mainly caters for adult learners. It is a content and material driven method and draws on topics and activities designed for specific purposes. However, there are views that support the ESP teaching for L2 learners on intermediate and advanced levels in secondary education (Carter and Nunan 2013: 132). ESP is mostly used in occupational contexts where

the need for English is present. There is, on the other hand, a comparable approach that has a more holistic view of language learning. The VOLL approach, Vocationally Oriented Language Learning, aims to integrate vocational, linguistic and social skills in such a way that intercultural, efficient and professional communication is possible (Vogt and Kantelinen 2012). This approach has been supported by the European Council and VOLL has been summed up to be holistic, learner-centered, and action-oriented (ibid).

Several scholars have seen that learners have higher motivation when the content in English teaching is found from an out of school experience and from areas they find to be relevant. This could be from gaming, trades or simply topics the learners have a special interest for (Hestetraet & Ørevik 2018, Munden & Sandhaug 2017).

In conclusion, the CBI/ CLIL approach has several key characteristics that coincide both with communicative language learning and with a vocational view of knowledge. First, language learning is combined with learning other subjects in the sense that it is closely tied to the learners'

needs and hopefully to their interests. Second, the approach has a strong awareness for the learners' real-life purpose for acquiring a second language and one will find performance-oriented activities in the classroom. Next, active learners that work together with other students where meaning oriented activities and comprehension are vital goals for language learning.

The teacher role, however, is more complex in the CBI/ CLIL approach. He must meet several criteria beyond being a language teacher. He needs to have both subject and language knowledge, or he has to collaborate with a subject teacher if necessary. Further, the teacher has to develop material for specific content if textbooks are not available and be a needs analysts in a learner-centered classroom environment (Richards and Rodgers 2013: 391)

2.3 Motivation

Motivation and the desire to understand are the foundation for all learning. Richard's and Rodgers's view is that "motivation refers to the learner's attitudes, desire, interest in and willingness to invest effort in learning a second language" (Richard and Rodgers 2013:28). They list motivation as one of the individual factors in language learning along with, on one

hand, affective factors like shyness, anxiety, and enthusiasm and on the other hand, learning strategies which describe the learner's ability to plan, manage and evaluate his own language learning.

All learning activities done in schools should aim to support and uphold the learner's motivation. Ryan and Deci (2000) define motivation as a desire to do something. A person who does not feel any inspiration to do something is called unmotivated. There are, however, several subcategories of motivation and in addition, Skaalvik (2013) claims that the teacher-student relationship is also viewed to have a salient impact on motivation for second language acquisition or school work in general. Wendelborg (2014) also found that a good teacher-student relationship had more impact on motivation than e.g vocationalisation (Wendelborg et al 2014).

2.3.1 Intrinsic motivation

Intrinsic motivation is regarded as a strong contributor to second language learning. According to Skaalvik (2013), intrinsic motivation is what makes learning fun and learners regard activities as very important or interesting. They are in "the flow" and can achieve intense focus and involvement (Ellis quoted in Storevik 2015). Further, Storevik in her MA thesis refers to Strandkleiv (2006) and the three basic needs that must be met in order for intrinsic motivation to occur. First, it is important that the learner's needs and relevant competencies are addressed. Adapted education and mastery of learning activities will be necessary steps at this stage. Second, learner autonomy is a vital component of intrinsic motivation. The learners must have the opportunity to make choices and to seek challenges both in content and in learning strategies. Finally, intrinsic motivation or " be in the flow" requires a socially inclusive learning environment (Storevik 2015: 28). The implication is that belonging and support both from fellow students and teachers are the foundation for the strongest motivation we can master. We will address this more in a discussion about the teacher-student relationship in section 2.3.3.

2.3.2 Extrinsic motivation

Learners in the Norwegian upper secondary school system do not find all subjects and themes to be intrinsically motivating. There is an extrinsic motivation which teachers need to strengthen and this type of motivation is viewed to be very important for a good education (Wendelborg 2014: 4) Moreover, (Deci and Ryan 2000 in Wendelborg 2014) group extrinsic

motivation in four categories depending on how internalized the external motivated behavior is. This is shown in figure 1 taken from Ryan and Deci 2000.

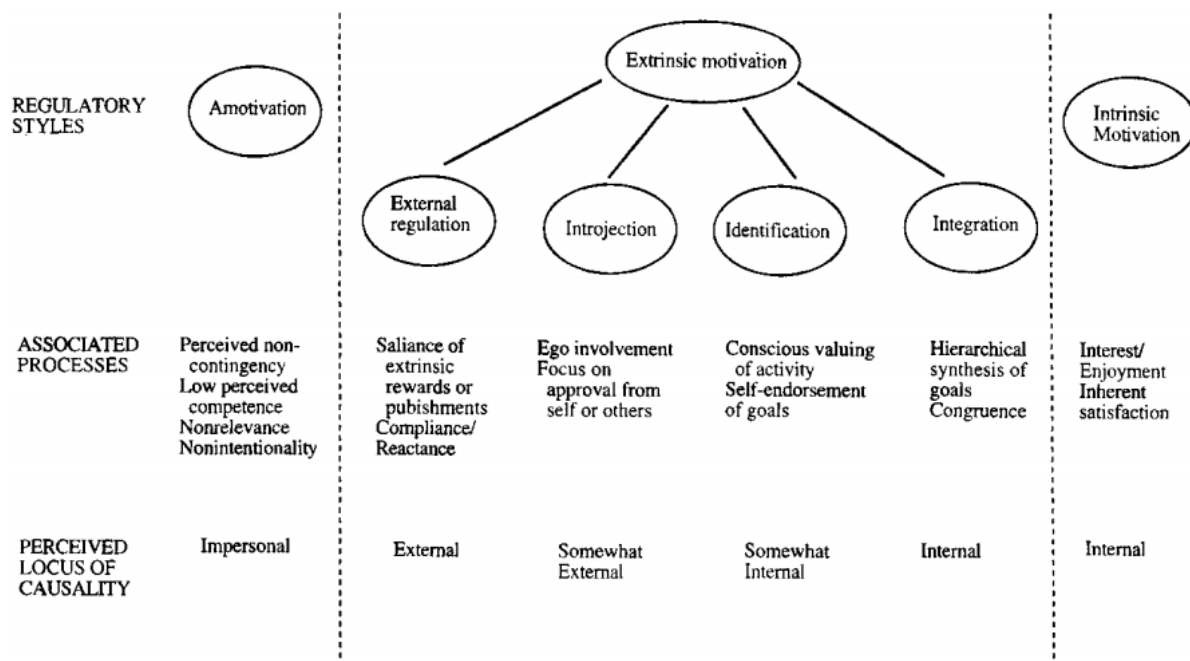


Figure 2.1 from Deci and Ryan 2000

External regulation is the poorest form of extrinsic motivation. Tasks and activities are only done to get a reward or to escape punishment. One might say this is “a -need to -do -principle”. Little learning and little enthusiasm are believed to come out of this form of motivation. Learners will probably not get a deeper understanding of the subject and only cover the surface of the knowledge. Introjected regulation, however, is when task and assignments are carried out in order to avoid feelings of guilt or to build one’s ego. This motivation is guided by a focus on approval from oneself or others. Moreover, identification is a more self-determined type of motivation. In these cases, the learner has seen the value and relevance of the activity or you could call it “I -need – this – principle”(Wendelborg 2014, Skaalvik 2013:147) Finally, integrated regulation is when the learning activity corresponds with the learner’s values and needs. This type of motivation is more self-determined than the other extrinsic motivation categories.

2.3.3 Why are some learners not motivated?

Are teachers to blame for the unmotivated learners who sit in language classrooms around the world? There are many theories put forward to why students want to learn a second

language. Why are some of them not interested in acquiring better communication opportunities? They are unmotivated.

The term demotivation is used by Dörnyei to describe a situation where learners lose motivation for various reasons. There is a distinction to be made if this is a state the learner is in, he has always been like that (amotivation) or something has happened so that he has lost his motivation (demotivation) (Dörnyei in Sakui and Cowie 2011).

Amotivation is described by Deci and Ryan in (Skaalvik 2013:146) as if the learner does not see any relevance or value in the activity presented, this could ultimately lead to amotivation. The result could be that the learner does not even start on the learning activity. Further, one can also find amotivation if the learning activity is too difficult for the learner, or that he does not see that he is capable to produce a successful result. Therefore, it is important that language teachers, especially on vocational programs, start learning activities in accordance with the learners' abilities.

A Japanese survey by Sakui and Cowie from 2011 was asking 100 EFL teachers about learners motivation, and the teachers' possibility to influence this motivation. They were asking university teachers from different nationalities and the results were grouped into three categories of influence on motivation or what that could lead to demotivation.

First, institutional systems like class size or compulsory classes are limiting to teachers' ability to influence motivation. Mandatory activities, uninspiring curriculums, difficult competence aims, and common core subjects yield little force to motivate learners. These are external factors and "teachers are rarely in a position to change such circumstances and need to accept these factors as a part of their working conditions" (Sakui and Cowie 2011). Older students find traditional classroom education of English little motivating and ELT should find other approaches to language learning that spur more motivation for learners e.g more content and language integrated approaches (Lasagabaster 2011).

Second, learners bring, for better or worse, their attitudes and personalities to language classes. Some of these learners can be hard to motivate, one has those who are "negative" and those who have "no interest" (Sakui and Cowie 2011). There are several reasons for a negative attitude. It might be a lack of confidence or anxiety for language learning, no desire to learn English or some could be socially dysfunctional or have other mental issues (ibid).

Third, Sakui and Cowie (2011) conclude that teachers must create a positive class atmosphere in which they can have a good relationship with students, having clear goals and making teaching as high quality as possible (ibid). High quality is understood from the survey to be when the teacher is modeling enthusiasm, presenting relevant material and has an English education that reflects the learners' lives. Moreover, lessons should be both fun and provoking at times by using varied and stimulating material (ibid).

2.3.4 Teacher-student relationship

One of the most important factors for learners' motivation is the relationships they have with their teachers (Federici and Skaalvik 2013, Ulvik 2009, Wendelborg et al 2014).

According to Federici and Skaalvik (2013), there are two types of relationships that can form between the learner and the teacher. Federici and Skaalvik refer to emotional support and instrumental support. The former represents to what degree the teacher cares about the learner as a person. To what degree do learners feel that they are accepted and respected by the teachers and do learners experience safety in interaction with their teachers. The latter, however, deals with what support and advice the learners get from their teachers in subject related questions. Instrumental support can be concrete steps the learners are advised to take in order to achieve more success in their schoolwork or to improve their marks. (Federici and Skaalvik 2013:58)

Ulvik (2009) in her study asked upper secondary students to say what kind of expectations they had towards their teachers. 66 % of the respondents said that teachers who are dedicated and work systematically with subject content produce good and motivating learning environments. Further, findings suggest that learners learn better when they have a good relationship with their teacher and when subject content feels important (Ulvik 2009:104) The teacher should also have good social skills, communicate clear demands for the learners and basically have a good mood her findings suggested (ibid).

Federici and Skaalvik (2013) draw on many researchers in their article when they make the connection belonging and relatedness have on learners motivation for schoolwork. (Deci & Ryan 2000 in Federici and Skaalvik 2013) claim that belonging and relatedness are basic

needs that must be met if the learners are to be engaged, motivated and show interest. Wentzel et al (2010) argue that belonging has a clear impact on learners' general motivation for learning activities. Further, there are findings that suggest a correlation between learners who are more engaged in their education, take initiatives and who have more ambitious goals for themselves and teachers that provide a high degree of emotional support for their students (Patric, Ryan, & Kaplan 2007 in Federici and Skaalvik 2013)

In conclusion, there is research-based evidence for the importance of a good teacher-learner relationship. This relationship is, in my view, dependent on the teacher and his effort to build a learning environment that supports the learners both emotionally and instrumentally. From the discussion above it will be salient that the teacher supports the learners to achieve action knowledge. This is a type of knowledge that is perceived as meaningful to the learner and it has value for him even outside the school buildings (Dam 2011). A content that the learner views as meaningful can bridge learning into action knowledge, and thus, support and uphold motivation.

2.4 Governmental documents

There are reports that look at trends and the concept of vocationalisation (Stene et al, 2014, Wendelborg et al 2014, Hiim 2015:143). Further, there are several governmental reports, publications and White Papers, that address vocationalisation and the need for a renewed approach in the teaching of vocational pupils. First, (White Paper No. 30 2003- 2004), *Culture for Learning*, laid the foundation for education reform and the new curriculum the Knowledge Promotion. It further introduced the concept of basic skills and stated that they are important both for educational purposes and for personal development. Second, White Paper no 20, 2012-2013, *On the right track* [my translation], was an evaluation of the education system. In this document, the government again calls for an emphasis on basic skills but also addresses challenges like low completion rates and poor motivation especially among vocational pupils. Third, White Paper no 28, 2016, a *Renewal of the Knowledge Promotion* [my translation] was based on Official Norwegian Report (NOU 2015-8) also referred to as the Ludviksen-report, *The School of the Future*. This latest White Paper (No28) signals the need for revisions of the curriculums and suggests that competence aims are reduced in numbers. Instead, the curriculums should aim towards a more in-depth

competence for the pupils. In addition, this White Paper also reaffirms the importance of the five basic skills and that vocationalisation should be a teaching approach for common core subjects in the vocational programs.

Lastly, the FYR project, 2014-2016. This project has had the goals to inform common core teachers and to produce and spread education material that is rooted in or influenced by vocational topics. Further, the aim for the FYR program was to make the common core subjects relevant to the pupils' future occupations and work practice and in this way strengthen the pupils' motivation for common core subjects. Collaboration between the common core teachers and the vocational teachers was the foundation for relevant teaching material in the FYR program (Framework for the FYR project, 2014-2016, Repstad 2013).

On the other hand, the five basic skills are to be taught in all subjects and they are the foundation for all learning (Framework for basic skills, 2012). This means that vocationalisation of the English subject also must organize for the five basic skills. In addition, we find researchers and authors from universities and colleges with teacher training programs, who have worked more with vocationalisation the last few years, especially after the implementation of governmental initiatives like the FYR project and revisions of curriculums opening for vocationalisation.

The government plans to put forward new curriculums in 2020.

2.4.1 Vocationalisation

Vocationalisation has been defined in Official Norwegian Report 2008 /18 also known as the Karlsen report. This report states that the term vocationalisation can be applied both to common core subjects and to occupational subjects. The term encompasses that teaching should be made relevant and it should cater to needs that are necessary for real-life occupational practice. (NOU 2008 -18, Stene et al 2014:9). Furthermore, vocationalisation has the ambition to show how common core subjects are relevant to the vocational education program. This is done by adapting content, methods and learning activities to the target occupation or trade (Repstad 2013:7).

The main goal of vocationalisation is improved vocational relevance of education. In practice, this has meant practical and vocational subjects. But other means could serve this end.

(Lauglo, 2005 quoted in Stene et al 2014: 10)

This broad definition includes all forms of approaches and coordination that are done between common core subjects and vocational programs. However, there are multiple ways to achieve such an aim. According to Stene (2014), vocationalisation has had different manifestations in Norway. First, simplification and concretization of the education have been one way to make common core subject more adapted to vocational programs and therefore content and material have been simplified. Brevik (2016) investigated the myths that learners in vocational programs are weak and has poor abilities. She found that some vocational pupils had high proficiency in English even though they had low scores in Norwegian. Second, examples and topics from vocational programs have been the source for vocationalisation. In the English subject, texts and assignments have had stories and issues from situations found in vocational situations, either from the media or from more vocationally adapted textbooks. Lastly, there is a more integrated approach when common core subjects play the part as tools of communication and knowledge. The common core subjects are tools in assignments and task learners must do in their vocational education. (Stene et al 2014, Borojevic 2016)

However, vocationalisation is not an option for common core teachers in vocational education. The Education Act, and its regulations set forward clear demands that the common core subjects must be tied to the pupil's vocational program, or that this program needs to be reflected in the teaching and methodology of the common core subjects (Education Act §1-3, 2010). The English curriculum, which we are looking more closely at in this thesis, has competence aims that are directly tied to the pupil's vocational programs. For instance, there is a competence aim that says that pupils should be able to *use own notes to write texts related to one's education program*. Also, pupils should be enabled to *understand and use extensive general vocabulary and an academic vocabulary related to one's education program*. (Knowledge Promotion, 2006/2013).

That said, vocationalisation of the English common core subject finds itself in the field of tension between three different objectives. According to Stene (2014), these objectives are to meet working life's demands for competencies, include weaker learners with poor abilities and secure learners sufficient competencies so they have the possibility to seek higher education or universities (ibid). The field of tension is visualized in figure 2 (Stene et al

2014: viii) below and approaches for coordination between English common core subject and vocational education numbered 1-4

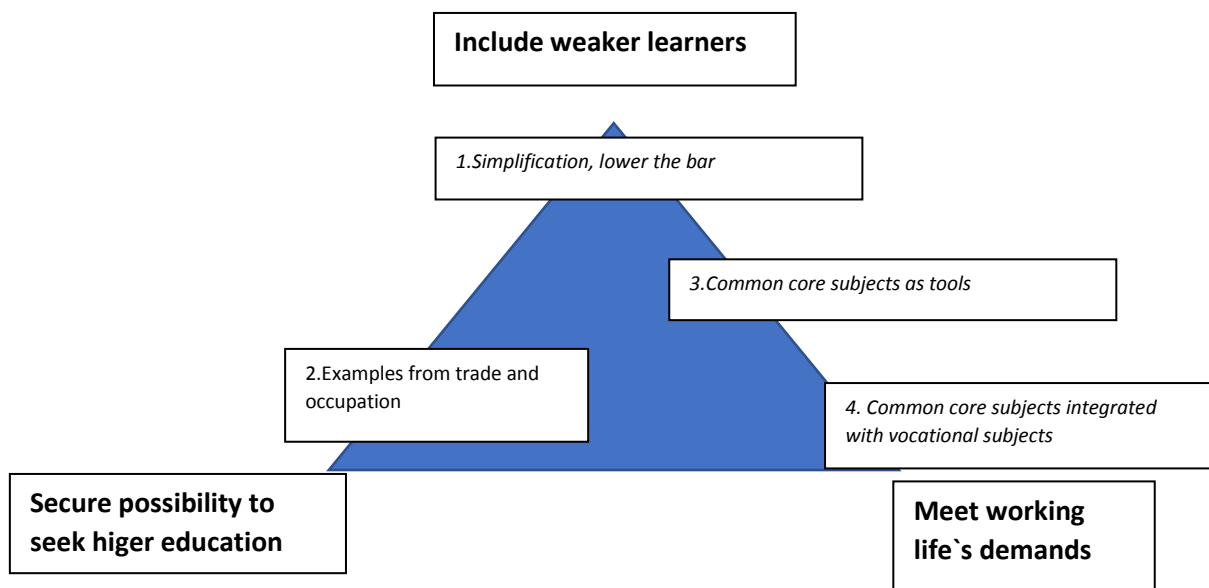


Fig 2.2 (Stene et al 2014: 16) [my translation]

2.5 Basic skills

“Basic skills are fundamental to learning in all subjects as well as a prerequisite for the pupil to show his/her competence and qualifications” (Framework for basic skills 2012:5). There is no doubt that proficiency in basic skills is vital in all form of communication. Likewise, to master your own learning, one must possess the tools to do so. One must be able to read, write, talk, do numbers and use ICT in one`s learning process. The framework for basic skills (UDIR 2012), highlights what is required at different levels. In turn, the framework has been adapted to the common core subject curriculum explaining e.g, what it means to express oneself orally in English. Moreover, the Common European Framework of Reference for Languages also brings a broader focus to the basic skills needed for second language acquisition. (CEFR 2001) The CEFR influenced the English curriculum and the Knowledge Promotion and all the five basic skills are included in the curriculum (Ministry of Education 2014:7) Thus, there are European Language Portfolios (ELP) that help learners to self-assessment and to work towards a higher proficiency in the basic skills necessary for language learning (retrieved from <http://elp.ecml.at/>). Also, the CEFR and the portfolios categorize pupils in five different levels based on their proficiency and skills in language

comprehension and language production. The linguistic aspect, nevertheless, is obvious but the European framework for basic skills also focuses on the cultural aspect of language learning and set out two main areas, general competencies, and communicative language competencies. (Council of Europe 2001, Mürer 2015:13)

General competencies, in the CEFR, describe what knowledge learners must acquire in order to communicate in a complex and multicultural world. How to avoid misunderstandings and how learners in their communication are going to be sensitive and express cultural awareness. Furthermore, general competencies also include learners' skills as learners and to what extent they have strategies within fields of acquiring a second language. Cognitive styles e.g if the learner is approaching learning in a holistic, analytic or synthetic way (Council of Europe 2001:105). Similarly, it describes learners' attitudes towards learning e.g. attitudes such as the learner's degree of openness, interests in peoples, ideas and cultures (ibid). More specific competencies in language learning strategies will include an awareness of identifying differences in sound and phonological features in their mother tongue and in their target language (ibid).

On the other hand, communicative language competences are more language-oriented and are based on three components (Council of Europe 2001:108).

First, the linguistic aspect covers range and control of vocabulary and to what degree the learner has a linguistic ability to express himself without searching for a word or restrict what he wants to say. Further, grammatical accuracy and orthographical correctness are features of linguistic competence (ibid).

Next, sociolinguistic competence is the learner's ability to understand and to identify "what is smart to say". This includes the competence to say appropriate things in the right social context, further, what is polite to say and to understand idioms regarding folk wisdom and social relations. Recognizing dialects and accents are also a component of sociolinguistic competence (ibid).

Finally, flexibility and have the ability to adjust formulation depending on recipient and circumstance are within pragmatic competences. Learners should be able to express thematic development in a coherent manner and with organizational patterns. Moreover,

they should be able to use cohesive devices which make spoken and written discourse flow smoothly (Council of Europe 2001: 125).

2.5.1 The basic skill writing

I have in section 1.1 and 1.2 discussed the importance of the basic skill writing and therefore it is logical to include this subchapter on writing. The teaching methods in English language teaching prior to the 1970s did not have a special focus on writing. Both the Direct method and the Audiolingual method had their focus on listening and speaking more than writing (Skulstad 2018:140). The current curriculum in Norway and the communicative competence paradigm have, as previously mentioned, all five basic skills as the foundation for language learning and a broad textual competence including linguistic, sociolinguistic and pragmatic competence. In addition, one must have cultural awareness and genre awareness in order to fulfill one's communicative purpose (Skulstad 2018, Council of Europe 2001). According to the CEFR, written production includes a wide range of genres ranging from creative writing, articles, essays, reports, posters, and note-taking among others (Council of Europe 2001:61). Harmer (2015) referred to in Munden & Sandaug 2017, talks about two types of writing. On one side we have "writing-for-learning" which is a personal strategy for acquiring knowledge and understand subject related matters. On the other hand, we find "writing-for writing" which is the production of different types of text with the purpose of communicating with a receiver (Munden & Sandhaug 2017:321) In this thesis we are looking at the "writing-for-writing" concept of the basic skill -writing.

There are two major approaches to writing in language teaching. The process-oriented writing and the genre-based approach (Skulstad 2018:140-143). The former has its origin from the USA and focuses traditionally on the process whereas the latter comes from Australia and is sometimes referred to as the Sidney-school. This method has an active teacher that guides the learner through questions, models and explicit genre examples of writing.

The process-oriented writing (POW) put a lot of the responsibility of the writing on the learner and his peers. The POW is a highly collaborative way of producing texts with several stages in the writing process. These stages include prewriting, drafting, response groups, revising and publishing (Skulstad 2018:141). The goal is that collaborative writing and

responses should give the learners a meta-awareness of writing (ibid). The teacher's role in this approach is to be a facilitator and to encourage the learners in their process.

However, the POW approach is challenged by a more genre-based approach where learners are introduced to a discourse community where different genres are taught explicitly and where the teacher is modeling text production. This modeling should give the learners scaffolds in their own writing. Producing texts jointly together with the teacher could also be a step before learners are expected to write their own text (Helstad & Hertzberg 2013: 229, Skulstad 2018:145).

3 METHODOLOGY

3.1 Introduction to the method

There are two main methods of collecting data for analysis in research: quantitative or qualitative methods. A quantitative method describes a research problem through the description of trends and relationships among variables. The qualitative method describes and explores a phenomenon and the literature review plays a minor role but justifies the problem (Creswell 2014: 40).

According to Creswell, there are five steps in a quantitative data collection process (Creswell 2014:158). First, one must determine the participants to study. Second, obtaining permissions both from individual participants in the study, organizations and the Norwegian Social Data Service (NSD). Third, consider what types of information to collect. Fourth, decide and select an instrument for the study. Lastly, have a plan to collect and administer the data collection process.

3.2 Research design

The research problem for this thesis as stated in section 1.1.2 was to address an important aspect of the drop out from vocational education. The common core subjects e.g English are contributing to the dropout because vocational pupils fail more than their peers who are attending general studies (Stene et al 2014:92).

The research questions I arrived at after reviewing the literature and previous research in the field of English on vocational programs, were directed toward the pupils' perspective and what attitudes, beliefs, and opinions they had about teaching approaches in English. Furthermore, I wanted to find out what factors might contribute to a more motivating, educational and fun English teaching for the pupils. According to Creswell, quantitative research can examine variables and how they might influence each other (Creswell 2014:27). I wanted to find out how independent variables like content, teaching approaches, teachers, etc influenced the dependent variable motivation.

I, therefore, decided on a quantitative research design that could describe trends in attitudes, opinions, and behaviors namely, the survey design. The cross-sectional survey design collects data at one point in time and it allows for two or more educational groups to be compared (Creswell 2014:403-404). This worked nicely for my investigation which has

five different educational programs included and I wanted to find out what these groups viewed to be motivating English lessons.

The data was collected with a web-based instrument in the form of a questionnaire with closed-ended and open-ended questions. I will return to how I designed the questionnaire and collected the data in section 3.4 and 3.5 respectively.

3.3 The participants – sampling

My research problem was to investigate whether the common core subject English can reduce the drop-out rate from vocational education programs by addressing the pupils' thoughts and beliefs of what constitutes a motivational English education. As I pointed out in section 1.1 many pupils find the common core subjects too theoretical and too little relevant, and vocational pupils often drop out of their education because they fail in e.g English (Stene et al 2014). The research problem addresses vocational issues in the upper secondary school system in one of the counties in Norway, therefore, the participants should be pupils from vocational education programs in that specific county.

The total population for my research problem was all vocational pupils in Norway. Drop- out rates in vocational education may refer to a class, a school or a county. Preventing drop out is a national educational challenge and has been addressed through several initiatives and research (White Paper 20,2012-2013). However, for the purpose of this thesis, the target population was vocational pupils in the county. There were more than 6600 pupils in the upper secondary school system in this county and approximately 2800 of these were pupils on the eight vocational education programs which were available. Obviously, the entire target population was too large for this student project, therefore, I had to decide on an appropriate sample size.

According to Cresswell, there are two main sampling strategies in quantitative research design. A more rigorous probability sampling that could set the stage for a representative sample of which the data collected could be generalized to the target population as a whole, or a more random nonprobability sample who would be the respondents that are available for research (Creswell 2014: 161, Dörnyei 2003) The most common sample type in L2 research is a nonprobability convenience sample, sometimes referred to as an opportunity sample

(Dörnyei 2003:72). The latter type of sampling was chosen for this thesis due to the fact that I had connections with principals and department managers in two of the schools in the county, and before this project started, they had given me the opportunity to conduct research for a possible MA thesis. Furthermore, the two schools were chosen because they are different in class organization, size, teachers' background, and educational profile and could be interesting schools to compare with respect to the motivation for the English subject.

3.3.1 Schools

The data is collected at two different schools in one of the counties in Norway. School No1 is a medium sized upper secondary school in the county with approximately 550 pupils. This school has both vocational and general studies and is labeled a combination school. There are 204 pupils registered in vocational classes spring 2018 and these classes have mandatory English common core subject. However, not all pupils are attending the English common core subject due to various reasons for exemption. This could be that some pupils have chosen a new vocational program that indicates they have completed the English course previously. Another reason might be that they have dropped out of their education completely or they are only studying the vocational subjects because of adapted education purposes designed for individual pupils.

Teachers in the English subject at school No1 have lessons both in vocational and general studies. Hence, there are no designated English teachers for vocational classes which means that English teachers alternate between vocational and general academic classes. This thesis is not looking into teachers' views on motivating and meaningful English lessons and therefore we will not find the teachers' perspective. On the other hand, we are investigating what role the teacher has on pupils' motivation which makes the teacher an independent variable of pupils' motivation and mastery of English as a common core subject.

School No2 is a school that offers vocational education only. It is a minor school in the county and has around 200 vocational pupils. The school has five different vocational programs and there are no general academic classes on campus. The English teachers, therefore, cover many vocational programs and some of the classes in common core English

subject are a combination of various vocational programs. E.g building and construction pupils have English lessons together with arts and crafts pupils. The English teachers are organized and sit together with the vocational teachers. Hence, they are an integrated part of the vocational program and not organized in the language department or common core department.

3.3.2 Pupils

The pupils are attending the first and second year of vocational education and training (VET). Most of the pupils are between 16-18 years old and they live either in small local communities e.g towns and villages or they live in more rural surroundings in the county. In both schools, a minority of the pupils commute from more urban areas. The sample size, as mentioned in section 3.3.1, is a total of 204 at school No1 and 230 at school No2, altogether 434 pupils.

Dörnyei states that one needs more than 50 participants to measure the statistical significance and 30 or more people to have a normal distribution. Further, the sample should be 1%-10% of the target population “depending on how careful the selection has been” and have a margin to “provide for unforeseen and unplanned circumstances” (Dörnyei 2003:74). I concluded, therefore, that my sample was large enough for statistical analysis and to allow some drop-out of the pupils in the sample e.g if they decline to participate or did not submit valid answers.

After the second year of VET, the pupils can apply for an apprenticeship within their field of education or they can take an extra year of additional school subjects which qualify for attending higher education or universities. Normally, approximately one-third of the VET pupils seek apprenticeship and 25%-30% continue to study for higher education. The rest of the pupils either drop out or continue on other vocational programs (UDIR 2016). Anyhow, they do not study more English because after year 2 the VET pupils have completed mandatory English requirements in upper secondary school.

3.3.3 Permissions

Before one can enter a school or any other institution for data collection purposes one must obtain permission to do that (Creswell 2014). The data collection for this thesis had to seek three different permissions.

First, the local authority in the participating schools in the survey had to give their consent to collect data in the school's vocational classes. There are many surveys and a lot of interest groups that would like to use schools to gather data. My experience has been that there sometimes are too many surveys and questionnaires and that ordinary education is disturbed too often. Creswell states that the best way to ask principals and managers is to write a formal letter where one includes the purpose of the study, the time one will need, and how data and results will be used (ibid). I did not write a formal letter but contacted the principals by telephone. When I got their permission, I sent emails to the department managers of the vocational programs and planned details for my survey like dates and logistics surrounding the data collection. In turn, exact appointments were made with the individual teachers for each class.

Second, the participants in the survey must also be informed of the purpose of the study and give their written consent to participate. I wrote an *Informed Consent Form* that was handed out to all pupils in the sample (appendix A). In the informed consent form, they were informed that their participation was voluntary and that they had the right to withdraw at any time. Further, it said what the purpose of the study was and that there were no known risks for them taking part in the survey (Creswell 2014:167). Since all the pupils were 16 years or older, parental permission was not needed.

Third, The Norwegian Social Science Data Services (NSD) must give permission to gather data for research purposes. My investigation includes pupils' answers to both closed-ended and open-ended questions. In addition, I have asked about grades, attitudes, and teacher-related issues. The application to the NSD was submitted before I started to collect data and they gave their permission. However, no sensitive information would be collected through the survey. The approval from NSD is found in Appendix B.

3.4 Research tools

In section 3.2 I described the research design for my investigation into motivation and English education. The questionnaire was chosen as the instrument for data collection. Dörnyei has listed some of the pros and cons of using questionnaires in second language research. The advantages are their efficiency with respect to time, cost-effectiveness and that they can collect data from a large number of participants with limited effort particularly

through computer software and web-based approaches (Dörnyei 2003:11). Creswell also states that web-based questionnaires are effective, but one should be aware that web and mailed questionnaires may have low response rates (Creswell 2014:410). Disadvantages of using questionnaires in L2 research could be their need for simplicity and that respondents give superficial answers by not using enough time or being unmotivated (Dörnyei 2003).

Nevertheless, to ensure a high response rate on my questionnaire I designed a unique web address for my questionnaire. Further, I used Microsoft Forms, which is a web-based survey program in the MS office 365 application and linked my questionnaire to the web address. The web address was then put in the informed consent formula the pupils received prior to their participation in the survey. When they approved their participation, they could easily log on to the questionnaire on their PC, tablet or mobile phone. The questionnaire in Microsoft Forms is found in Appendix C.

3.4.1 Designing the questionnaire

I had five objectives that I wanted to include in the questionnaire. They were

- Backgrounds variables like school, L1, gender, educational program, grades, and attitudes toward the English subject.
- Content, activities, and teaching approaches in English lessons as reported by the pupils.
- Vocationalisation and perception of how English was adapted to their vocational program.
- The teacher's role and how the teacher affects motivation.
- Basic skills and especially motivation for basic skill writing.

Dörnyei claims that the temptation is always to include too much, and a questionnaire should not be longer than 4-6 pages (Dörnyei 2003:18). I had more than 6 pages, however, my questionnaire was electronic, and the questions were found in one running document. Moreover, it was well within the timeframe of 30 minutes suggested by Dörnyei (ibid).

The questionnaire was anonymous, and I did not ask for sensitive information in accordance with my permission from NSD cf. section 3.3.3.

I decided to cover all my five objectives in the questionnaire with 47 closed-ended questions with response options organized in a Likert rating scale. 45 of the closed-ended questions

had an original Likert scale with five response options allowing also for pupils to be neutral or uncertain (Dörnyei 2003:37). Two of the closed-ended questions had other response options. In addition, the questionnaire included two open-ended questions where the participants provided their own responses to the questions. “Open-ended questions allow participants to create responses within their cultural and social experiences instead of the researcher's experiences” (Neuman 2000 in Creswell 2014:413). I wanted to hear from the respondents in their own words of what they found to be motivating English education and what variables they emphasized. I knew that categorizing open-ended responses into themes might take considerable time but hoped such questions could bring more verbal responses and broaden my quantitative data (Creswell 2014). They were, however, placed at the end of the section in which they appeared to avoid potential negative consequences with participants aborting the questionnaire due to extra workload (Dörnyei 2003:62).

The last decision to make about the questionnaire was whether it should be written in English or Norwegian. My assumption was that many of the vocational pupils and some of the multilingual pupils had low proficiency in English. This survey's intention was not to investigate their competence *in* English but to find out their attitudes and opinions *about* English education. Therefore, the questionnaire was written in Norwegian and this is also supported by Dörnyei (2010) who states, “the quality of the obtained data increases if the questionnaire is presented in the respondents' own mother tongue” (Dörnyei 2010 quoted in Rønnestad 2015).

3.4.2 Pilot – testing of the instrument

I tested the questionnaire for multiple reasons. First, I wanted to find out if there were any misunderstanding or ambiguity in the wording and language. Second, I wanted to control the web-based solution and if the link worked and whether I could monitor the completion of the questionnaire electronically. Third, I wanted to test how long time it took to complete the questionnaire both in terms of the fastest, the slowest and the average time it took to complete. This was important in order to communicate with my participants how much time I estimated they would have to use. Fourth, I had to test the transfer of data from the MS

Forms electronic questionnaire and into an Excel spreadsheet where the data analyses would be performed.

The questionnaire was tested in two vocational classes by me and a fellow teacher in English. Minor adjustments were made in the questions, but the web solution and data transfer worked beautifully. The average time it took to complete the questionnaire was less than 12 minutes.

In addition, I had informal conversations with the test groups about what they saw as the pros and cons of the questionnaire and potential pitfalls for pupils who should answer this survey in the future.

3.5 Collecting data

I used two different approaches to data collection at the two participating schools. At School No 1 I made separate appointments with English teachers in all vocational classes at the school. I was personally involved when the purpose of the study was introduced and the informed consent formula was distributed. From school No1 there are 154 respondents on the questionnaire and which amounts to a response rate of 75.5%. This high response rate might have been influenced by the fact that I administered the data collection myself. I handed out the informed consent formula and provided the internet address for the questionnaire in all 15 vocational classes at school no 1. Moreover, the pupils came from four different vocational education programs and all the programs at school no 1 were represented. There might be an ethical issue due to the fact that I administered the data collection myself and that possibly participants felt they had to participate because I as a researcher was present. I will return to this in section 3.7 below.

At school No2 I was not present when the data collection was carried out. I had made an appointment with the department manager on campus. He sent my form of informed consent and the web address to his English teachers with a strong recommendation of support for my research initiative. My role as a researcher was to remind the head- teacher and English teachers about the questionnaire which I did on two separate occasions. Moreover, I also said I could come to school No2 and participate in the data collection.

I had hoped that at least 50% of the pupils at school No2 would have participated in this survey so that the results from school No2 could represent the whole school and open up the possibility of comparing a combination school (No1) and a vocational school (No2). My effort, however, led to 29 responses from school No2. There are approximately 230 pupils at school no 2, hence, the response rate is less than 13 %.

The conclusion was that the two classes that reported back from school No2 were handled together and included in reporting with all the respondents as a whole, and in its vocational program. Therefore, this thesis has five different vocational programs to base its conclusions on.

3.5.1 Coding the results

The questionnaire was constructed with questions from five categories: background variables including attitudes to the English subject, activities, and content in lessons, vocationalisation, teacher-student relationship and finally basic skills c.f section 3.4.1. The presentation of the results will follow this outline to a large degree but also include pattern and trends from the participating vocational programs.

The response alternatives ranged from 1 – 5. They were based on the well tested and popular Likert scale with an interval scale and equal intervals among responses to the question (Creswell 2014: 185). In this survey 1 strongly disagree, and 5 reports strongly agree. Response 2 disagrees and answer 4 stands for agree whereas response 3 indicates that the respondent was neutral or that he or she had no specific positive or negative attitude towards the question.

Table 3.1

Response option	Value
Strongly disagree	1
Disagree	2
Neutral or uncertain	3
Agree	4
Strongly agree	5

However, question 31 that asked “How often do you work with motivating and activities that you find educational and meaningful in English lessons” also had 1-5 response alternatives but they have a different coding where they were asked to report if this happened *always* –

often- occasionally- rare or never. Question 1 -6 were background or control variables like the educational program, age, gender, grades, first language, etc.

The results have been exported from the questionnaire via Forms to Excel for data administration in a spreadsheet. The responses were accumulated and they have been summarized and presented in percentages on each question.

3.5.2 Analyzing and interpreting the data

The data obtained from the questionnaire was imported and analyzed with an Excel spreadsheet. According to both Dörnyei and Creswell, the standard method of analyzing data and describe trends is by applying statistics and statistical procedures. My data was analyzed by using descriptive analysis or descriptive statistics. Through descriptive statistics, one calculates central tendencies like mean (average), median and mode and variability with variance and standard deviation. (Dörnyei 2003: 114, Creswell 2014:203). This type of analysis does not allow any generalization beyond the actual sample (Dörnyei 2003)

The open-ended questions were categorized into themes, in many ways like qualitative data. The categorization of the verbal responses was coded in elements or key points that corresponded with the main objectives in the questionnaire (Dörnyei 2003:117) cf. section 3.4.1 above. However, there was a need for data cleaning with respect to the verbal responses and responses that did not fit in the five different categories of the questionnaire. They were not included and, therefore, defined as impossible or incorrect data (Dörnyei 2003:103, Creswell 2014:201).

The data was presented in tables with summaries of the results and figures to visualize various characteristics of the data (Dörnyei 2003:125)

3.6 Limitations

In section 3.4 some of the advantages of the questionnaire and survey design research was mentioned. They were among others according to Dörnyei (2003) time- and cost- effective. There are, however, disadvantages which may lead to limitations in this type of investigations and research. Moreover, these limitations should be noted when one analyses

and interpret survey results. In this cross-sectional survey design, I have identified the following limitations.

First, a questionnaire must be simple, easy to understand, and not take too much time to complete. Hence, the responses one collects will not be thorough nor include deeper insight beyond the posted question (Dörnyei 2003). In my survey, the respondents have expressed their opinion on the question I have asked them, but I do not have insight in what makes e.g. textbooks so little motivating or why many pupils like to have English lessons in the workshop. However, to get more insight I have included open-ended questions where the respondents may elaborate on some of the aspects of motivating English education. Even so, these questions could not give the insight that e.g. an interview would provide.

Second, the cross-sectional survey design collects data at one point in time (Creswell 2014:403). The opinions the respondents displayed at this time could change and their beliefs and opinions could be different another point in time because of other experiences. A longitudinal survey design could pick up if attitudes and opinions changed over time (ibid). My data was collected in April 2018 and the same pupils could have other responses in June due to other influences or circumstances.

Third, the questionnaire is written, and the pupils must read and understand what the question is all about. The respondents' literacy is crucial for success and valid answers. One does not necessarily know the reading ability of the sample beforehand. If questions are unclear or too wordy it could be intimidating or not within the participants' ability to answer (Dörnyei 2003:11, Creswell 2014:415) There is little opportunity in a self-completed questionnaire for the researcher to check if the participants have understood the question correctly. Obviously, an interview would cater to these limitations and make it easier for the researcher to clarify and make sure the question was understood properly.

Fourth, the research data could have limitations because of bias. There are various forms of bias one might encounter in a questionnaire response. People do not always give a true answer and they sometimes answer what they think the "appropriate" or expected answer might be (Dörnyei 2003). Participants may also report that they are better than they really are. In my questionnaire, there were very few questions which could challenge the participants' social prestige. There was one question, however, about what grade they had

achieved in the subject English on their last report card, but in my opinion, this should not be a problem to answer. Also, the result of this question in my data had an anticipated normal distribution which indicates that the participants have answered truthfully and valid.

Fifth, the fact that I administered the data collection myself in many of the English classes at school No1 could have influenced the high response rate from that school. Some pupils might have felt they had to participate and they could have been biased on some of the answers they gave.

Lastly, the response rate is also crucial for a self-completed questionnaire investigation. A typical high response rate is above 50% and considered adequate for most surveys (Creswell 2014: 433). My survey has a total of 42.2% response rate, however, school No1 has almost 76% return. cf. section 3.5 and 3.5.2

3.7 Ethical concerns

The survey design of data collection has some potential ethical issues. First and foremost, no harm should come to the participants as a result of their participation. This is the governing principle (Dörnyei 2003:91).

In my data collection, all participation was voluntary and the respondents were anonymous when they logged on to the questionnaire. The response produced an ID number but I had no possibility to find out who had that ID number because it was randomly issued when you entered the web site. The questionnaire did not ask for any sensitive information.

It is also within the ethical concerns that the person who administers the data collection presents himself, the purpose of the study and that it is voluntary and that one might withdraw at any time. Further, it is important that one is polite and do not react negatively if some pupils decline to participate.

Some pupils may have felt they had to participate and that the voluntary participation was not real because I was present and it was "my" research. There is also some danger that responses could be biased due to my presence and the respondents' answers reflect their opinion of me as a teacher and not their opinions of EFL education.

3.8 Reliability and Validity

It is important that research is trustworthy and that its conclusions and recommendations are rooted in facts and are consistent with what the research set out to answer and find explanations for. In this thesis, reliability means that the scores from the questionnaire are stable and consistent and that individual respondents answer closely related questions the same way (Creswell 2014:177). Further, good reliability of the instrument provides more or less the same scores when the researcher uses the instrument multiple times at different times (ibid). Validity, however, measures whether the scores and the interpretation of the scores support the larger purpose of the study or that it is meaningful (ibid). According to Dörnyei validity is to what extent the instrument measures what it has been designed to measure (Dörnyei 2003:110).

There are several ways to control the reliability of the instrument. Creswell points out some factors that could result in unreliable data and one should try to avoid these (Creswell 2014:177).

First, ambiguous and unclear questions on the instrument could lead to unreliable results. I had the instrument tested twice before I administered the data collection for this thesis. In a pilot study prior to the present research, I used some of the same questions as in the current thesis. The purpose of that pilot study was also to measure attitude, opinion, and beliefs about English education (c.f section 1.1). In addition, I used some of the questions from the “elevundersøkelsen” provided by the Directorate for Education and Training (UDIR) every year. Further, I had the questionnaire pilot-tested on two school classes c.f section 3.4.2 and had unstructured interviews with those who answered it. The two classes from the pilot-testing were also participants in the data collection for the current MA thesis, and their answers were consistent and stable *both* in the pilot-testing of the questionnaire and the pilot study from autumn 2015. The reliability of the instrument is therefore subject to what Creswell outline as *test-retest reliability* and *alternate forms reliability* with the pilot-testing of the questionnaire and the pilot study from 2015, respectively (Creswell 2014:178).

Second, the administration of the data collection followed the same procedure with the hand out of the informed consent formula and the web-address to the instrument. All data collection was done in ordinary school hours between 9 AM and 3 PM. Such standardized procedure also contributes to reliable scores on the questionnaire (ibid).

Third, if participants are fatigued, nervous or misinterpret questions one could also get unreliable scores (Creswell 2014:177). There was no reason for the participants to be nervous and the informed consent also stated that there were no known risks for them and they were also granted anonymity. Further, for most of the participants, I as the researcher was present and could answer any ambiguity and clear up in any misunderstanding if they contacted me during the data collection.

Dörnyei states that the reliability of the questionnaire should meet at least one requirement that of *internal consistency* (Dörnyei 2003:110). Internal consistency should satisfy two conditions. One is to use multi-item scales wherever possible and they should measure the same target area (ibid). In this current thesis, multi-item scales are used throughout the questionnaire with a Likert scale. Further, there are more than 47 questions that cover the same target area of motivational English education in four different categories. A single-item scale is only used for background information like class, grade, gender, etc. where there is only one valid answer.

The validity of the data is tested with *content-validity* and *response process* (Creswell 2014:180). The former is tested through consultation with fellow teachers of English, previous MA theses found in the bibliography of this paper. The latter has been, as previously stated, done through pilot-testing and unstructured interviews with participating pupils and teachers. Moreover, the descriptive statistics of the collected data provide results that are consistent with similar research and their findings on some aspects of English education like motivation, vocationalisation, content and the teacher's role. (Rønnestad 2015, Storevik 2015, Wendelborg 2014, Stene et al 2014).

The open-ended questions c.f section 4.5 and figure 4.16 also contribute to the validity of the data because they are verbally answering many aspects of the purpose of the study and the research questions stated in section 1.2. The responses in the open-ended question may serve as another source for validity and we might use these responses as triangulation or corroborating evidence (Creswell 2014:283). The answers in the open-ended question are found in Appendix E.

However, to what extent my findings are representative of the target population in the county one should exercise caution. The descriptive statistical analysis I have done does not

allow for generalizability beyond my sample (Dörnyei 2003:114). The number of informants is too small, and I have not done inferential statistical analysis with calculations of correlations and internal consistency e.g Cronbach Alpha (Dörnyei 2003:112). On the other hand, my sample represents the overall distribution of vocational pupils in the county with some exceptions.

Table 3.2

Number of pupils in the county vs Sample for this thesis				
Programs	N=County	County %	Sample %	Diff
BA	360	13 %	12,00 %	1,11 %
DH	150	5 %	0,00 %	0,00 %
EL	307	11 %	11,00 %	0,18 %
HO	820	30 %	41,00 %	-11,14 %
NA	142	5 %	0,00 %	0,00 %
RM	120	4 %	0,00 %	0,00 %
SS	300	11 %	15,00 %	-4,08 %
TIP	547	20 %	21,00 %	-1,08 %
TOTAL	2746			

Table 3.2 shows that the sample represents proportionally most of the vocational programs in the county. There are, however, too many pupils in the sample that represents Healthcare, Childhood and Youth Development (HO) and three minor vocational programs are not represented in the sample at all.

Still, the current study can hopefully contribute to informing teachers on motivating English lessons on vocational programs. After all, my sample represents the pupils' voice of what they view to be motivational and educational EFL teaching.

4 RESULTS

This thesis aims to investigate what pupils in vocational programs deem as motivating English lessons. We are looking at motivational factors like content, organization, teacher attitude, vocationalisation and what constitutes a motivating English lesson in pupils' view. The primary data collection method was a quantitative method with a questionnaire that was submitted to the pupils electronically and they answered the survey digitally. The results are summarized and found in Appendix F.

4.1 Introduction

In this chapter, the results of the survey will be presented. There is an abundance of information available through the answers the pupils have submitted. Attitudes, beliefs, and opinions of pupils from several different educational programs give too much information to be presented in full about what they say are motivational factors for English education. According to Creswell (2014), the researcher must reduce the volume of information through the presentation of patterns and key findings in the material. Therefore, I will first, present background variables regarding the participants, second, describe trends in the material regarding English lessons and content, third, examine different groups' attitudes and finally, compare two or more groups on independent variables like e.g content and vocationalisation and how they affect motivation. (Creswell 2014: 202).

4.2 General findings from the questionnaire – all students

Altogether 183 respondents answered the questionnaire. The distribution of female and male students has slightly most male students with 99 compared to female students with 83 respondents.

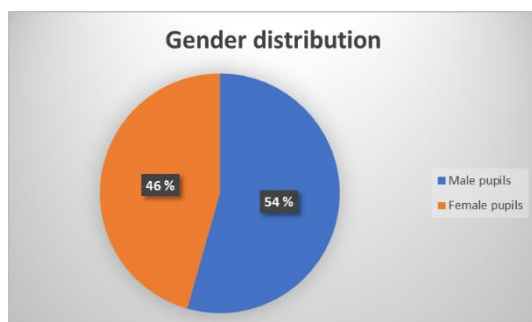


Figure 4.1

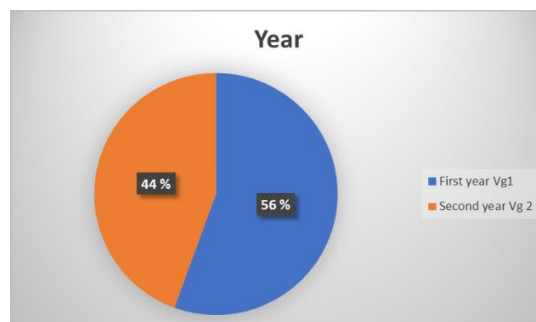


Figure 4.2

Further, there are students from both Vg1 (first year) and Vg2 (second year) with 55.5% Vg1 students and 44.5% Vg2 students. Figure 4.2 shows the distribution of which year the respondents attend. These students represent five different education programs on upper secondary vocational education in the county. In this survey, there is a majority of respondents from the educational program of Healthcare, Childhood and Youth Development, 73 respondents, whereas the other programs have respondents ranging from 20 in Electrician and automation to 37 from Technical and industrial production. The respondents and what vocational program they attend are displayed in figures 4.3 and 4.4.

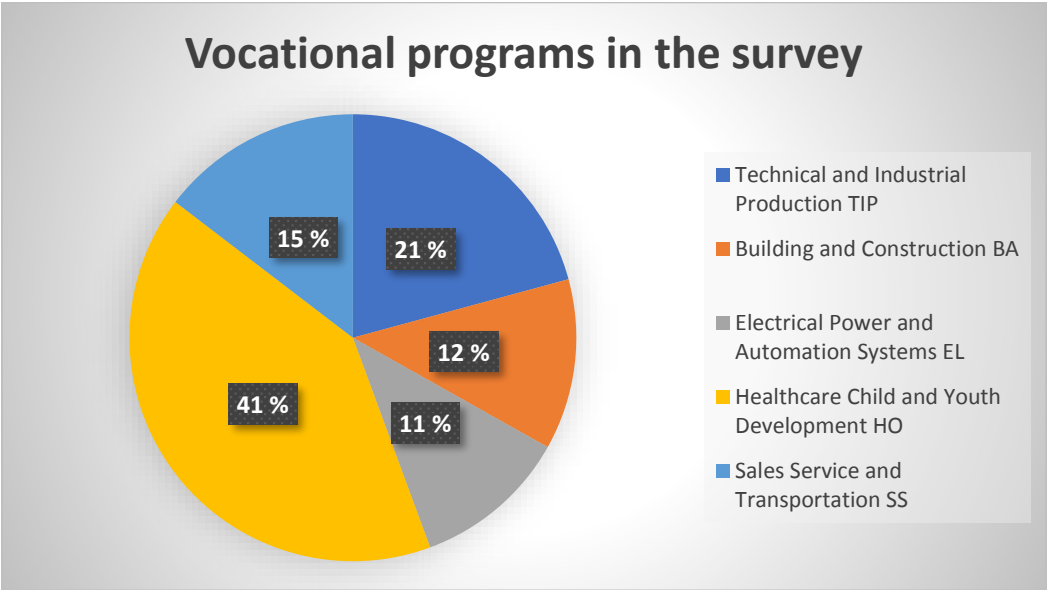


Figure 4.3

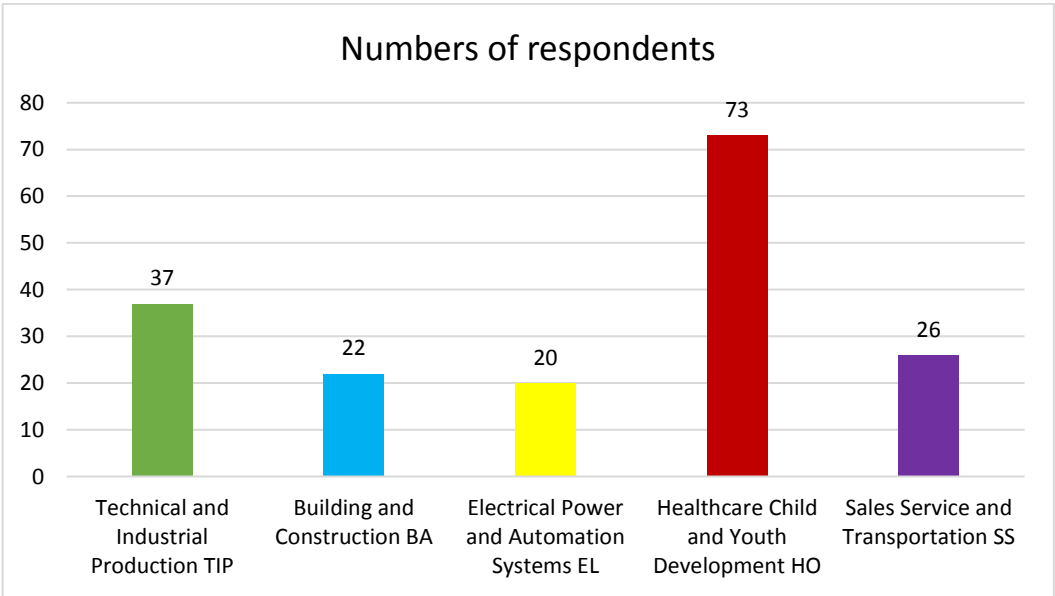


Figure 4.4

The data also reveals that more than one-fifth of the participants have an L1 other than Norwegian. Among the respondents, 22.5% say they have another mother tongue and 77.5% report that Norwegian is their first language.

The grades of the participants are distributed in a normal curve that reflects that most students in this survey have grade 3 or 4 in the English subject. According to the Norwegian grade system for upper secondary education, the grading scale is 1-6 where 1 fails and 6 is excellent. High-performance pupils will receive grade 5 or 6 whereas low-performance pupils will get grades 1 or 2. Figure 4.5 shows the latest result the respondents got on their report card in the English subject for Christmas 2017.

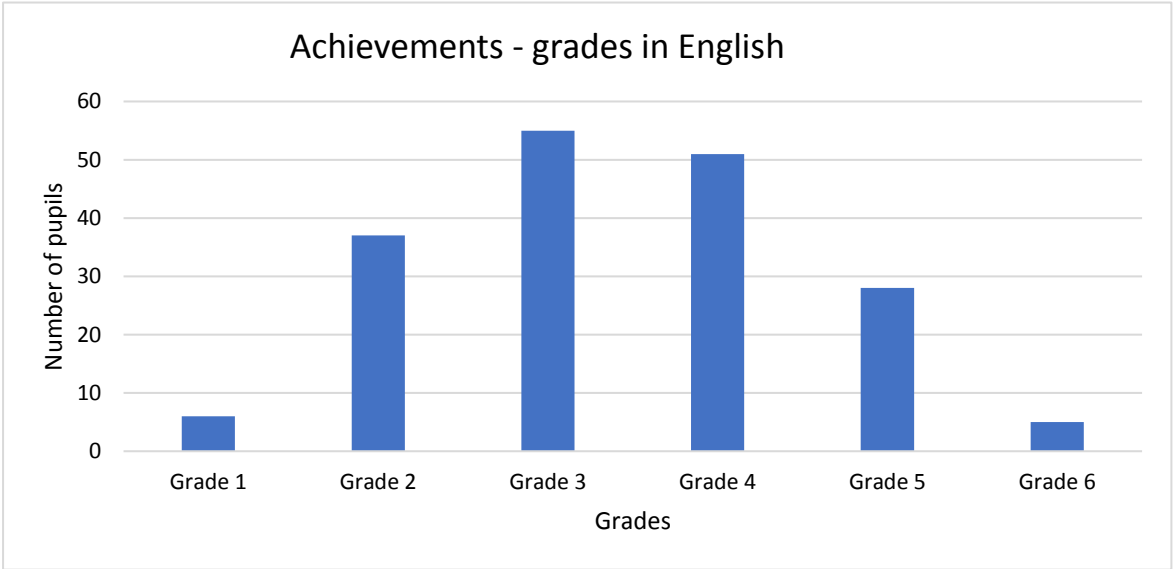


Figure 4.5

The questionnaire asked the pupils about some general attitudes and background information about the English subject. Questions 7- 8- 9 and 10 map pupils` attitudes towards the English subject. First, what status they believe the English subject has. Second, if they find the English subject to be difficult or fun and, finally, if they found the English subject more motivating in lower secondary school.

Pupils in this survey have stated that they think the English common core subject is an important subject. According to figure 4.6, 55% say that they *strongly agree* with English as an important subject and 23% *agree* with this statement. 15% answer that they are *neutral* or do not have an opinion about the importance of the English subject. 5% *disagree* and 1%

strongly disagree that English is an important subject. A majority of 78% of the respondents, however, have a favorable attitude towards the importance of the English subject.

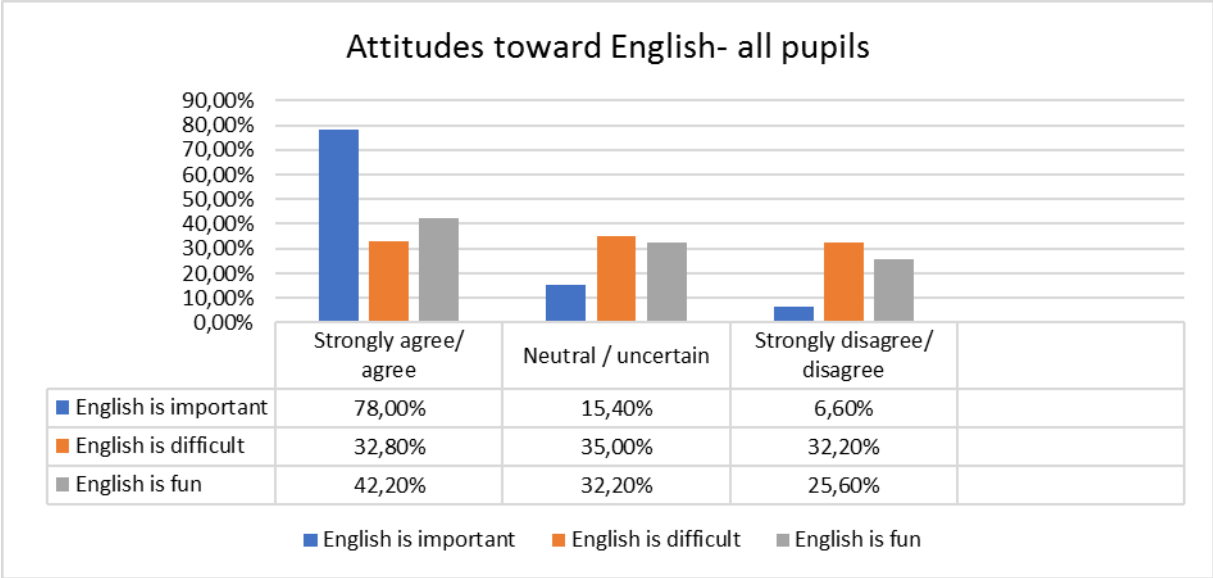


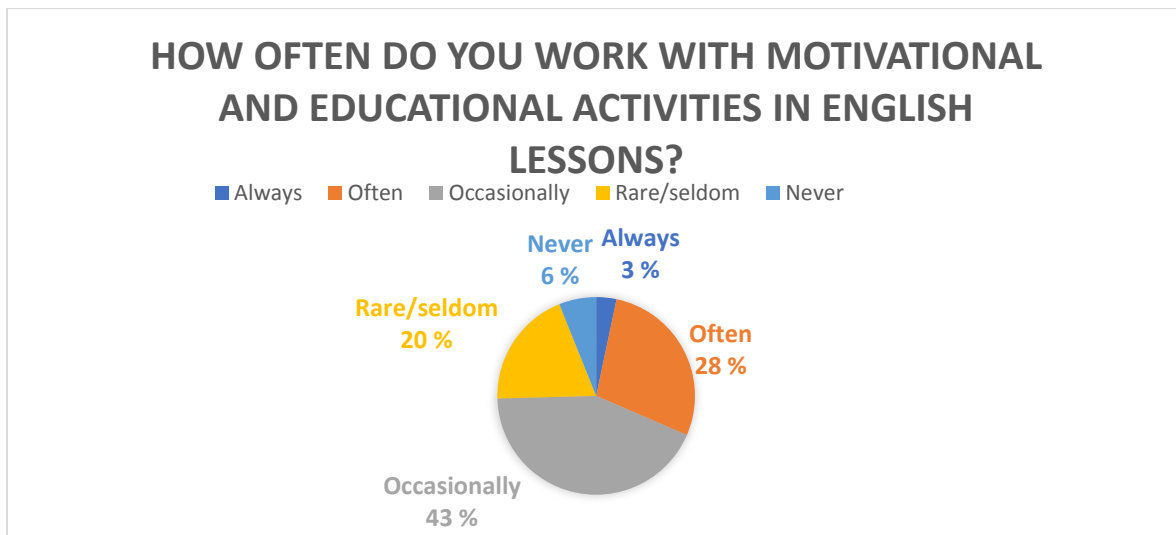
Figure 4.6

On the other hand, there is a lower score when respondents are asked to weigh in if they find the English subject difficult. 20% say they *strongly agree* with the notion that English is difficult. Another 13% of the pupils report that they *agree* with the statement in question 8 “I think English is difficult” This indicates that one-third of the pupils (33%) to some degree report that they find the English subject on vocational education difficult. The data further reports that there is a three-way split in answers when 35% of the respondents say they are *neutral* to the statement about English as a difficult subject. Whereas 32% either *strongly disagree* or *disagree* that they find the English subject to be difficult. This is one of the statements in the questionnaire with the largest spread of responses. The standard deviation (SD) is 1.32 on this statement and the average score is 3.04. This indicates that there is a spread in the responses and that there are many responses that deviate from the average score. Again, this is supported by the three-way split of the participant group on this statement which further reveals that there are pupils on vocational programs with very conflicting views on to what degree they find the English common core subject difficult.

4.2.1 Activities and content in English lessons.

This section deals with activities and content in English lessons, i.e what specific activities and content pupils find to be motivating and what they think support learning in English. It also asks about attitudes towards the organization of English lessons and approaches how pupils work together or alone in lessons, and what arenas they use when learning English.

Question 31 sums up what pupils say about their current situation when it comes to activities and content in English lessons. The question asks, “How often do you work with motivational and educational activities in English lessons?” Figure 4.7 shows there are 181 responses to this question and 6 pupils say they *always* do that. 51 pupils state that they *often* work with motivating and educational activities. 76 answers say they *occasionally* have motivating activities. On the other hand, 35 report that they rarely work in an educational way and further 11 pupils say they never have experienced that English lessons have been motivational and educational. This indicates that 25.4% of the respondents in this survey *seldom* or *never* have had English lessons that support learning in a motivating way. Thus, more than 71% report that they have motivating and educational lessons *occasionally* (43%) or *often* (28%).



N = 181

Figure 4.7

4.2.1.1 Most popular and motivational activities and content

Six statements have a median score of 4 or higher and have an average score of 3.4 or higher in the survey. They are perceived as motivational and educational by the pupils. The modal

score or modus, the score that has been chosen the most, is 4 or higher for the activities that pupils report as both motivational and educational in English lessons. It is worth noting that the statements are asking for more than what the pupils think is fun. They must also reflect if the activity or content contribute to an enhanced learning output, hence strengthens their proficiency in English.

Table no 4.1 shows the six most desirable activities and content in English lessons according to the answer to the questionnaire in this thesis. Three of the response options are connected to the content i.e films, vocabulary, and language-games, and three of the responses refer more to organizational aspects and how content is carried out in the classroom with peer work, conversation, and room-type for lessons (classroom, workshop, laboratory, etc.)

Table 4.1 The six most popular activities for motivation – all pupils

It is motivational for English to...	Strongly agree/agree	Neutral or Uncertain	Strongly disagree/disagree	Mean score	Modal score	Standard deviation SD
(26) See films and working with films	72.2%	20%	7.8%	4.02	5	1.08
(16) Play language games cards and board games	62.6%	20.7%	16.8%	3.66	4 and 5	1.27
(28) English lessons in workshop and other arenas	51.1%	32.2%	16.7%	3.52	3	1.17
(20) Vocabulary and learn new words	50.6%	30.6%	18.9%	3.49	3	1.20
(12) Work in pairs	51.9%	33.1%	14.9%	3.44	4	1.12
(17) Class conversation between pupils and teacher	50%	30%	20%	3.41	4	1.14

Coding: Strongly agree 5 – Agree 4 - Neutral/uncertain 3 - Disagree 2 – Strongly disagree 1

Standard Deviation (SD) indicates the degree of spread in responses.

Mean score or the average score of all respondents on the question.

Modal score: the score that occurs most often.

N=183 (total number of unique responses for this table)

Statement 26 in the questionnaire “ *It is motivational and gives much learning to watch films and work with films in the English lessons*” has an average score of 4.02 and 72.2% have a favorable attitude towards this statement. There are only 7.8% that has an unfavorable attitude and opinion about films in English lessons, the lowest dislike rate in the entire survey. 20%, 36 respondents, are neutral to what extent films enhance motivation and learning output. However, the total score for this statement makes films and working with films the most popular content and activity in the survey.

The second highest score in the field of content and activities is given to statement 16 “*Playing pedagogical language-games, board games, and language cards are motivational and educational English teaching*”. It has received an average score of 3.66 and 62.6% either *strongly agree* (31.3%) or *agree* (31.3%) that games and card can spur motivation and language learning. On the other hand, 20.7% of the pupils are *neutral* to the importance of games and cards and another 16.8% don’t think such content in lessons strengthens motivation for learning.

Further, learning new words and working with vocabulary is a popular content in English lessons. There are 180 responses to statement 20, the median response is 4 and the average score is 3.49. These measurements for central tendency indicates that there are many respondents that have a positive attitude toward this type of content. From the table 4.1, we can read that more than 50% of the respondents, 91 pupils, *strongly agree* (25%) or *agree*(25.6%) that tasks and content dealing with vocabulary and learning new words are important. The remaining almost 50 % of the answers divide between 30.6% who are *neutral* or 11.1% who *disagree* and 7.8% that *strongly disagree* with the notion that learning new words is relevant and motivating for their English learning. They do not find this type of activities motivating.

In this segment where we are reporting on the findings regarding activities and content, there are three statements from the questionnaire that could be categorized as ways of organizing lessons and arranging to learn for the pupils.

- Statement number 12 “ *Working in pairs is motivating for English learning*”
- Statement number 17 “*It is motivating for English learning to work with oral tasks between teacher and pupils (class discussion)*”

- Statement number 28 “It is motivating and fun to have English lessons in other places than the classroom (workshops and specialized subject rooms)”

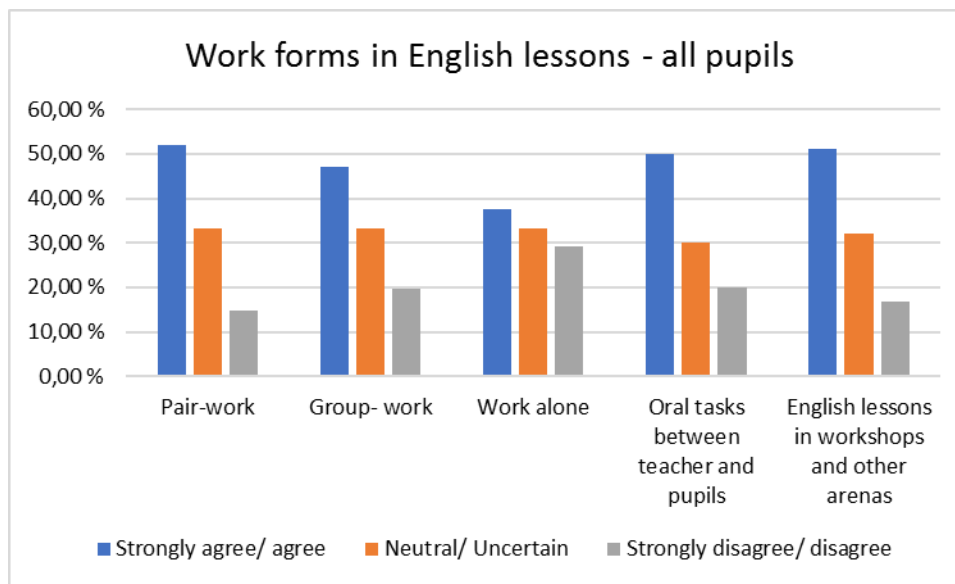


Figure 4.8

First, working in pairs is more desired than working in groups or alone. Pair-work is preferred by more than 50 % of the respondents. The modal score for pair- work is 4 and the standard deviation (SD) is 1.1 which indicates that there is little spread in the responses, and this further indicates that pair-work is an inspiring approach for language learning. However, one- third (33.1%) say that they are *neutral* or that pair-work *neither* helps their motivation nor their learning output. There are very few who disagree with the positive educational factor of pair – work. 17 respondents strongly disagree and 10 respondents disagree. This makes according to table 4.1, 14.9% of the responses to statement 12 . Further, the survey shows the group activities are preferred over working alone with 47.2% favorable rate for the former, and 37.6% for the latter. The highest score for disagreement is given to working alone with 29.3% who think this is not a motivating way of learning English. There are, however, a very stable one-third of the pupils that are *neutral* to what work methods are being used in English lessons, and if they influence higher motivation for language learning. 31.1% of pupils say they are *neutral* to working- alone, to group work or pair-work in English lessons.

Second, “ It is motivational for English learning to work with oral activities between the teacher and pupils in the classroom”. This statement has an average score of 3.41 and a median score of 3.5. The modal score for this activity is 4 with 57 responses that say they

agree (31.7%) with the idea of class discussions involving teacher and pupils are good for motivation and the desire to learn English. Another 18.3% report that they *strongly agree* that class discussions and the participation of the teacher spur motivation. The second half of the responses to statement 17 are either *neutral* (30%) or 20%, 36 pupils, do not find class discussions to be motivational for them.

Finally, the answers in this survey indicate that it is of importance for pupils' motivation for English where the English teaching takes place. Statement 28 "*It is motivating and fun to have English lessons other places than the classroom (workshops and specialized subject rooms)*" has 51.1% of the answers that acknowledge the importance of where English teaching is carried out and how this affects motivation for learning. Still, there are 58 pupils in this survey (32.2%) who think it affects their motivation neither positive nor negative for language learning where this learning takes place. A minority of the responses of 16.7% *disagree* that having English lessons outside the ordinary classroom is good for motivation in English language learning. 3 informants have not answered this question, constituting 1.6% of the sample.

4.2.1.2 Least popular and motivational activities and content

To look for the least popular activities and content, we will also turn to central tendencies. The data collected for this thesis has seven statements about content and activities in English lessons that score less than average score 3. Table 4.2 reports the statements that have received the lowest scores from the pupils as to what effect they have on motivation and learning output.

Table 4.2 The seven least popular activities for motivation – all pupils

<i>It is motivational for English to</i>	Strongly agree/agree	Neutral / Uncertain	Strongly disagree/ disagree	Mean score	Modal score	Standard deviation SD
(22) Working with tables calculus and Math	15.9%	24.7%	59.3%	2.20	1	1.26
(18) Roleplay and dramatization	26%	26.5%	47.5%	2.60	1	1.36
(14) Listening exercises from textbook	30%	33.9%	36.1%	2.84	3	1.13
(29) Tasks in textbook	25.1%	43.6%	31.3%	2.88	3	1.14
(23) Oral presentations	35.7%	24.2%	40.1%	2.93	3	1.37
(25) Read short-stories Novels and literature	33.0%	30.7%	36.3%	2.93	3	1.32
(15) Songs and lyrics	34.8%	31.5%	33.7%	2.98	3	1.28

Coding: Strongly agree 5 – Agree 4 - Neutral/uncertain 3 - Disagree 2 – Strongly disagree 1

Standard Deviation (SD) indicates the degree of spread in responses.

Mean score or the average score of all respondents on the question

Modal score: the score that occurs most often.

N=183 (total number of unique responses for this table)

Content and activities dealing with the basic skill numeracy i.e applying mathematics in different situations (Framework for Basic skills 2012) have been awarded the lowest average score of all statements and questions in the survey. The average score is 2.2 with the median score of 2 and the modus score 1 constituting 78 answers that *strongly disagree* (42.9%) in the idea of working with numeracy in English is motivational and educational for language learning. Another 16.5% find numeracy unattractive for language acquisition purposes when they report that they *disagree* with the statement that numeracy is a motivational content. A total of 59.3% of the sample have an unfavorable view towards this question of numeracy. On the other hand, there are a total of 15.9% that in some capacity *agree* with “working with tables, charts, calculus, and mathematics is motivating in English education”.

Moreover, activities that have an aspect of performance on behalf of the pupil are also receiving low scores. Both statement 18 “It is motivating to work with dramatization and role-plays in the English education” and statement 23 “ make oral presentations is a motivating activity in English education” have average scores of 2.6 and 2.93 respectively. They have both the median score 3, however, the dramatization and role-plays question has a modus score of 1 when 30.4% of the respondents say that they *strongly disagree* about drama and role-plays as motivational activities. In addition, there are 17.1% who *disagree* with statement 18, which give this statement close to 50% disapproval rating (47.5%) on its effect on motivation. Thus, we find more than 50% who say they find dramatization in English lessons to some degree motivational (12.2 *strongly agree* and 13.8 *agree*) or they are indifferent to what extent dramatization is motivating them for language learning. We will return to the differences between various vocational programs in section 4.3 below.

Further, we can read from the data that oral presentations are not a desirable activity for motivation in English language acquisition according to pupils. The standard deviation (SD), nevertheless, is 1.4 something that indicates we have a spread in responses to this question. Hence, we see this spread when a total of 40.1% *disagree* about oral presentations` take on motivation, and another 35.7% are positive towards oral presentations. However, the modus score is 3 and 24.2%, 44 pupils, say they do not think oral presentations affect their motivation for English either way. Statement 15 “working with songs and lyrics is motivating”, however, has more pupils that are favorable towards the activity than unfavorable even though the mean score is less than 3 (2.98).

Reading and working in the textbook received low scores. Tasks from the textbook have only 25.1% favorability when pupils value this activity and its impact on motivation. Another 31.3% of the pupils report that they do not find textbook activities to be motivating. Further, there are low scores for reading books and literature compare to other types of content in English lessons. On the other hand, we find a stable one-third of the population saying they are either neutral or do not think the motivation for the English subject is influenced by activities like reading, listening, working in textbooks or analyzing song lyrics.

4.2.2 Vocationalisation – students' experience and attitude

In chapter 2.4 we discussed the concept and teaching approach of vocationalisation. The aim of this approach is to make common core subjects relevant for occupational purposes and hopefully strengthen the pupils' motivation for learning. (UDIR 2014, Repstad 2013). There are several questions and statements about vocationalisation in the questionnaire for this survey. Questions 32 – 38 look into pupils' views on vocationalisation and to what extent it impacts pupils' motivation for language learning. The questions aim to cover different aspects of vocationalisation e.g pupils' attitude, and pupils' experience with vocationalisation from English lessons.

Table 4.3 Attitude and experience with vocationalisation – all pupils

	Strongly agree/agree	Neutral or Uncertain	Strongly disagree/disagree	Mean score	Modal score	Standard deviation SD
(32) I would like to learn more about literature and culture in English lessons	28.9%	33.9%	37.2%	2.81	3	1.28
(33) I would like to learn more about my vocational program in English lessons	54.4%	28%	17.6%	3.59	5	1.19
(34) It is easier to write English when I write about vocational topics	30.6%	40%	29.4%	3.02	3	1.19
(35) The English subject is adapted to my vocational program	40%	42.8%	17.2%	3.30	3	1.07
(36) English teachers have insight and knowledge about my vocational program	40.1%	39%	20.9%	3.31	3	1.10
(37) The English subject has often examples from my vocational program	42.2%	33.9%	23.9%	3.23	3	1.15
(38) It is more motivating when English education has tasks from the vocational program	38.5%	41.9%	19.6%	3.26	3	1.03

Coding: Strongly agree 5 – Agree 4 - Neutral/uncertain 3 - Disagree 2 – Strongly disagree 1

Standard Deviation (SD) indicates the degree of spread in responses.

Mean score or the average score of all respondents on the question.

Modal score: the score that occurs most often.

N=183 (total number of unique responses for this table)

Table 4.3 shows the attitude towards vocationalisation in the population. The statements in the questionnaire, statement 33-38, that directly cover vocational aspects have more respondents who agree than disagree. All these statements have an average score of more than 3 and the modus score for these statements are 3 or higher. Statement 32 “ I would like to learn more about my vocational program in English lessons” has the highest favorable

score with 54.4%. Respondents clearly state that they would like to have vocational content in their English lessons. The modus score for this statement is 5 and 28.6% *strongly agree* followed by another 25.6% who say they agree with more vocational content. On the other hand, only 17.6% say they *disagree* and 28% are *neutral* to the degree of vocational content in English lessons. The only statement in the section about vocationalisation which got less than average score 3 (2.81) and more respondents that disagreed than agreed was statement 32. This statement asked “I will like to learn more about literature and English - speaking countries in English lessons” which is in some respects the opposite of vocationalisation. There is, however, a minority of the respondents that is positive and would like more literature and culture in English lessons when 28.9% say they either *strongly agree* (11.1%) or *agree* (17.8%) with the statement and would welcome more of literature and culture. In addition, one finds 33.9% who are *neutral* and say they have neither a positive nor negative attitude towards this question.

Moreover, the data from the questionnaire report that pupils in this survey have a more positive experience with vocationalisation than they have a negative experience. Table 4.3 has higher scores for statements (35,36,37) that discuss how English teaching and teachers adapt to vocational programs. Statement 35 “ the education in English is adapted to my vocational program” has 40% agree or strongly agree. Statement 36 “ teachers have insight and know my vocational program” also has 40.1% who either agree(22.6%) or strongly agree(17.5%). The highest score of these three statements is awarded to statement 37 “ English education often use examples from the vocational programs”.The average score is also higher than 3 for these statements, which indicates there are more pupils who agree to this. However, the mode score for vocational experience is 3 and there are many pupils who report that they are neutral to these statements. 42.8% of the population say they are neutral to whether the English education is adapted to the vocational program, another 39% are neutral to the insight of teachers into vocational topics and finally, 33.9% report that they have not experienced any particular degree of examples from vocational programs in English lessons.

The last question about vocationalisation, statement 38, “it is more motivating when English education has tasks from the vocational program” has 179 responses and there are 38.5% who agree or strongly agree that this is more motivating. A minority of 19.6% disagree and

think this type of tasks do not help their motivation. Again, we find most responses coded with neutral or that it does not influence the motivation for language learning with 41.9% reporting neutral. In figure 4.9 we see what the different vocational programs say about vocationalisation with the mean score for each program.

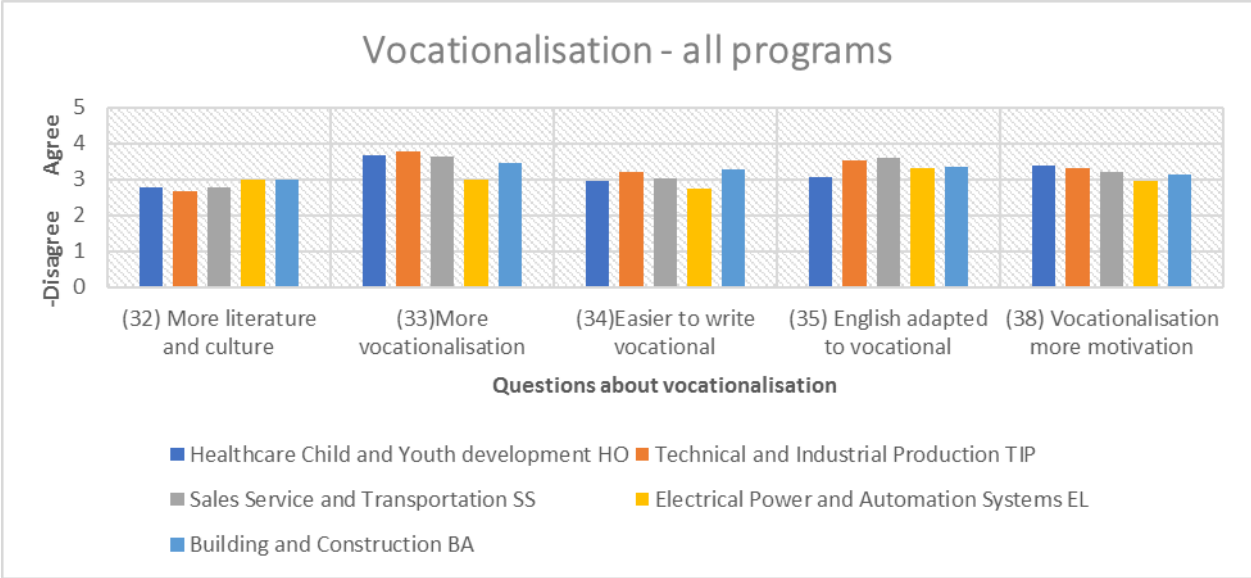


Figure 4.9

4.2.3 Teacher-student relationship

In this section of the survey, we aimed to explore and get feedback from pupils on how the teacher’s actions, attitude and pedagogical competence influence motivation for language learning. The statements in the questionnaire 39 – 47, nine questions in all, ask about aspects of the teacher’s actions and behavior in the classroom. Does the teacher speak English during classes? Or does he alternate between English and Norwegian? Is it important that the teacher has clear and supportive class management? It is clear, from the responses, that the sample gives unequivocal feedback of what the teacher should do and how he or she should behave in lessons in order to strengthen and support motivation for the English subject. The section in the questionnaire that has the strongest percentage of agree and strongly agree is the section of teacher behavior, actions and attitude. Table 4.4 summarizes the statements about the teacher-student relationship, and from this, we can conclude that pupils have clear beliefs and opinions about how the teacher influences their motivation.

Table 4.4 The teacher’s influence on the motivation for English – all pupils

<i>It is important for my motivation in English that the teacher.</i>	Strongly agree/agree	Neutral / Uncertain	Strongly disagree/ disagree	Mean score	Modal score	Standard deviation SD
(39) Only speaks English	48.3%	35%	16.7%	3.47	3	1.24
(40) Speaks both Norwegian and English	55.8%	30.4%	13.8%	3.72	5	1.22
(41) Has knowledge about my vocational program	58.2%	32.2%	9.6%	3.75	3	1.06
(42) Explain how English may be relevant in future occupation	60.9%	28.7%	10.3%	3.82	5	1.10
(43) Cares about me and talk with us about our vocational program	62.8%	31.1%	6.1%	3.87	5	0.99
(44) Has superior class management	63.7%	32.4%	3.9%	3.93	5	0.94
(45) Has humor and create a good learning Environment	75.8%	18.5%	5.6%	4.29	5	0.99
(46) Models good text production on the board	62.6%	32.4%	5%	3.95	5	0.98
(47) Highly skilled	73.6%	23%	3.4%	4.25	5	0.94

Coding: Strongly agree 5 – Agree 4 - Neutral/uncertain 3 - Disagree 2 – Strongly disagree 1

Standard Deviation (SD) indicates the degree of spread in responses.

Mean score or the average score of all respondents on the question.

Modal score: the score that occurs most often.

N=183 (total number of unique responses for this table)

First, pupils say it is important for their motivation that the teacher is skillful and has high professional competence in English. 55.1% report that they *strongly agree* with the statement “ it is important for my motivation in the English subject that the teacher is professionally skilled”. Another 18.5% of the responses say they *agree* with this statement, which makes a total of 73.6% in support of professionally skilled and its importance for

motivation. The mean score for this statement is as high as 4.25 and the modus score is 5 – *strongly agree*. Further, the standard deviation (SD) is low 0.94, which signals a low spread in responses and that the sample finds skillful teachers supportive and helpful for their motivation in English.

Second, the highest support for any statement is whether the teacher has a sense of humor and provides a good class environment. There are more than 75% who say this is important for their motivation for the subject. There are no elaborations in the questionnaire of what constitutes humor. However, in the open-ended question no 49, several of the respondents talk about the class environment and that the teacher has humor and a “light – joyful atmosphere” in the English lessons. In fact, 18 of the 111 responses to this question state directly humor and the class environment as important factors for motivation and good educational English lessons.

Moreover, pupils also find motivation when the teacher exercises structure and firm management of the learning environment in English lessons. It seems, based on what they report, that motivation is stronger when the teacher has “(...)clear and good class management”. 34.6% *strongly agree* with this and another 29.1% *agree* about class management as a variable for motivation in language learning. The mode score is 5 and the mean is 3.93 only a total of 3.9% disagree with the statement and do not think good classroom management impacts their motivation for language learning positively. On the other hand, one-third of the participants (32.4%) say good class management does not affect their motivation for language learning either way.

Third, there is a positive attitude in the sample on the effect on motivation that the teacher speaks English and Norwegian in lessons. A majority of the responses of 55.8% either *strongly agree* (36.5%) or *agree* (19.3%) to the statement “it is important for my motivation that the teacher speaks English and Norwegian in lessons”. The question “it is important for my motivation that the teacher speaks English in lessons” has 7.5% lower favorability (48.3%) when pupils are asked about the teacher’s choice of language of communication in the classroom. Also on this question, we see that there is around one-third of the pupils in the survey who say that it is not important for their motivation whether the teacher speaks English the whole time during lessons or if he alternates between Norwegian and English in lessons. Further, 35% say they are *neutral* to the motivational effect of the teacher only

speaks English and 30.4% say they are *neutral* to the effect on their motivation that the teacher speaks Norwegian and English in lessons. However, there are more pupils who disagree with statement 39, "(...)it is important for my motivation that the teacher speaks English in lessons" with 16.7% as opposed to 13.8% who disagree to the motivational effect of speaking both Norwegian and English in lessons.

Finally, there are findings in the survey that indicate teachers' insight into the pupils' vocational program might spur the same pupils' motivation for English language learning. Statements 41 and 42 both have above score 3 and a majority of more than 58% to some extent agree with these statements. (see table 4.4). This table further shows that very few pupils, only 9.6% disagree about statement 41 "(...) it is important for my motivation in English classes that the teacher has knowledge and insight in my vocational program". The average score for this question is 3.75 and the mode score is 3. However, there are 103 of the 177 responses who either *strongly agree* (53) or *agree* (50) that the English teachers' knowledge of the vocational program is important for their motivation in the common core English subject.

Furthermore, statement 42 "it is important for my motivation in the English subject that the teacher explains how English can be useful for me and my future occupation" also has a high positive response. The average score for this statement is 3.82 but the median score is 4. Further, the mode score is 5 and this indicates that many pupils agree with this claim. From table 4.4 we conclude that 35.1% *strongly agree* and another 25.9% *agree* with statement 42 a total of 60.9%, they all report in favor of the English teacher's ability to point out relevance for English in future occupations and its positive effect on motivation for language learning. Yet, 10.3% disagree with this statement and report that the English teacher's knowledge of vocational programs has no or little effect on their motivation for learning English. Again, we see that there are around one-third of the responses who report that they are *neutral* or do not recognize any effect on motivation for English language learning if the teachers possess vocational insight or not.

4.2.4 Basic skills and writing

Basic skills are according to the Framework for basic skills fundamental to learning in all subjects (Framework for Basic skills 2012). In the introduction of this thesis, we pointed to the fact that pupils in vocational programs are eligible for a final written exam even though their grades are combinations of oral and written skills in English. In my research questions, I wanted to find out what kind of basic skills pupils used when they had vocationally oriented education in English and if they found writing English a motivating activity. Therefore, there are questions in the questionnaire dealing with various aspects of writing and its role in the English subject in vocational education programs. The statements that report on pupils' attitude and beliefs about writing are found in table 4.5 below. Five statements are more or less directly tied to the basic skill writing. These statements touch upon different aspects of writing and pupils' motivation for text production. Such aspects include expanding vocabulary, support for writing through vocationalisation or support for writing texts by teacher modeling through genre instructions.

Table 4.5 statements about basic skills/writing – all pupils

<i>It is motivational and important for writing in English</i>	Strongly agree/agree	Neutral / Uncertain	Strongly disagree/disagree	Mean score	Modal score	Standard deviation SD
(19) I like to learn about writing and text production	38.5%	29.6%	31.8%	3.05	3	1.25
(20) It is motivational to learn new words and work with vocabulary	50.6%	30.6%	18.9%	3.49	3	1.20
(21) It is motivational to work with grammar	40.8%	27.4%	31.8%	3.11	3	1.36
(34) It is easier to write English when I write about vocational topics	30.6%	40%	29.4%	3.03	3	1.19
(46) It is important for motivation for writing that the teacher models good text production	62.6%	32.4%	5%	3.95	5	0.98

Coding: Strongly agree 5 – Agree 4 - Neutral/uncertain 3 - Disagree 2 – Strongly disagree 1

Standard Deviation (SD) indicates the degree of spread in responses.

Mean score or the average score of all respondents on the question.

Modal score: the score that occurs most often.

N=183 (total number of unique responses for this table)

Statement 19 “it is motivating to make texts and learn about writing in English” has a slightly more positive response when 38.5% report that they either *strongly agree* (13.4%) or they *agree*(25.1%) to the notion of writing as a motivating activity in English. On the other hand, 31.8% disagree with the concept of writing texts as motivational for their English learning. 29.6% say they are neutral to writing as a motivational factor for language learning, in addition, we saw in section 4.4.2 that the pupils in this survey were positive towards vocationalisation and would like to have more of the content and activities in English lessons tied to their vocational program. Yet, they report in statement 34 that vocational topics and content do not necessarily make it easier for them to produce written discourse in English.

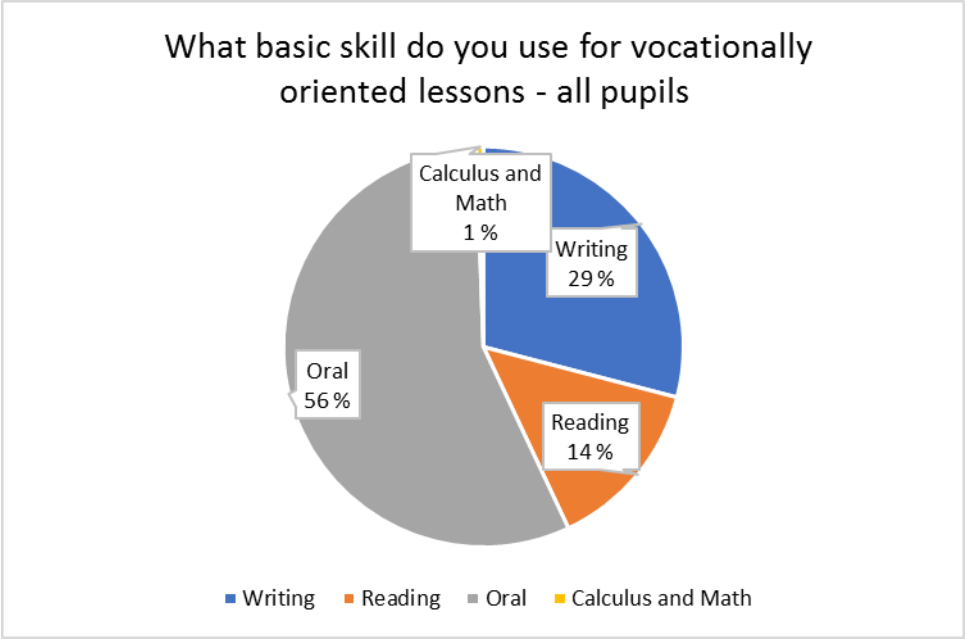
“It is easier for me to write English when I write about topics from my vocational program” has 30.6% of the pupils who say they agree (16.1%) or strongly agree (14.4%) to the support vocational topics provide for writing. 29.4% report that they disagree with the statement and do not think it is helpful for writing to write about vocational matters. The highest score for this statement is neutral or uncertain with 40% of the sample reporting that they do not find it either easier or more hard to write English when content is vocationalized.

Further, there are more pupils who are positive towards the motivating influence of both grammar and learning new vocabulary. 50.6% of the sample report that they in some form find statement 20 “ it is motivating to learn new words and work with words in English lessons” to be a motivating activity whereas 31.8% report that they disagree to the same. Likewise, there are more pupils who are in favor of grammar and grammar exercises(40.8%) than there are pupils who disagree about grammar activities and its effect on motivation for English language learning. Yet, again, we find close to 30% of the pupils who report that they are not influenced by grammar activities and learning new words when it comes to their motivation for English.

There are, however, clearer findings in the statements concerning the basic skill writing and the teacher`s role in impacting motivation for this skill. Statement 46 looks at in what way the teacher might be a motivational factor for writing in the classroom. “It is important for my motivation for writing English that the teacher shows us how we can write good texts. Writing together with us on the board” The average score for this statement is 3.95 and the mode score is 5. The belief that modeling good writing in English is an important motivational factor is supported by 62.6% of the respondents according to table 4.5. With a standard deviation (SD) of less than 1 (0.98), we find that there is little spread in the answers. Only 5% disagree with the motivational effect of teacher modeling when 1.1% *strongly disagree* and another 3.9% *disagree*. The question about modeling good writing is the question with the clearest score and with the most support from the pupils of all five questions in the questionnaire concerning the basic skill writing.

Figure 4.10 shows what basic skill the pupils believe they often use when the content in their English lessons is dedicated to vocationally tasks and activities. The question opens the possibility that they use several of the basic skills when they have vocationally oriented

content. However, they could only choose one skill they found was predominant in lessons with vocational content in the mandatory common core English subject.



N=179

Figure 4.10

The result was that 29% experienced writing as the basic skill chosen by the teacher for vocationalisation and 56%, a majority, felt they had used the oral basic skill in English lessons of vocationally oriented content or activities. 14 % report they were reading and 1 individual reports math and calculus as the most used basic skill constituting less than 1 %.

4.3 The various education programs -specific results

It will be important for my discussion of motivation, vocationalisation, and basic skills to see if there are differences in attitudes, beliefs, and opinions among the various vocational programs in this survey. This section will, therefore, look at specific results from the individual vocational programs. The data is sorted and extracted with the vocational program as a parameter and represent the views of pupils on specific programs. In my survey, there are 5 different vocational programs and this subchapter aims to identify patterns and results that differ from the general findings of all pupils, above in section 4.2.

4.3.1 Healthcare, Childhood and Youth Development (HO)

The vocational program for Healthcare, Childhood and Youth Development (HO) has most respondents in the survey. The HO – program has more than twice the number of respondents of the other programs participating in the survey. There are 73 respondents who report that HO is their present vocational program at the time of the survey. This is 40.3% of the total of 181 respondents in the sample.

Pupils on HO are positive to various forms of collaboration with other students in the English subject. They agree to a large extent that both working in groups, working in pairs or work alone stimulate their motivation for learning English. Working in pairs is a favorite collaboration for HO pupils when 50% say they in some form *agree* with the statement “working in pairs is motivating for English language learning” This statement also has the lowest disagreement score with 16.7% who report that they do not think to work in pairs help their motivation for learning English. The average score for pair-work is 3.36 and the mode score is 3.5.

Furthermore, content and activities in English lessons have by and large the same preferences for the HO pupils as for the total population in the survey. The HO pupils are slightly more positive than the rest of the pupils towards activities like roleplay and dramatization. 30.6% of the HO pupils agree or strongly agree with the statement that dramatization and roleplay enhance motivation. This is 4% more than the total score.

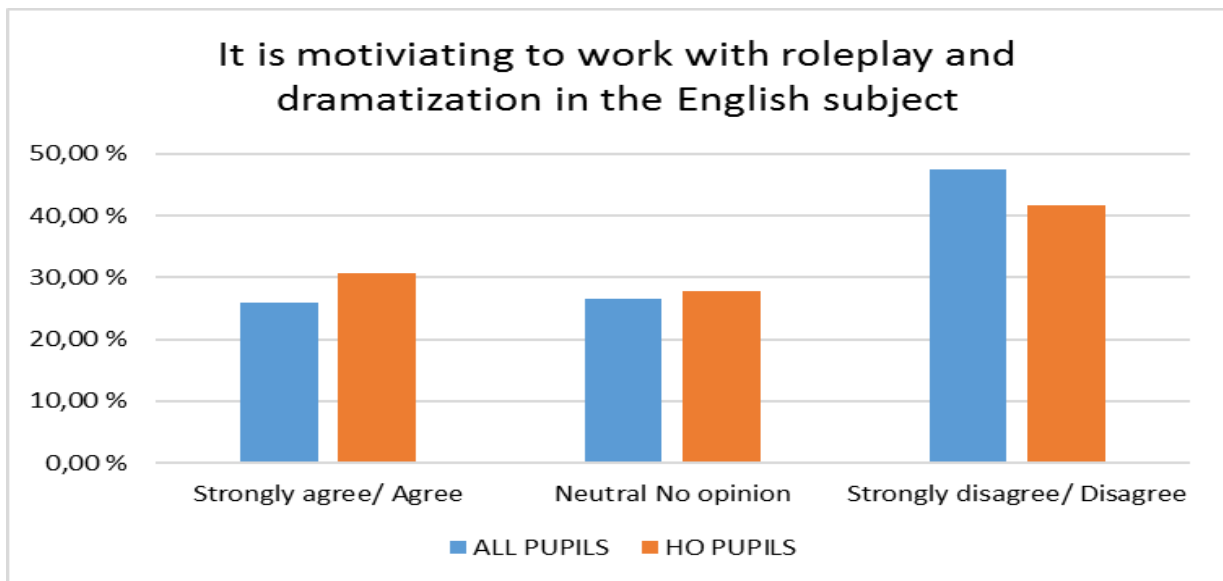


Figure 4.11

Likewise, there is a 6 percentage lower score among those who disagree with the statement than the total sample on this question. In the HO results displayed in figure 4.11, 41.6% of the pupils in some capacity disagree whereas there are 47.5% who disagree about dramatization in the total sample. Also, to use English to prepare posters and other types of exhibition products are viewed to have a more positive impact on motivation by the HO pupils than the rest of the respondents from other vocational programs. 47.9% of the HO pupils agree or strongly agree that “making posters, brochures, and other exhibition products is a motivating activity in English learning” This is more than double the number of those who disagree (23.2%) about this question in the total sample of respondents.

Vocationalisation of the English subject is also by the HO pupils viewed to be a positive approach. They, like the rest of the participants, would like to “learn more about my vocational program in English lessons”. The HO pupils have a higher average score on this question with 3.68 as opposed to 3.59 for the total sample and there are 63% who either strongly agree or agree about more vocational content in English teaching. Yet, there are 21.9% who strongly disagree or disagree about the more vocational approach with merely 15.1% who say they are neutral to this question.

The teacher’s attitude, actions, and relational skills` impact on motivation are very clear and important for HO pupils. They report more than the rest of the pupils, that the teacher is important for their motivation for the English subject. The HO pupils have higher scores on

all the questions related to the teacher and his importance for motivation for English language learning. Figure 4.12 shows how the HO pupils answer these questions compared to the rest of my respondents and that they rate the teacher`s impact on motivation higher. In addition, they would like the teacher to speak both English and Norwegian during lessons.



Figure 4.12

Figure 4.12 shows how the HO pupils rate the teacher and his impact on motivation higher than the rest of the participants in the sample in all aspects touched upon in this survey.

4.3.2 Technical and Industrial Production (TIP)

Pupils in Technical and Industrial production (TIP) do not like to work alone with English language learning. They have a considerably lower score on “ working alone is motivating for my English learning” with only 29% who either strongly agree or agree with this statement. The total score for strongly agree/ agree for all pupils in the survey is 37.6% on this working alone statement. The most motivating and popular collaboration is pair-work according to the pupils on TIP with 63% who in some form agree to pair-work as a motivating work method. The TIP pupils are also more in favor of group work than the rest of the population in the survey when 60% say they think this is a motivating way of organizing for language learning.

To learn new words and work with vocabulary are content and activities the TIP pupils find to be more motivating and educational compared to the other participants in the survey. Statement 20 “ it is motivating to learn new words and work with vocabulary in English lessons” has 61% of the TIP pupils who say they strongly agree or agree to this. This is by far the highest positive response to this question by any of the vocational programs in the survey. Further, the TIP pupils are more motivated by working with tables, calculations and Math in the English lessons than the rest of the sample and they are also more motivated for oral presentations in English language learning. The mean scores for these two activities are among TIP pupils in this survey 2.44 and 3.10 respectively. In the total sample of all pupils, the mean score for calculations and Math is 2.22 and oral presentations receive a mean score of 2.93.

However, there are three statements in the questionnaire where TIP pupils show stronger disagreement than other pupils in the survey. First, the TIP pupils are more negative towards roleplay and dramatization. They represent more than half of the respondents who say they do not find roleplays to be motivating for language learning with 59% that either strongly disagrees (39%) or disagree (20%) about dramatization in English lessons. Second, to make posters, brochures and exhibition products is not seen as a motivating activity for language learning by the TIP pupils when 41% disagree and say they do not find motivation for learning English in such activities. Finally, working with literature and reading books are also viewed as unfavorably for motivation by 44% of the TIP pupils. This is also reflected in statement 32 where only 25% report that they would like to see more literature in their English lessons. On the other hand, there are 32%, the same percentage as in the total sample, who say they find motivation for language learning through working with literature and reading books.

The survey reports that TIP pupils experience vocationalisation of their English subject. They have a higher score on questions and statements about vocational adaptations in the English subject than other vocational programs in the survey, except for one other program. 51% of the TIP pupils find to some degree that their English education is adapted to their vocational program compared to 40% for the other respondents. Moreover, the TIP pupils also report with a higher score that their English teachers have more insight into the vocational program and that there are often examples in the English lessons from their vocational education.

TIP pupils report that it is more important for their motivation in the English subject that the teacher only speaks English during lessons. 61% of the pupils on the TIP program say they strongly agree or agree with the statement “ it is important for my motivation for English that the teacher only speaks English during lessons” whereas less than half of the sample (48.3%) say the same. Further, TIP pupils also have higher scores than the rest on the statement regarding the importance of the teacher`s insight in their vocational program. 65% report that it is important for their motivation in the English subject that the teacher has insight and knowledge into the vocational program they are studying. The average score for all students on this question is 3.75, compared to 3.90 for the TIP pupils, and there are 58.2% of the total respondents who say they agree with statement 39 in the questionnaire.

In conclusion, one might argue that TIP pupils view English as an important subject when the average score for this question is 4.52 compared to 4.25 for all pupils on the same question. TIP pupils are also more motivated for English learning when the English teacher displays insight and knowledge about their vocational program. They also feel stronger than the rest of the pupils that it is good for their motivation for writing if the teacher models writing on the board.

4.3.3 Sales, Service and Transportation (SS)

The pupils in the vocational program Sales Service and Transportation have also some answers in the survey that differ from the rest of my respondents. They have for instance very high scores for questions related to vocationalisation and how they find that their English teachers have relevant knowledge and insight into their vocational program. 61.5% of the SS pupils report that they either strongly agree (42.3%) or agree(19.2%) that their English teachers have a good understanding of their program. Similarly, 65.4% say that they in some form agree that there are many examples from their vocational program in English education.

Further, it seems that SS pupils, like the TIP pupils, do not prefer to work alone. The SS pupils report that they find motivation for language learning when they work in pairs. This is supported by 46.2% who say they in some form agree to pair-work as the best way of organizing for learning. There are only 19.2% who say they find most motivation in working alone followed by 34.6% support for group work. Most SS pupils, however, report that they

are neutral to what form of collaboration is chosen and its effect on motivation for language learning.

The SS pupils have by far the lowest score on statement 22 “ it is motivating to work with tables, calculations and Math in the English lessons” There are just 3.8% of the SS pupils who agree to this as a motivating content for language learning followed by 73.1% who say they strongly disagree (53.8%) or disagree (19.2%) to numeracy as motivating content. Further, oral presentations do not stimulate the SS pupils because they have a considerably lower score for this than the total sample with 61.5% disagreement compared to 40.1% disagreement for oral presentations in the score for all programs.

4.3.4 Electrical Power and Automation Systems (EL)

The program Electrical Power and Automation Systems is the program with the lowest number of respondents in the survey. There are 20 pupils who report that their vocational program is Electrical Power and Automation Systems. This program is only found at school No 1 and there are one Vg1 class and one Vg 2 class on this program at school No 1.

The results from the questionnaire for the EL pupils stand out from the other vocational programs in many ways.

First, the EL pupils are more positive towards working alone in order to achieve motivation for English language learning. Among the EL pupils, there are 63.2% who say they are in favor of working alone compared to 37.6% for the rest of the pupils on this question.

Second, there is more support and motivation for numeracy as content for English language learning. The EL pupils have twice the number in support for “working with tables, calculus, and Math” as a motivating approach for learning English. In the total sample, however, 15.9% say they strongly agree/agree to work with numbers in English lessons is motivational compared to 30% in favor among the EL pupils. Third, EL pupils are more positive and find more motivation for English when they work with oral presentations than the rest of the pupils. 40% of the EL pupils report that they find motivation for English in oral presentations, and only 25% say they either strongly disagree (15%) or disagree (10%) to the statement that they find motivation for English through oral presentations. Finally, there is one question

about the teacher and class management that EL pupils view differently than other pupils. They do not think superior class management is so vital for their motivation. The score for statement 44 “ it is important for my motivation in English lessons that the teacher has clear and superior class management” has 38.9% approval from the EL pupils compared to 63.7% for the other pupils in the survey. The majority of the EL pupils report that it is neutral for their motivation in English whether the teacher has good class management or not.

4.3.5 Building and Construction (BA)

The vocational program Building and Construction is only found at school No2, the vocational only school. There are 22 pupils who report that BA is their vocational program. This number of respondents equals to a large extent that of the SS and the EL programs in this survey. Further, there are some interesting results from the BA pupils in this survey. They are the vocational program that distinguishes themselves most from the other participants in the survey, especially on questions related to the teacher role and its impact on motivation.

The BA pupils report that their English teachers do not have insight into their vocational program. There are only 18.2% who strongly agree or agree with the statement that “I think English teachers have insight into the vocational subjects and know the content of these subjects”. The average (mean) score for this question is 3.0 for the BA pupils and 3.31 for the total sample. BA pupils also report that they experience less vocationalisation and examples from their vocational program in English lessons.

Moreover, in the questions measuring the teachers` impact on motivation for English language learning, we find that BA pupils do not see the same direct impact which the other pupils in the sample report.

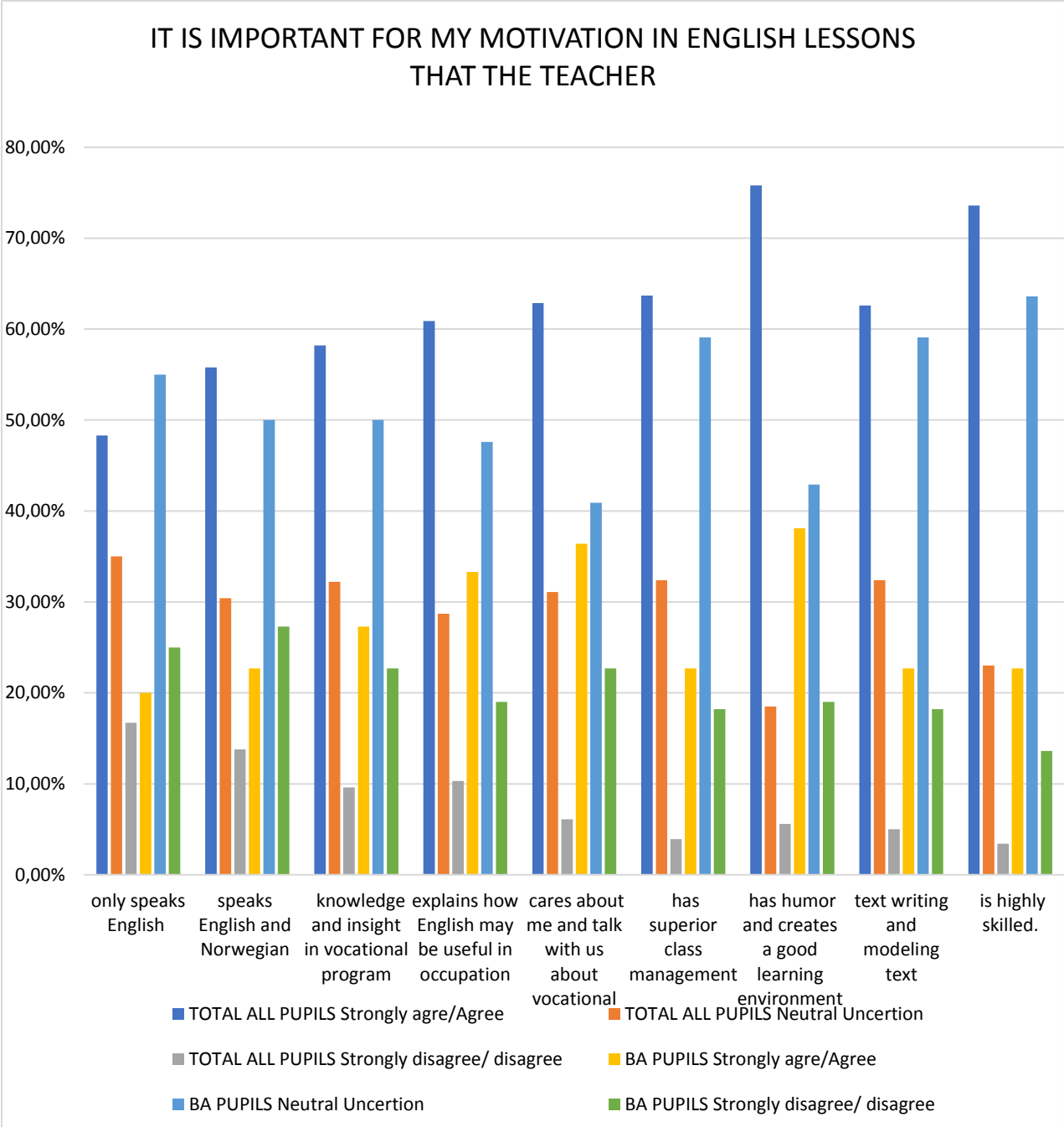


Figure 4.13

In general, the BA pupils have a lower score on all questions about the teachers compared to the rest of the pupils. Figure 4.13 shows how this is displayed and that BA pupils are more uncertain or neutral to what impact the teacher has on their motivation for English. This uncertainty and neutral attitude to all questions and statements in the survey are one of the features of the BA pupils compared to the rest of the pupils.

4.4 Background variables and English

The background variables in this thesis are included in the questionnaire to give a broader and more general impression of the respondents. Language, gender, grade and year level are background variables in this survey. They do not directly impact motivation, but how independent variables affect motivation for English language learning may be viewed differently from the various background variables. Therefore, it is necessary to include in this chapter how respondents in the survey differ from the general data based on background variables. Also, catering to different backgrounds may be an important aspect to consider when English teachers prepare to teach for the highest possible motivation.

4.4.1 Gender

The gender distribution in the survey has been referred to in chapter 4.2, and the distribution is 99 male respondents and 83 female respondents. There are differences in how the genders assess motivation and to what degree they evaluate variables that affect their motivation for the English subject.

4.4.1.1 Female pupils

Based on the data, female pupils generally have a more open attitude towards what kind of collaboration they think enhances motivation. They find motivation in pair-work, group work and working alone. The highest score, nevertheless, is awarded to pair-work with 51.8% who say they find motivation when working with a partner. This is also the category with the lowest disagreement score as 15.7% report that they do not find pair-work to be motivational. Yet, both group work and working alone have support from 45.7% and 51.8% respectively.

There are some statements about content and activities where the female pupils score higher than the boys. Producing text, learn new words and make a poster or exhibition products are all learning activities in English female pupils find more motivational than the male pupils. The disagreement score, however, is the same for female and male pupils, but fewer female pupils report that they are neutral or uncertain if they find content to be motivational or not.

Further, the female pupils report that they clearly would like the English subject to be oriented more towards their vocational program. The mean score for more vocationalisation

is 3.67 and 60.7% of the female pupils agree that they like more vocationalisation, compared to 48.5% of the male pupils on the same question. Neither the female pupils nor the male pupils think vocationalisation makes it easier to produce written discourse in the English subject. In fact, the female pupils report that they think it is more difficult to write about vocational topics: 36.9% either strongly disagree (9.5%) or disagree(27.4%) with statement 34 “ it is easier for me to write English when it is about my vocational program”.

There are gender differences also on how the teachers influence the pupils` motivation for language learning. The female pupils have more motivation for English if the teacher speaks both English and Norwegian in English lessons. 69% of the girls report they agree this helps their motivation in the English subject. Likewise, it is salient for motivation among female pupils that the teacher has superior class management, humor, and that he cares about the pupils and talks to them about the vocational program they have chosen. There is a higher score from female pupils on these statements than we find from the male pupils.

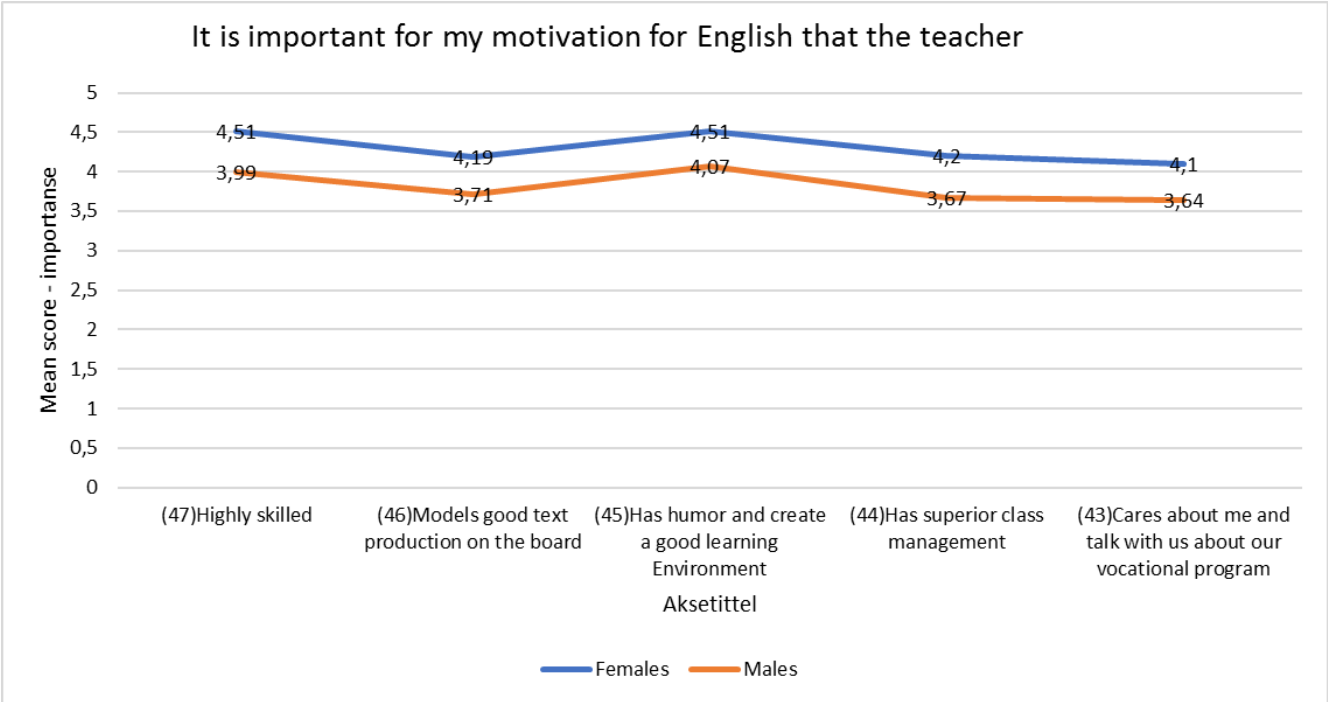


Figure 4.14

Besides, figure 4.14 shows that female pupils find skillful teachers to enhance their motivation more than male pupils and that a teacher who models good text production, supports motivation for writing better among female pupils than male pupils.

4.4.1.2 Male pupils

The boys think their motivation for language learning is better supported when they work together with other pupils than when they work alone. The support for group work and pair-work is strong among male pupils and around half of them strongly agree or agree that this is helping their motivation for the English subject. Work alone has approval from 30.6% of the male pupils but the same percentage (30.6%) think that work alone does not enhance their motivation for language learning. They strongly disagree (19.4%) or disagree (11.2%) with statement 13 “work alone is motivating for my English learning”. The modus score for this statement, however, is 3 and 38.8% of the male pupils are neutral or uncertain if work alone is helping their motivation for English.

Oral presentations and working with tables, calculus and Math are activities the male pupils find more motivational for language learning than female pupils. More pupils find oral presentations and Math to be good for their English education among the males compared to the females. In general, one might argue that male pupils have a higher score on neutral or uncertain on many of the questions and statements in the questionnaire compared to female pupils in the same survey.

The teachers` influence and how the genders view the teachers` impact on motivation is discussed in chapter 4.4.1.1 above and is displayed in figure 4.14.

4.4.2 Grades and achievements

4.4.2.1 Low achievers

Low achievers in this survey are defined as those who got grade 1 or 2 on their last report card. There are some characteristics this background variable produce that will be included in this chapter and might complete the findings of motivation and English education.

Low achievers do not find motivation for language learning when they work alone. 42.9% disagree with the statement that says this is good for motivation. Low achievers find motivation for English when they work together with other pupils. Almost half of the low achievers (48.8%) agree that group work or pair-work support their motivation.

There are not any particular content or activities the low achievers report they find to be especially motivational for language learning. The highest score for content and activities is

awarded to statement 26 “It is motivational and gives much learning to watch films and work with films in the English lessons”. 61% of the low-achievers agree with this statement and the mean score is 3.73 with a mode score of 4 for working with films. There is also some support among low achievers for learning new words and for working with grammar. However, the standard deviation for grammar is 1.49 and this indicates a spread in responses. 38.1% of the low achievers say they strongly disagree(21.4%) and disagree(16.7%) and they do not find grammar to motivate for language learning.

Vocationalisation does not make the low achievers more motivated for the English subject. On these questions, they have the same response as the rest of the sample. Yet, they would like to learn more about their vocational program in English lessons and less about literature and culture from English speaking countries. The low achievers find more motivation for the English subject when the teacher alternates between Norwegian and English during lessons. One clear finding in the results from the low achievers, one that differs from the rest of the pupils, is that they find English to be a difficult subject. (Figure 4.15)

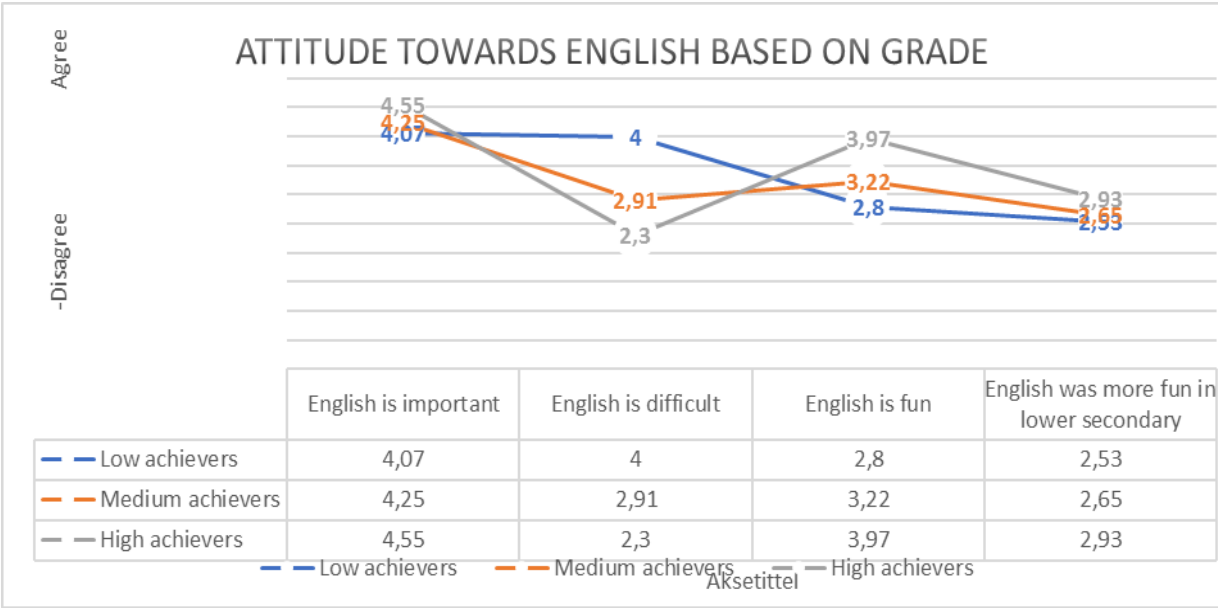


Figure 4.15

Statement 8 “I think English is difficult” has a mean score of 4.00, a mode score of 5 and 63.4% of the pupils in this category strongly agree (51.2%) or agree (12.2%) that English is a difficult subject. On the other hand, they report that they think English is an important subject when they score this question with a mean score of 4.07. Merely 9.3% of the low achievers disagree and say they do not find the English subject important.

4.4.2.2 Medium achievers

Medium achievers have the grade 3 or 4 on their last report card. There are 105 respondents in this survey (57.4%) with this background variable. According to the medium achievers, English is an important subject because the mean score for this question is 4.25 and the modus score is 5 – strongly agree. There are 77.4% who agree that English is important and only 5.7% who think it is not.

Further, the medium achievers have a more mixed view on whether English is difficult or not than the total sample. The mean score for difficult is 2.91, however, the percentage indicates a varied response. 25.5% of the medium achievers report they agree with statement 8 and think English is difficult. 31.1% disagree and think English is an easy subject whereas 43.4 % is neutral or uncertain if they find English to be difficult.

In general, the medium achievers are more neutral to the questions and statements in the questionnaire than the results from the other pupils in the survey.

4.4.2.3 High achievers

High achievers prefer to work alone and think this support their motivation for learning English. 66.7 % of those who got the grade 5 or 6 on their last report card, say they agree with the statement “ working alone is motivating for my English learning”. The support for group work and pair- work is the same among the high achievers (48.5%) but there is more opposition towards group work than pair-work, 24.2% and 15.2%, respectively.

The overall picture is that high achievers are more positive towards any content and activities in English education than the other respondents. The score for neutral or uncertain is low among high achievers compared to the total sample. They report that they find motivation in activities like text production, learn new words, reading books and class conversation. There is a high score of agreement among high achievers that these activities support motivation. Higher, obviously, than the score of the total sample on the same questions.

The high achievers also have a higher score for vocationalisation compared to the rest of my respondents. They would like to learn more about their vocational program and at the same time, they would like to have more literature and culture in English lessons. 63.6% agree they would like to have more vocational oriented content in the English subject and 51.5%

also would like to have more literature and culture. There are, however, among the high achievers some pupils who disagree that they find both vocational content and literature to be motivational for them. 30.3% disagree about literature and culture and 15.2% do not find more vocationalisation to support their motivation.

The teacher is a salient factor for high achievers' motivation in the English subject. They score the teacher's abilities in class management, humor and pointing out relevance for English to be important for motivation. They score this higher than the rest of the pupils in the survey. Moreover, they would like the teacher to speak English during lessons and find the teacher modeling good text production on the board, to support motivation for writing. Thus, text modeling by the teacher is viewed to enhance motivation for all categories of participants in the survey.

4.4.3 Language

Language is a background variable to be considered when we investigate the motivation for English language learning on vocational programs. Norwegian pupils are exposed to English early in primary school and English is often used in media and television in Norway. This is not necessarily the case for people in the Norwegian school system with another mother tongue than Norwegian. In this survey, 22.5% of the respondents report that they have another L1. Therefore, I have chosen to sort the data based on the respondents' first language.

4.4.3.1 Other L1 than Norwegian

Respondents with another first language think English is an important subject. They have a mean score on this question on 4.54. They prefer, like the total sample, to work with other pupils and find this to be motivating for learning English.

Content and activities in lessons these pupils find more motivating than the other pupils include: learning new words, grammar exercises, read books and class conversation with the teacher. There are 75% of the pupils with another L1 than Norwegian who find learning new words motivational, and 70% who find motivation for English through grammar and grammar tasks. Moreover, there are very few who think working with vocabulary and grammar do not enhance motivation: 10% and 5%, respectively.

On the other hand, popular and motivational activities in the total sample like films and pedagogical card and board games do not have the same status among pupils with another L1 than Norwegian.

To sum up, one might say that the data on the other statements and questions do not differ substantially between the total sample and the pupils who have another L1 than Norwegian.

4.5 Categories from the open-ended question

The responses from the open-ended question No 49 “How is your English education when you find it motivating and educational” have been distributed in categories that correspond with sections from the questionnaire. The categories are found in figure 4.16 below.

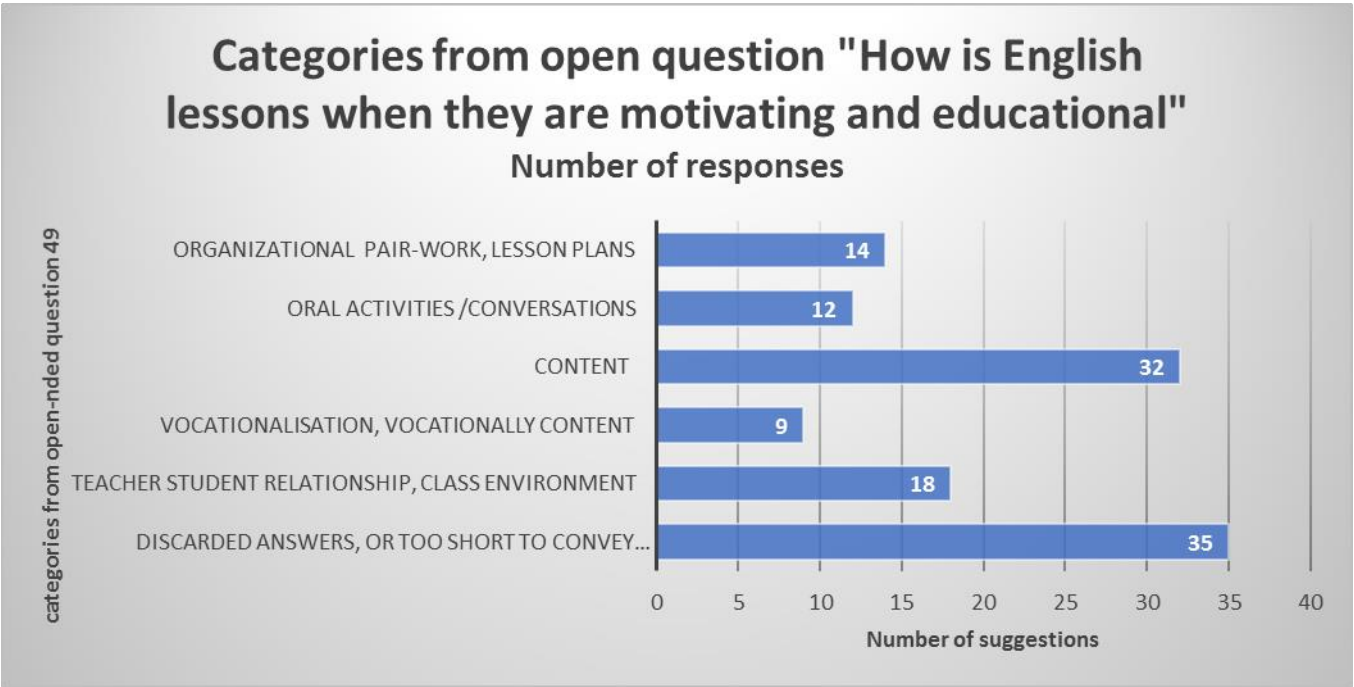


Figure 4.16

Most responses concern activities and content in lessons. There were 111 responses in total but 35 of the responses were not valid or they were too short to convey meaningful interpretation. Suggestions involving vocationalisation received 9 responses and this was the lowest score on any of the categories. Further, the respondents had 18 comments involving the teacher and the teacher`s role for enhancing motivation and there were 14 comments on organizational aspects of lesson plans, collaboration and working alone or not. The full list of responses is found in Appendix E.

4.6 Missing data

183 respondents answered the questionnaire in this survey about “relevant and motivating ways of teaching English”. The response rate was high especially from school No1 whereas school No2 did not submit more than 29 responses on the questionnaire.

In the questionnaire, there were 49 questions and statements in all, and the 183 respondents have not answered all of them. This may be because they refused to answer the question, it can be a mistake or perhaps they did not understand the question (Dörnei 2003) The missing data, however, are very few and they are displayed in Appendix D.

Of the 49 questions in the questionnaire, 47 were close-ended questions with alternatives. Two questions were open-ended and the respondents might answer more complete and with their own words about “relevant and motivating way of teaching English”. There was, however, no requirement to answer the open-ended question.

The 47 closed-ended questions in the questionnaire have the potential for 8 601 responses in total. The respondents have answered 8 432 questions and there are 169 missing answers which constitute 1.96% of the total responses. The questionnaire was digital so multiple answers on the same question were not possible.

5 DISCUSSION

In this chapter, I aim to discuss the findings in this survey and investigate whether there are explanations and support in theories or research for what the pupils in my sample express about the motivation for the English common core subject. The discussion will follow the themes from the presentation of the results and the categories outlined in the questionnaire.

5.1 Introduction

This thesis started with the objectives to investigate what vocational pupils viewed to be motivating English education and if they found vocationalisation to be a motivating approach. In addition, I wanted to find out what basic skills pupils experience in English lessons when content and task are vocationally oriented. Moreover, an extra focus was placed on the basic skill writing and pupils' motivation for writing in English.

In the discussion, the motivation for EFL learning is linked to five categories. Content, vocationalisation, the teacher's role, writing and background variables. I will, finally, discuss the didactical implications of my findings.

5.2 Content and activities in English – what is fun?

The answers in this survey are submitted by pupils with 11 and 12 years of school experience and they have learned English from year 1. Toward this backdrop, I read a desire for variation and a shift in how English is taught in the answers the pupils give on motivating and educational activities in English lessons. The findings in this survey do not support traditional EFL classroom and textbook-centered education. In this respect, my findings are in line with multiple research studies referred to by Lasagabaster (2011) where he says that motivation for language learning wanes in formal school settings over sustained periods. Younger pupils, he claims, find motivation in an oral-based approach whereas older pupils (secondary school) need less teacher centered and more authentic content. Further, he argues that a more content-based form of language learning could enhance motivation for older pupils and he advocates a less “student-unfriendly foreign language system” away from a traditional classroom situation of language learning (Lasagabster 2011:4).

The list of the six most popular activities for English language learning in my survey includes very diverse and wide-range activities and they are both within the content and the field of organization of learning. In section 4.2.1.1 which lists the top six activities, we find watching

films, language games, pair-work, learning vocabulary, English lessons in workshops and class conversation between teacher and pupils.

The most popular and motivational activities chosen by the pupils in the survey are activities or content that might be perceived as fun or activities one can do without too much effort. The two most popular activities are “see films and working with films” and “play language games, cards, and board games”. These are activities that involve, primarily, consumption of language and not so much production in a traditional school setting e.g writing or textbook tasks.

However, “working with films” often include written or oral production of some sort in order to fulfill the learning objectives for using film in English lessons. This should be, in my opinion, clear and obvious for the pupils when they answered this question and rated it as the most motivational and educational activity in English lessons. Objectives for using films can include competence aims like “*discuss and elaborate on English language films and other forms of cultural expressions from different media*” or “*listen to and understand social and geographic variations of English from authentic situations*” (Knowledge Promotion, LK06/13). In addition, films may be used for both written and oral assignments, and in that way, films can support the basic skills in several ways both written, oral and digital. Nevertheless, films and games are viewed by the pupils to be a motivational approach for language learning and rightly so according to the British Council. They state, first, the usage of films in language learning can be enjoyable and expose the pupils to authentic and varied language. Second, films can give the pupils a visual context for language learning and finally, films may provide variety and flexibility to the language classroom (British Council 2014). The fact that pupils rate films and working with films as a highly motivating approach for language learning should be noted as a possibility to combine this with the teaching of basic skills. The British Council express this view when they state:

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

(British Council 2014)

The variety and flexibility of films in language learning are also supported by pupils in my survey in the open-ended question where they could express their opinion on motivating EFL lessons. They said that films have an educational effect, in addition, to being fun and motivating.

“I think one learns a lot by watching films and maybe learn new words and expressions” or “see films in English make me pay more attention, I think I learn a lot and I learn better how to pronounce words..” or like informant no 3

“the teacher shows a video, we talk about it, do some tasks, play some Kahoot and have a good time” [my translation].

It is my understanding that many English teachers too seldom have used film in their English teaching and often films have been an additional prize or award for other unrelated achievements. Films in English lessons, in my experience, are for some teachers a “second-best” solution and not the desired activity to do. This view is supported by Bakken (2016) in an article where she interviewed eighteen teachers about the use of films in the EFL classroom. In her findings, very few teachers described films as primary tools for language learning (Bakken 2016:18). There are, however, many reasons for using film integrated with the curriculum and the common core subject’s competence aims and where films may serve as a motivating approach for language learning. In my opinion, films in English lessons should differ substantially from movie-watching at home both in the genre and how we use the film for language and cultural awareness in an educational setting. The Knowledge Promotion has both direct and indirect openings for more use of films and other audio-visual texts in English language learning. “The popular video-sharing site of YouTube has also proved useful to teachers and students of EFL in vocational studies” (Hestetræet & Ørevik 2018:324). According to Bakken “films can meet opposing concerns in the classroom such as mixed abilities, varying motivation and maturity among pupils” (Bakken 2016:18).

The desire for variation and a break in traditional classroom teaching of English is also supported by the fact that vocational pupils find it motivating to have lessons in other venues than the classroom. They think that having English education in a workshop or other arenas strengthen the motivation for language learning. Moreover, this may be supported

by the vocational pupils' wish to have more content from their vocational program in the English lessons. If the lessons are set in the workshop, the possibility of vocationally oriented content is very much present.

5.2.1 More authentic content, please!

These findings may suggest that pupils would like a CLIL or VOLL approach for language learning. According to Skulstad authentic texts and other content, not necessarily made for ELT, have always had a central role in communicative language teaching and CLIL takes this to the extreme [my translation] (Skulstad 2012).

CLIL could be one approach to meet the need for variation for vocational pupils. English lessons in workshops and other vocational specialized rooms could provide the content and venue for motivating language learning for vocational pupils. In a Spanish study including 191 pupils, the motivation and achievements were higher for pupils in CLIL programs than for pupils in traditional classroom EFL teaching (Lasagabster 2011). The same conclusion was reported in a publication from the Foreign Language Centre (Fokus på språk 28 -2012) where they had a project with upper secondary schools and action research on the CLIL approach. Participating teachers (Ruud) and researchers (Hellekjær) found more motivated learners and better learning output in the basic skills reading and writing. (Svenhard 2012). The CLIL approach proved very positive for weaker pupils and this is emphasized in the report.

“ Very weak students have found strategies in the CLIL program that have helped them overcome the enormous obstacles they face in written language production”

(Ruud in Svenhard 2012:76)

Through the CLIL approach, the pupils could work with vocabulary and learn new words, which also was reported to be a motivating activity in my survey, and promote vocational content in a venue they find interesting. This also corresponds with Borojevic's findings in her MA thesis where her teacher respondent found the pupils especially motivated for English when they were in the workshop (Borojevic 2016: 57). Moreover, respondent number 26 in my survey said that *“when we were at the workshop and we were to find so many things as we could, and say their English name”*[my translation] as an example of a very motivating and good English lesson in his opinion. I have also in my own practice

experienced that low-performance pupils have had more motivation and better English production when they, for instance, have done oral presentations in the workshop.

Hestetræet and Ørevik (2018) also talk about the motivational effect of combining workshop hours with the practice of the English language. They also view the workshop as a “home arena” for the pupils and a venue for them to experience the relevance of English in their profession. Further, they see English lessons in the workshop like a good way for English teachers to be more acquainted with the vocational subject, and to build a good relationship with the pupils in different settings (Hestetræet & Ørevik 2018: 323). I will discuss this aspect more in section 5.4 below. Brevik quoted in Munden & Sandhaug (2017) also talks about the motivational effect of having English in workshops and work-related venues when she refers to one pupil who said “ If it concerns, for example, the workshop then I read closely. But if I am going to read something from a book or a couple of pages that have nothing to do with what I do, then it becomes somewhat boring and I just read” (Munden & Sandhaug 2017:445).

Nevertheless, the pupils in my survey reported enhanced motivation when English lessons were combined with vocational content and authentic situations e.g workshops, hospital beds or warehouses. If this approach is viewed as fun and exciting, then we might activate the pupils’ intrinsic motivation for something they find fun and interesting (Skaalvik 2013). However, content and language integrated, or vocationally oriented language learning must base its success on a systematic collaboration between the language teacher and the vocational teacher (Munden & Sandhaug 2013, Repstad 2013, Wendelborg et al 2014) in order to be relevant for the pupils.

5.2.2 Scary is not motivating

The basic skill calculus or numeracy are not suited for language learning according to my respondents. Less than 16% found it motivating to work with tables, calculus, and Math in English lessons. Likewise, role-plays were not seen as a motivational activity by the pupils in my sample. There are, however, indications in the material of correlation between the pupils’ vocational program and what they see as motivating activities (see section 4.3.1 and 4.3.4).

Content and competence aims which are central in the vocational education could also spur motivation in English. Pupils from the Electrical Power (EL) education who have Math and

calculations as an important component of their vocational training also find more motivation if English lessons use this basic skill. Further, Healthcare and Childhood (HO) pupils find more motivation in role-plays than the rest of the sample.

Oral presentations are not seen as a motivating activity. It is also my experience that there has been a development in the last 10-15 years of more anxiety among pupils for oral presentations. Pupils refuse to have oral presentations in class and demand to only do it in front of the teacher. There are now often more pupils who must perform for the teacher alone, than in class. In my opinion, this is not based on poor language abilities but on social factors like image, status, embarrassment, and the need for being very successful in all things you do. At my school, the school nurse has special programs and training for pupils to manage subject related presentations and the mental challenges the pupils face when they must perform or have oral presentations.

On the other hand, digital tools e.g video, PC, mobile phones, can be used to make oral presentations less stressful for the pupils and promote both oral and digital skills in English when they record their presentations for evaluation and feedback. Norman (2012) referred to in Ørevik 2018 talks about digital storytelling (DST) and how the use of digital tools improved a pupil's oral skills in a way that she felt more self-confidence and went on to participate in spontaneous oral activities (Ørevik 2018:56).

In section 5.2 above I have discussed how traditional textbooks and tasks from textbooks do not have a positive effect on motivation and should be replaced by more authentic texts with relevance to the pupils' education, future occupation, interests, and out-of-school experience. There is support for this view in various publications (Hestetraet & Ørvik 2018, Svenhard 2012, Belles-Fortuno&Ramirez 2015).

5.2.3 Communicative language teaching is what pupils like

The respondents in my survey have said that they embrace and are motivated by a communicative language teaching approach (cf. section 4.2.1.1). They have said that activities and content which foster communication and collaboration are motivating ways of learning English. Activities in English lessons like board and card games, pair-work, English lessons in workshops and, finally, a class conversation between pupils and teacher are all activities that stimulate the pupils' communicative ability. These activities are all on the most popular and motivating list in the survey. They are, however, mostly directed towards

the oral basic skill in their nature but obviously can also make the foundation and learning tasks for other basic skills e.g writing and reading.

Oral activities and tasks could be viewed as more motivating for the pupils because they report that they have more training in this basic skill when the content in lessons are vocationally directed (cf figure 4.10). If this is the case, it supports my initial claim in section 1.2 in this thesis that Norwegian pupils have higher proficiency in reading and oral skills and that they find writing English difficult. My respondents said

“I am motivated when we discuss things”

“When the teacher and pupils sit and talk English about the topic the lesson is about”

“Lots of conversations in English, see English- speaking films and have role- plays”

[my translation]

These quotes from my informants are some of the responses I got when they were asked about what they saw as motivating English lessons. The focus is on oral activities and there is a clear element of communication. Thus, there are indications that motivation for the English subject for the vocational pupils is found through the communicative approach.

The communicative approach is learner-centered and it aims to use the target language in meaningful and realistic tasks. The teacher`s role is to promote learning and be a facilitator of learning and a participant. The teacher is a needs analyst (Richard & Rodgers 2014:99) This definition corresponds with the objectives in the FYR program and it opens up for realistic tasks in workshops and other venues.

5.3 Vocationalisation – more of it, thank you, but not necessarily motivating?

The need for more vocationally oriented content and a greater focus on relevance for the school subjects has been addressed by several studies, scholars and governmental documents (NOU 2008, White Paper no 22 2010-2011, Stene et al 2014, Repstad 2013). The aim of this approach is to strengthen the pupils` motivation for common core subjects by making them relevant for their future occupations and the pupils` everyday lives (Hestetraet & Ørvik 2018, Framework FYR, UDIR 2014) One of the purposes of this thesis, was to

investigate whether such vocationally oriented content and a vocationalisation of the English common core subject enhance the pupils motivation for language learning.

Most of the informants in this thesis reported that they would like to learn more about their vocational program in the English lessons with 54% of the pupils who agreed to this statement. However, table 4.3 which summarizes the pupils' responses has a more mixed signal about attitudes and beliefs about vocationalisation.

First, the most surprising result was that vocationalisation and tasks from the vocational program do not make it more motivating to learn English for more than 38% of the pupils in the survey. 42% of the pupils are neutral or do not think vocationalisation necessarily support motivation and almost 20% find vocationalisation counterproductive for motivation. This contradicts the basis for the FYR program that states

“ the purpose for the FYR program is to improve the common core subjects in vocational education in order to enhance the pupils` motivation and better see the relevance of the common core subjects” [my translation]

(Framework for FYR program, UDIR 2014:4)

I was aware before I started this thesis, that vocationalisation of the English common core subject was not necessarily motivating for all pupils. However, the fact that less than 40% of the pupils in my sample saw vocationalisation as a source of motivation in EFL learning was a surprising discovery. This is supported by Wendelborg et al (2014) who investigated vocationalisation in a qualitative study in Norway and said “We observed that vocationalisation in itself did not create motivation, but commitment and relations between teacher and pupils contributed to mastery and motivation” [my translation] (Wendelborg, Røe, Martinsen 2014: vii).

I will return to this aspect in section 5.4 about the teacher-student relationship.

Second, in my view, it is important, in order for vocationalisation to be motivating, that pupils have an interest and are conscious of the vocational program they have chosen. If pupils are attending programs they do not have an interest for, there is little motivation to be found in vocationally oriented content. Sandal & Smith (2010) in their study found that many pupils chose vocational education just to avoid taking general studies. They did so

despite having little knowledge of content or interest in the vocational education program. Some pupils were aware and conscious of their choice, others were not (Sandal & Smith 2010:32). A low score for vocationalisation and its impact on motivation could be explained through some pupils' random choice of education. Moreover, pupils with low grades might not even qualify for their first choice of vocational program or their local upper secondary school do not have the vocational program that really reflects their interests. If the teaching of English is closely tied to content they do not find relevant for them, then learning in the English subject will ultimately suffer. The motivation for the English subject must, therefore, find approaches in addition to vocationalisation in order to meet all pupils in their EFL learning. Hestetræet & Ørvik talk about using the pupils' "out-of-school activities" e.g gaming as a source for EFL learning (Hestetræet & Ørvik 2018). Further, Wendelborg et al (2014) concluded in their report about vocationalisation that "*the goal must be to give the pupils a relevant and adapted education that contributes to mastery and motivation for the subject*" [my translation] (Wendelborg et al 2014: viii). There is also support for this view in my findings when almost 30% of the sample (28.9%) said that they "*would like to learn more about literature and culture in English lessons*". Hence, one-third of the pupils do not want more vocationally oriented content in their English lessons, but many respondents were favorable to English lessons in other venues, e.g the workshop (cf section 4.2.1.1 and 4.2.2). Yet, why do some pupils want to have more vocational content in English lessons when they do not find it motivating for EFL learning? My research did not answer this. However, genuine interest to learn more about a future trade and occupation could be a salient reason for many pupils when they answered this question and would like to use English lessons to do exactly that.

Third, my data on vocationalisation indicates that there is a positive attitude among pupils towards vocationally oriented English education, and many of the pupils in my sample reported that they had vocationally oriented content and activities in their English education. Table 4.3 shows that twice the number of pupils in my sample reported positively about vocationalisation in their EFL education than negative. They said (40%) that they had examples from their trades and that they found their vocational program adapted to English lessons. Further, they said that they found that English teachers had insight into their

vocational education (40.3%). There are, however, different opinions about this in the various vocational programs in the survey.

Initially, I thought that vocational programs with specific and clear trade aspects e.g Electrical Power (EL), Building and Construction (BA) and Technical Production (TIP) would like to have more of their EFL education connected to the vocational program and that they experienced less vocationally oriented EFL learning. Yet, it is more difficult for an English teacher to be relevant and cover the vocational topics in specialized trades and, therefore, one could expect less vocationalisation in these programs. However, more general and universal programs like Sales and Transport (SS) and Health and Childhood (HO) would not benefit from vocationalisation in the same way since their vocational topics are more in line with general knowledge and experience to some extent. However, it would be easier for the English teacher to facilitate vocational EFL teaching because the topics are more general. This view was based on my own experience and on the results by Wendelborg et al (2014) when they reported that the teacher must have specific knowledge into the pupils' vocational program in order for vocationalisation to be successful and that vocationalisation not perceived as relevant and real could be counter-productive for motivation (Wendelborg et al 2014:35)

The findings in my survey did not support this divide. The desire for more vocationalisation among my respondents did not reflect how much or little knowledge the teacher had into the pupils' vocational program. I did not find a correlation between teachers' vocational knowledge and the pupils' desire for vocationalisation. In the BA program, which only constituted one class in my survey, merely 18% reported that the English teacher had vocational insight but 41% would like to have more vocationalisation in English. Likewise, in the HO program 63% of the pupils would like to have more vocational content, yet, only 35% reported that their English teachers, demonstrated insight in HO vocational topics. TIP and SS pupils reported high motivation both for more vocational orientation in English lessons and that their EFL teachers were acquainted with vocational topics. However, my survey had only one BA class and two EL classes to base its findings on, so caution should be demonstrated reading these findings.

To conclude, the pupils in the sample said they would like to learn more about their vocational program in English lessons. They found their vocational education reflected in

their EFL teaching, and they found their English teachers demonstrating insight into vocational education programs. The motivation for EFL learning, however, will be destined to find other sources besides vocationalisation in order to reach all pupils.

5.4 The teacher's role - essential for motivation

The clearest findings in my survey are related to the teacher's role and his or her impact on motivation for EFL learning. These findings are not surprising. However, that the teacher's influence had so many different facets and categories were more comprehensive than I expected.

First, the highest score in the survey of motivation for EFL learning was given to the teacher's ability to create a positive learning environment in classes, and the importance of humor and a "joyful" atmosphere in EFL education. This is in accordance with Sakui and Cowie (2011) and what was presented in this thesis in section 2.3.3 that teachers must create a positive class atmosphere and model enthusiasm in order to build motivation for English. 75% of the respondents reported that they agreed to this and said the teacher's ability to build a positive learning environment and commitment was important for their motivation. There were many verbal responses through the open-ended question about motivating and educational English lessons that included the teacher, humor and learning environment:

"An English lesson that is motivating and educational, is a lesson with oral activities and a lot of humor"

"That the teacher is positive and engages the pupils (some humor). Then I am really motivated"

"The teacher is always in a good mood (...) teaches us new words in an interesting way"

"... it is a good atmosphere and the teacher has humor and he is satisfied. Then it is reassuring and motivating" [my translation]

Second, the relationship the pupils have with their teachers is paramount for motivation and learning (Federichi & Skålvik 2013, Ulvik 2009, Wendelborg et al 2014) and my impression is that pupils often ask themselves when they meet their teacher “do you like me?” The pupils’ motivation for EFL learning in my survey was also enhanced by the importance of subject unrelated contact and dialog c.f section 4.2.3. There is no clear rationale that it is important for the pupils’ motivation in the English common core subject that the English teacher talks with them about their vocational program and education. Yet, 63% of the pupils thought this was important for their motivation in EFL learning, in addition, they said that it spurred motivation for the English subject if they felt the English teacher cared about them. To be genuinely interested in the pupils’ choices of education is one source of motivation my findings suggest. In comparison, only 6% reported that this was not important for their motivation.

In addition, the pupils said they found it highly motivating for EFL learning if the teacher was skillful and had high competence in English. Almost 74% said skilfull and competent English teachers were important for motivation in the subject. These high scores for relatedness and skillfulness are in accordance with Ulvik (2009) that reported better learning output when pupils have a good relationship with their teacher. Further, my findings are in line with Fedrichi & Skaalvik (2013) who refer to emotional and instrumental support from the teacher and how this enhances motivation for school subjects. In other words, the teacher must care both for the well- being of pupils and be able to have a meaningful conversation about their vocational program and its challenges. Also, guide them in their English language learning in order to build motivation for EFL learning.

Third, Nordahl quoted in Wendelborg et al (2014) claims that good class management finds its basis in relatedness, flexibility and the conveying of knowledge in a relevant way. Almost 64% of the pupils in my survey reported that clear and good class management was important for their motivation for English. Further, Nordahl (2013a) states that good class management in schools today are recognized by dialog, openness, respect and good relations between pupils and teacher. The factors discussed above in this section, are therefore the foundation for good class management i.e humor, relatedness, and skillfulness. The fact that the pupils said class management was so important for motivation

is also in accordance with the study about vocationalisation by Wendelborg et al (2014) when they said:

“Our observations indicate that the teacher`s knowledge into the pupils` vocational program, class management skills, professional security,(...) interest for and chemistry with the pupils are absolute prerequisites for the effect of vocationalisation” [my translation]

(Wendelborg et al 2014:42)

As I have pointed out, my findings suggest that the English teacher must demonstrate insight and knowledge in the pupils' vocational education. The respondents in this survey confirmed the findings of previous studies which found enhanced motivation and learning output among pupils when their common core teachers had knowledge into the pupils` vocational program (Repstad 2013, Wendelborg et al 2014, Stene et al 2014). 58% of the pupils in my sample said that it was important for their motivation in the English common core subject that the English teacher had insight into their vocational education. Moreover, they also said it enhanced their motivation if the English teacher could point out the relevance for English in their future occupations. Almost 61% reported that this was important for their motivation. This is in line with the rationale for the FYR program (UDIR 2014) which purpose was to strengthen motivation for common core subject by making them relevant for pupils and their future trade cf. section 2.4. From my point of view, it will be difficult for the English teacher to point out relevance for English if he does not have the proper knowledge of the trade. He will need to know terms, processes, challenges and in general, have an overview of the pros and cons of the trade in question.

Therefore, one might also assume that class management skills, relatedness, and interest in pupils' lives and chosen education are prerequisites for motivation for the English common core subject in vocational education programs. The findings in my survey indicate that the teacher is paramount in building this motivation.

5.5 Writing in vocational education – show me how to do it!

In the introduction of this thesis, I stated that I would investigate what basic skills the pupils experience when English lessons have vocationally oriented content. The reason was I had

the impression that teachers prioritize the oral basic skill in these situations, and this was confirmed by my findings cf. section 4.2.4. I thought if pupils find vocationalisation to be motivating then this would be a missed opportunity to work more with their writing skills. Writing is an important skill for vocational pupils because many of them find it difficult and it is the central basic skill evaluated on the final exam as I discussed in section 1.2.

The respondents in my survey have said they, for the most part, prefer to work with the oral basic skill in English lessons. As I mentioned in section 5.2.2, oral activities are highly motivating and class conversations either involving the teacher or the teacher as a facilitator is among the most popular and motivating activities in my survey (see section 4.2.1.1). Writing is not. In addition, 56% of my respondents reported oral skills and 29% reported that writing was the chosen basic skill when the content in English lessons was directed toward their vocational program. Hence, my assumption that teachers mainly use an oral skill with vocationally content might have some truth to it.

38.5% of my informants reported that they found “producing texts and learn about writing” to be a motivating activity but almost 32% reported writing to have a demotivating effect on their EFL learning. On the other hand, the respondents said that it was more motivating to “work with vocabulary and learn new words” and “learn grammar” with 50.6% in favor of the former and 40.8% for the latter. This indicates, in my opinion, that there is a motivation for communication and accuracy among the pupils and this motivation might also include the desire for writing, and to get more help from the teacher to structuring written texts. This corresponds with my own experience that pupils find writing difficult and they need active help and guidance from the teacher to be successful. They benefit from various forms of scaffolding and modeling in text production (Hertzberg 2011, Helstad&Hertzberg 2013, Skulstad 2018, Richards & Rodgers 2014:122).

The findings in this thesis point to an active teacher who models and supports the pupils in their writing process through questions and comments. This seems to be of importance for writing to be a motivating activity. Likewise, the motivation for writing sometimes makes it necessary, my findings indicate, for the teacher and class to write the text together – jointly on the board. According to Skulstad (2018) and Hertzberg (2011), this approach to writing

through explicit genres and modeling is within the Australian genre school or the Sydney school and in opposition to more process-oriented writing (Skulstad 2018: 143, Helstad&Hertzberg 2013:229). There are clear indications in my findings that more scaffolding in text production is called for when almost 63% of the pupils said they agreed to the statement “it is important for my motivation for writing that the teacher models good text production”. In other words, the vocational pupils in my survey said – please, show us!

I believe, many vocational pupils have written so little, or find writing so difficult, that models and genre examples (scaffolds) are necessary for successful text production. Moreover, my experience is that pupils find support for writing and scaffolding by using various textual patterns. Such patterns could be a problem- solution, question- answer or claim- counterclaim. McCarty (2011) argues that such textual patterns might take the “strain off macro-level planning but still produce learner-generated texts(..)” (McCarthy 2011:162). Hertzberg (2011) talks about a combination of a genre-based approach and the teacher`s concrete feedback on the pupils` texts as a fruitful way to motivate EFL writing.

Moreover, it was also a surprising discovery that vocational content did not make it easier to write English (see section 4.4.4 and table 4.3). My respondents were split in how they viewed vocational topics and content, and if they found it easier to write about such topics or not. 30% found it easier to write about vocational issues and 30% said vocational topics made it more difficult to write English. Nevertheless, studies have found that vocational pupils had better text production in English when they used a CLIL approach and had English lessons in a practical work setting (Svenhard 2012:73; Lasagabaster 2011; Munden & Sandhaug 2017:444). Yet, my thinking is that this positive effect on writing could also be rooted in the venue as much as in the content – or both. Perhaps could the setting be the key to motivating writing and that the context is more important than we have thought?

5.6 Background and motivation – diversity

There are many factors that influence the motivation for language learning, namely, gender, L1, grades, interests, and attitudes toward L2 learning to name a few. Background variables could affect motivation for English and different backgrounds could find motivation for EFL learning in different activities and content (Richard & Rodgers 2014:28).

5.6.1 Gender and motivation for EFL learning

Both men and women reported that they found English an important subject, but men found it slightly more fun than women. It is my experience as an English common core teacher that vocational pupils see the need for English in their future occupations and in their every-day lives. In fact, Brevik (2016) in her article, found that some vocational pupils, all boys, spent most of their spare-time using English and that they had chosen an English speaking spare-time through gaming, TV-streaming, music, and social media. Brevik's findings paint a picture of vocational pupils who comprehend and use English in settings that in many ways are not appreciated in the school system. Even though Brevik interviewed a select few vocational pupils, it is a phenomenon familiar to many English teachers. Hestetraet & Ørevik (2018) also express the potential for EFL learning for vocational pupils if their out- of school contexts are activated for learning purposes. Likewise, it is also my belief the motivation for EFL learning would find strength in such an approach. Anyhow, traditional textbook and classroom education has been viewed negatively by the majority of the pupils in my survey. (see section 4.2.1.1).

Finally, an unexpected result of gender differences was that female pupils were more motivated for English by the teacher's attitude and actions than their male comrades (Fig 4.14). My survey does not answer this finding and there is no logical explanation for it other than a stereotypical view of females as more occupied with "soft- values" and relations than men or perhaps more comfortable with traditional school practices.

5.6.2 Grades and achievements

All pupils in the survey, irrespectively of grades and achievements, found English an important subject. They also said they found the English subject more fun in vocational education than at lower secondary school. Could vocational content in English lessons be one reason why pupils thought it was more fun to have the English subject in upper secondary than in lower secondary school?

However, some of the respondents in the survey reported that they found the English common core subject difficult and there was no surprise in the findings when low achievers, grade 1 or 2, said this. Fig 4.15 shows that low achievers found English difficult and less fun than their peers. Further, vocationalisation did not make the low achievers more motivated for the English subject. If Sandal & Smith (2010) is right about these pupils having low self-

efficacy i.e little faith in one's possibilities based on observations and previous experiences, a traditional school setting is not motivating for EFL learning for the low achievers. These pupils would benefit from a shift in how English lessons are organized and could find new motivation through their "out-of-school" experience of English. The CLIL project reported by the Foreign Language Centre (2012) found that low achievers had very good learning output both in oral and written production through the CLIL approach. The low achievers are especially important because they are more likely to drop out of their education or fail in English and by addressing their needs we can prevent exactly that.

On the other hand, the high achievers reported that they found motivation in a wide range of activities and content. They have probably high self-efficacy and seek challenges in the English subject both with respect to the content and how English lessons are organized. High achievers are most likely attending their first choice of vocational program and, therefore, they also reported that they found motivation in vocationalisation of English in addition to more general topics of literature and culture.

5.7 Didactical implications

The results and findings in this thesis may have some didactical implications for the teaching of English in vocational education programs. The implications I will put forward are supported by previous research and scholars in sections 5.2 -5.6 above. The purpose of this study (section 1.1.2) was to investigate what vocational learners regarded as a relevant and motivating way of learning English. Further, it was to find out to what extent there was any vocationalisation of the English subject and what basic skill vocationalisation focused on and, finally, if this was motivating for the learners. The implications discussed below are my suggestions for promoting a more motivating English education for vocational learners which would hopefully lead to a lower drop-out rate from vocational education.

First, vocational learners need a shift away from traditional classroom teaching of English and material found in conventional textbooks. The learners in this thesis reported enhanced motivation for English through authentic situations and material, and through a communicative language teaching approach. CLIL or VOLL approaches could provide new and motivating EFL learning for learners in the upper secondary school system. Moreover, such strategies could bring the English common core education into workshops and arenas that might foster real and meaningful communication and situations. Collaboration between

language and vocational teachers is a prerequisite for successful content and language integrated learning (Repstad 2013:29, Wendelborg et al 2014).

Second, vocationalisation of the English subject is not necessarily motivating. The teacher should in addition to vocational content, use the learners' out- of- school experience and interests to build motivation for learning English.

Third, the motivation for EFL learning for vocational learners rests heavily on the relationship they have with their teacher. The teacher's insight into the learners' vocational program is important for the relationship and for the teacher's ability to point out vocational relevance for English. In addition, the learners find motivation for English when the teacher is highly skilled and has good class management.

Lastly, vocational learners find it fun and more motivating to use the oral basic skill in English lessons through conversations and pair work. Oral presentations, however, is not a motivating activity for several learners and one should perhaps find alternative ways to do them. The motivation for writing English is best served through modeling and an explicit genre-based approach. The learners find more mastery and motivation for writing when the teacher provides scaffolds and is an active participant in the learners' writing process.

6 CONCLUSION

The title of this thesis “How hard can it be?” reflects several aspects of English education in vocational programs. How hard can it be to meet the pupils’ view of what they regard as motivating and relevant English education? How hard can it be for pupils to find motivation for a subject they view to be important? How hard can it be to adapt English education to the pupils’ vocational program? Further, how hard can it be for a teacher to build a relationship with pupils that motivates for learning? The questions are many and this chapter aims to give some indications and advice on possible ways of making it less hard.

6.1 Introduction

In section 1.2 in this thesis, I asked the research questions and stated the purpose of my investigation into motivating and relevant English education. I will try to answer those questions based on the data and my interpretation of those data provided in this survey. There are, however, reliable and valid answers in my survey from 183 respondents and my research has made explicit some indications and trends about relevant and motivating English education for vocational pupils.

6.1.1 What is relevant and motivating ways of teaching English?

There is no single answer to the question of what is relevant and motivating English education for vocational pupils. They are, as all pupils, a diverse and multi-faced group of individuals. However, my findings suggest that the primary factor for motivation is for the teacher to build a relationship with the pupils beyond the English subject. This relationship can find its foundation through the pupils’ vocational program, out of school experience or simply by being genuinely interested in what the pupils are talking about.

Further, the teacher can enhance and build motivation for English when he has good class management and builds a light and joyful class atmosphere. In many ways, if the teacher cares very much about the English subject, he should start with something else than exactly the English subject to make a foundation for motivation and learning. The combination of a skillful English teacher and one who cares about a supportive class environment and pupils’ well-being will find pupils who are motivated for language learning.

My findings regarding the emotional support and the relatedness` importance for motivation are also supported by previous research in this field (Wendelborg et al 2014, Ulvik 2009, Federici & Skaalvik 2013).

The clearest recommendation based on my findings for enhanced motivation is to re-invent the English subject in vocational education away from traditional textbook and classroom organization to more content integrated and relevant settings for language learning.

6.1.2 How is vocational content reflected in English teaching?

My survey indicates that pupils find their English education through content, texts, and examples adapted to their vocational program. They would like to have more vocationally oriented content, and to use other venues for language learning c.f section 6.1.1 above. They do not necessarily find English more motivating with vocational content, however, they like this more than literature and culture studies. Furthermore, there are indications in my material that the pupils find their teachers to have insight and knowledge into their vocational programs. Such insight is important for the teacher to acquire both to be relevant and to meet the pupils on their “home turf” (Wendelborg et al 2014, Brevik 2016, Hestetraet & Ørevik 2018).

6.1.3 What type of basic skills do pupils experience?

My assumption in section 1.2 was supported by the findings in this thesis. Pupils experience oral skills and oral activities when the content in English lessons is vocationally oriented. They also like to use the oral skill in their learning of English and they report high motivation for these types of activities preferably in pairs or like group assignments.

My findings suggest a genre-based approach to writing. The overall indication is that pupils find more motivation for writing when they have an active teacher who models and presents text examples which provide scaffolds for their own writing (Helstad & Hertzberg 2013, Skulstad 2018).

6.2 Future research

This study has collected its data from a quantitative research design, the survey design. The data was collected at one point in time and the respondents' views on motivating and relevant English education have been filtered through their interpretations of written questions and statements in a questionnaire.

Future research should try to go beyond the answers in my survey. A qualitative research design could find more information about the findings I have revealed. A qualitative study could look into why textbooks and the classroom setting are so little motivating for language learning. Further, one could interview pupils more of why some activities and content are more motivating than others or focus more explicitly on writing in vocational studies.

The surprising discovery that vocationalisation was so little motivating should find more data through qualitative studies of observations and interviews.

My study has taken the pupils' perspective. Future research should investigate what the teachers say about the pupils' choices. Would it be possible to find a balance between what the teachers say is necessary and required content of English education, and what the pupils find to be relevant and motivating?

How hard could that be?

7 BIBLIOGRAPHY

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8 APPENDICES

8.2 Appendix B – NSD approval



Sigrid Ørevik
Sydnesplassen 7
5007 BERGEN

Vår dato: 26.04.2018

Vår ref: 60305 / 3 / L T

Deres dato:

Deres ref:

Forenklet vurdering fra NSD Personvernombudet for forskning

Vi viser til melding om behandling av personopplysninger, mottatt 12.04.2018.
Meldingen gjelder prosjektet:

60305	Hva er relevant og motiverende engelskundervisning på yrkesfag.
Behandlingsansvarlig	Universitetet i Bergen, ved institusjonens øverste leder
Daglig ansvarlig	Sigrid Ørevik
Student	Torgeir Holla

Vurdering

Etter gjennomgang av opplysningene i meldeskjemaet med vedlegg, vurderer vi at prosjektet er omfattet av personopplysningsloven § 31. Personopplysningene som blir samlet inn er ikke sensitive, prosjektet er samtykkebasert og har lav personvernulempe. Prosjektet har derfor fått en forenklet vurdering. Du kan gå i gang med prosjektet. Du har selvstendig ansvar for å følge vilkårene under og sette deg inn i veiledningen i dette brevet.

Vilkår for vår vurdering

Vår anbefaling forutsetter at du gjennomfører prosjektet i tråd med:

- opplysningene gitt i meldeskjemaet
- krav til informert samtykke
- at du ikke innhenter [sensitive opplysninger](#)
- veiledning i dette brevet
- Universitetet i Bergen sine retningslinjer for datasikkerhet

Veiledning

Krav til informert samtykke

Utvalget skal få skriftlig og/eller muntlig informasjon om prosjektet og samtykke til deltakelse.

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Informasjon må minst omfatte:

- at Universitetet i Bergen er behandlingsansvarlig institusjon for prosjektet
- daglig ansvarlig (eventuelt student og veileders) sine kontaktopplysninger
- prosjektets formål og hva opplysningene skal brukes til
- hvilke opplysninger som skal innhentes og hvordan opplysningene innhentes
- når prosjektet skal avsluttes og når personopplysningene skal anonymiseres/slettes

På nettsidene våre finner du mer informasjon og en veiledende mal for [informasjonsskriv](#).

Forskningsetiske retningslinjer

Sett deg inn i [forskningsetiske retningslinjer](#).

Meld fra hvis du gjør vesentlige endringer i prosjektet

Dersom prosjektet endrer seg, kan det være nødvendig å sende inn endringsmelding. På våre nettsider finner du svar på hvilke [endringer](#) du må melde, samt endrings skjema.

Opplysninger om prosjektet blir lagt ut på våre nettsider og i Meldingsarkivet

Vi har lagt ut opplysninger om prosjektet på nettsidene våre. Alle våre institusjoner har også tilgang til egne prosjekter i [Meldingsarkivet](#).

Vi tar kontakt om status for behandling av personopplysninger ved prosjektslutt

Ved prosjektslutt 31.12.2018 vil vi ta kontakt for å avklare status for behandlingen av personopplysninger.

Gjelder dette ditt prosjekt?

Dersom du skal bruke databehandler

Dersom du skal bruke databehandler (ekstern transkriberingsassistent/spørreskjemaleverandør) må du inngå en databehandleravtale med vedkommende. For råd om hva databehandleravtalen bør inneholde, se [Datatilsynets veileder](#).

Hvis utvalget har taushetsplikt

Vi minner om at noen grupper (f.eks. opplærings- og helsepersonell/forvaltningsansatte) har [taushetsplikt](#). De kan derfor ikke gi deg identifiserende opplysninger om andre, med mindre de får samtykke fra den det gjelder.

Dersom du forsker på egen arbeidsplass

Vi minner om at når du [forsker på egen arbeidsplass](#) må du være bevisst din dobbeltrolle som både forsker og ansatt. Ved rekruttering er det spesielt viktig at forespørsel rettes på en slik måte at frivilligheten ved deltakelse ivaretas.

Se våre nettsider eller ta kontakt med oss dersom du har spørsmål. Vi ønsker lykke til med prosjektet!

Vennlig hilsen

Marianne H øgetveit Myhren

Survey -motivating and relevant English education

1.What school do you attend?

- School no1
- School no 2

2.What is your L1? (first language)

- Norwegian
- Another mother tongue/ language

3.Your gender

- Male
- Female

4.What vocational program do you attend?

- TIP Technical and Industrial Production
- BA Building and construction
- EL Electrical Power and Automation
- SS Sales, Service, and Transportation
- HO Healthcare, Childhood and Youth Development
- Another program

5.What year do you go?

- VG1
- VG2

6.What was your English grade on your last report card?

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

7.I think English is an important subject

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

8. I think English is difficult

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

9. I think English is a fun subject

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

10. English was more motivating on lower secondary school

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

11. Working in groups is a motivating way of learning English

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

12. Working in pair is a motivating way of learning English

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

13. Working alone is a motivating way of learning English

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5



14. Listening exercises from the textbook or other texts are motivating activities for my English learning

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

15. Working with songs and lyrics is a motivating activity in English

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

16. Pedagogical language games, cards, and board games are motivating and educational English education

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

17. It is motivating and educational to have oral activity between the teacher and pupils (class conversation)

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

18. It is motivating to have dramatization and role plays in English education

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

19. It is motivating to produce texts and learn about writing in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

20. It is motivating to learn new words and work with vocabulary in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

21. It is motivating to learn grammar and work with grammar in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

22. It is motivating to work with tables, calculations, and Math in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

23. Oral presentations are motivating and educational activities in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

24. Make posters, brochures and other exhibition products are motivating activities in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

25. Read books, short stories and other literature is motivating and educational

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

26.It is motivating and educational to see films and work with films in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

27.Written and oral activities based on pictures, paintings, and photos are motivating and educational English education

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

28.It is motivating and fun to have English education in other venues than the classroom (workshops and specialized rooms)

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

29.It is motivating English education when we work in the textbook

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

30.Other motivating and educational activities in English lessons

Fill in your answer

31.How often do you work with motivating and educational activities in English lessons?

- Always
- Often
- Occasionally
- Rare/seldom
- Never

32.I would like to learn more about literature and culture in English-speaking countries

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

33.I would like to learn more about my vocational program in English lessons

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

34.It is easier for me to write English when I write about topics from my vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

35.My English education is adapted to my vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

36.I think that English teachers have insight into the vocational program and know the content of this

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

37.The English education has often examples from the vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

38.I find it more motivating when English lessons have tasks from my vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

39.It is important for my motivation in English lessons that the teacher speaks English

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

40.It is important for my motivation in English lessons that the teacher speaks English and Norwegian

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

41.It is important for my motivation in English lessons that the teacher has knowledge and insight into my vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

42.It is important for my motivation in English lessons that the teacher explains how English is relevant for me and my future occupation

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

43. It is important for my motivation in English lessons that the teacher cares about me and talks with us about our vocational program

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

44. It is important for my motivation in English lessons that the teacher has clear and good class management

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

45. It is important for my motivation in English lessons that the teacher has humor and creates a good class environment

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

46. It is important for my motivation to write English that the teacher shows how we can write good text and write jointly together with us on the board

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

47. It is important for my motivation in English lessons that the teacher is highly skilled

5 strongly agree, 4 agree, 3 uncertain or neutral, 2 disagree, 1 strongly disagree

1 2 3 4 5

48. What basic skill would you say is predominant when English education has vocationally oriented content?

- Writing
- Reading
- Oral
- Math and calculus

49. How is your English education when you find it motivating and educational?

Fill inn your answer

8.4 Appendix D – Missing data

Question No	Question	Respons	Missing	Percentage
1	Close-ended	183	0	>0.5%
2	Close-ended	182	1	>0.5%
3	Close-ended	182	1	>0.5%
4	Close-ended	181	2	>0.5%
5	Close-ended	180	3	>0.5%
6	Close-ended	182	1	>0.5%
7	Close-ended	183	0	>0.5%
8	Close-ended	181	2	>0.5%
9	Close-ended	181	2	>0.5%
10	Close-ended	179	4	>0.5%
11	Close-ended	178	5	>0.5%
12	Close-ended	181	2	>0.5%
13	Close-ended	181	2	>0.5%
14	Close-ended	180	3	>0.5%
15	Close-ended	178	5	>0.5%
16	Close-ended	179	4	>0.5%
17	Close-ended	180	3	>0.5%
18	Close-ended	181	2	>0.5%
19	Close-ended	179	4	>0.5%
20	Close-ended	180	3	>0.5%
21	Close-ended	179	4	>0.5%
22	Close-ended	182	1	>0.5%
23	Close-ended	182	1	>0.5%
24	Close-ended	181	2	>0.5%
25	Close-ended	179	4	>0.5%
26	Close-ended	180	3	>0.5%
27	Close-ended	181	2	>0.5%
28	Close-ended	180	3	>0.5%
29	Close-ended	179	4	>0.5%
30	<i>Open-ended</i>	83	-	
31	Close-ended	181	2	>0.5%
32	Close-ended	180	3	>0.5%
33	Close-ended	182	1	>0.5%
34	Close-ended	180	3	>0.5%
35	Close-ended	180	3	>0.5%
36	Close-ended	177	6	>0.5%
37	Close-ended	180	3	>0.5%
38	Close-ended	179	4	>0.5%
39	Close-ended	180	3	>0.5%
40	Close-ended	181	2	>0.5%
41	Close-ended	177	6	>0.5%
42	Close-ended	174	9	>0.5%
43	Close-ended	180	3	>0.5%
44	Close-ended	179	4	>0.5%
45	Close-ended	178	5	>0.5%
46	Close-ended	179	4	>0.5%
47	Close-ended	178	5	>0.5%
48	Close-ended	179	4	>0.5%
49	<i>Open-ended</i>	111	-	

8.5 Appendix E – Open-ended question No 49 , responses

ID	Navn	Svar
1	anonymous	En god engelsk time, begynner med en innledning til et kapittel, og så leser vi og får oppgaver, Når oppgavene er ferdige og det er en halvtimes tid igjen så spiller vi brettspill eller kahoot på engelsk.
2	anonymous	det er når læreren står fremme og forklarer oss tekster og læreren leser og oversetter ord som kan være vanskelige.
3	anonymous	Læreren viser en video, vi prater om den. Vi gjør noen oppgaver, spiller litt Kahoot og koser oss
4	anonymous	at vi her ett bra klassemiljø, konsentrerer oss og lærer nye spennende ting
5	anonymous	Når læreren varierer mellom muntlig og skrivning.
6	anonymous	bra
7	anonymous	humor glad lærer dyktig forklarer godt ord osv hører på hva som blir sagt av elevene, og det er viktig at læreren tar hensyn til alle. At læreren vil lære oss At læreren snakker mye engelsk
8	anonymous	En engelsktime som er motiverende og lærerik er en time med muntlig læring og mye humor
9	anonymous	Læreren har alltid godt humør og lar oss spille og lærer oss nye ord på en god måte.
10	anonymous	passe fin
11	anonymous	lite bråk
12	anonymous	da gjør vi noe som er om biler for meg for da er det mer morro
13	anonymous	den er alltid kjedelig.
14	anonymous	Når vi har ting innen spill, data eller elektronikk
15	anonymous	jieljklbdiuhu
16	anonymous	vet ikke
17	anonymous	presentasjoner og yrkesfaglig fordypning i faget. å at læreren forstår oss, hvordan nivå vi er på og hva som passer oss best.

ID	Navn	Svar
18	anonymous	når vi har gruppe arbeid og jobber med broskyrer osv
19	anonymous	morsom
20	anonymous	Det er gøy og motiverer meg videre
21	anonymous	at læreren ser oss, stiller oss spørsmål og gir oss en sjanse til å svare og forbedre oss.
22	anonymous	klassen snakker engelsk og hjelper hverandre.
23	anonymous	En god engelsktime er når læreren går gjennom noe nytt så er det viktig at han får med seg alle og at vi får oppgaver til det vi har gått gjennom. Og at læreren er blid og gjør sånn at alle forstår og at han ikke snakker engelsk hele tiden, men også litt norsk når han skal forklare oppgaver.
24	anonymous	God flyt, alle lytter og prater sammen
25	anonymous	Masse samtaler på engelsk, se engelske filmer og ha skuespill.
26	anonymous	Jeg synes det er motiverende når læreren ikke bare snakker, for da får jeg ikke med meg så mye. men når vi jobber med oppgaver på pc og får noe å jobbe, og ikke bare at læreren snakker for da kan bli fort kjedelig i lengden.
27	anonymous	siden jeg ikke har NOE motivasjon for engelsk, er det ikke så lett. men når læreren kommer med film så vi liksom kan ta engelsken flytende inn automatisk, eller finne på noe koslig, får jeg påenmåte litt motivasjon igjen.
28	anonymous	da er timen ganske gøy
29	anonymous	den fremmer et lærerikt miljø som er skreddersydd til våre evner og svakheter på en måte som viderefører dette til et bedre nivå. vi får også lov til å tulle litt selv om læreren har kontroll i klasserommet dersom det blir for mye. vi jobber også med feks et valgfritt tema innenfor et større tema.. feks vis vi har om elektro at vi kan velge hva slags del innenfor dette vi vil presentere noe om.
30	anonymous	Når læreren og elevene sitter å snakker engelsk sammen om et tema timen skal handle om
31	anonymous	ikke lærere\, at han går ut når vi har time. at han ikke kommer i det hele tatt. 40 min friminutt og 5 min time
32	anonymous	jeg blir motivert når vi diskuterer ting, jeg blir motivert når vi har om usa og australia.

ID	Navn	Svar
33	anonymous	Når jeg lærer ord som jeg ikke kan, det er det som jeg mener er viktig pluss hvordan jeg skal si orda og at dem blir brukt riktig i setninger.
34	anonymous	når vi har muntlige oppgaver og skriftlige og når vi kan si vitser og le
35	anonymous	Engelsktimen er mer interessant å følge med på og jeg elsker å lære.
36	anonymous	Lesing og skriving.
37	anonymous	Du må jobb hat meg Engelsk.
38	anonymous	grei
39	anonymous	grei
40	anonymous	It is entirely in English. What we do is not that important, as long as it is on a high enough level
41	anonymous	Når vi gjør noe som er uten om det vanlige i timene, at vi lærer om nye ting på nye måter.
42	anonymous	spill og lek. Lese interessante tekster
43	anonymous	morsom, og kreativ
44	anonymous	Når vi ser film
45	anonymous	bra
46	anonymous	ganske bra
47	anonymous	Jeg syntes det er en morsom time når vi jobber med noe som jeg intreserrer meg over eller ser en god og intressant film.
48	anonymous	At læreren er positiv og drar med resten(litt humor) Da blir jeg ekstremt motivert
49	anonymous	moro, mens den handlar om yrkesfaget mitt, men det er også fint å lære om engelsk litteratur å liknande.
50	anonymous	interessant og morsom
51	anonymous	ete boller
52	anonymous	Kjempe blaaa!!!

ID	Navn	Svar
53	anonymous	Morosam
54	anonymous	ete bollær
55	anonymous	film
56	anonymous	morosamt og interessant
57	anonymous	Det er bra, bare ønsker hvis vil kunne gjøre litt mer 😊
58	anonymous	ditt
59	anonymous	aldri motiverende
60	anonymous	muntlig snakking mellom elever og lærer
61	anonymous	når vi har ting muntelig
62	anonymous	jeg tror bra.
63	anonymous	Når alle snakker sammen, og vi har alt muntlig.
64	anonymous	den hjelper meg med å forstå masse og bli flinkere til å uttale ord.
65	anonymous	når vi har om et tema som er interessant
66	anonymous	når mi jobber i små grupper og he muntlig undervisning
67	anonymous	Hvis vi kan jobbe individuelt med oppgaver fra boka, og skrive ned gloser
68	anonymous	Ikke så nå lærerik men også lærerik
69	anonymous	når vi får gjøre det vi vil
70	anonymous	Vi spiller spill eller har sett en film og snakker om den.
71	anonymous	Det går bra
72	anonymous	når vi øver på engelske ord som har med mitt yrkesfag å gjøre
73	anonymous	Når lærinna er fin å sjå på
74	anonymous	læreren engasjerer seg, stiller spørsmål til elevene...
75	anonymous	bra

ID	Navn	Svar
76	anonymous	sang tekster
77	anonymous	den er bra lærer mange nye ting
78	anonymous	bra, morsomme og lærerikt
79	anonymous	Film, konkurranse og bilsnakk
80	anonymous	veksling mellom prating og oppgaver film og gruppe arbeid
81	anonymous	Hele klassen er motivert og deltar. Og læreren får med hele klassen med et interessant tema.
82	anonymous	Når jeg skjønner noe i løpet av timen. Og jeg får den hjelpen jeg trenger og de resultatene jeg vil ha.
83	anonymous	Bra
84	anonymous	lit bra
85	anonymous	Vi kjører traktor og hører på engelsk musikk
86	anonymous	Da vil jeg ha brettspill, quiz osv. det er gøy, deretter motiverende og det gjør at jeg lærer meir.
87	anonymous	Vi jobber med oppgaver i boka, og lærer om grammatikk.
88	anonymous	oppgaver tilpasset det nivået hver enkelt er på muntlige diskusjoner nye engelske ord og begreper, idiomer
89	anonymous	At alle kan snakke/diskutere fritt. Ingen er tvunget til å snakke men det er en god atmosfære og læreren har humor og er fornøyd. Det er betryggende og motiverende.
90	anonymous	at læreren snakker både engelsk og norsk, han snakker om yrkesfaget vi har valg og vi kan ha noen spill om faget på engelsk så vi lærer
91	anonymous	Gjøre litt forskjellige ting, som for eksempel lese, skrive og jobbe med oppgaver.
92	anonymous	Den består av forskjellige ting. Både lesing, litt oppgaver, og gjerne en liten lek eller quiz som har med faget å gjøre.
93	anonymous	når vi jobber 2 og 2
94	anonymous	veldig bra! jeg føler da at jeg følger mere med og bruker de informasjonene som blir sagt videre.

ID	Navn	Svar
95	anonymous	når vi er i aktivitet, ordspill med andre elver i klassen
96	anonymous	god
97	anonymous	alt er veldig bra
98	anonymous	veldig bra
99	anonymous	morsom, og spennende, folk er ivrrige på å svare. og vi lærer
100	anonymous	når vi kan ha det moro mens vi har engelsk
101	anonymous	Muntlig, eller kan lage mine egne tekster der jeg kan lære meg selv og få hjelp når jeg lurer på noe.
102	anonymous	Latter mye nye ord man vanligvis ikke hører
103	anonymous	En der læreren har en oppgave klar og kan vise til eksempler, gjerne erfaring, og der han/ho ikke trenger å bruke mye tid på å få elevene i gang. Husk at elevene på vgs allerede er forbi 16 og ganske utvikla fra før og læreren har ikke så mye innspill.
104	anonymous	at jeg lærer mange ord
105	anonymous	Vet ikke, har aldri hatt en sånn time
106	anonymous	Vi tar det sammen med læreren, vi lærer noe og føler at vi får det til
107	anonymous	Når vi lærer noe nytt vi har bruk for og har varierte timer
108	anonymous	varierende tema
109	anonymous	Vet ikke
110	anonymous	Når læreren gir oss oppgaver og svarer godt om det er noe vi trenger hjelp til.
111	anonymous	jeg lærer lite

8.6 Appendix F – Results and scores from the questionnaire

Scores from the questionnaire – all respondents

Answers: 183

Average time of completion 08:33

The table shows the number of answers to each question

1. What school do you attend?

School No 1	154
School No 2	29

2. What is your L1? (first language)

Norwegian	141
Another language	41

3. Your gender

Male	99
Female	83

4. What vocational program do you attend?

TIP - Industri -Kjøretøy	37
Bygg - Anlegg	22
Elektro - Automasjon	20
Service/salg - Samferdsel - Transport	26
Helse - Oppvekst	73
Annet utdanningsprogram	1
Annet	2

5. What year do you go?

VG1 100

VG2 80

6. What was your English grade on your last report card?

Grade 1 6

Grade 2 37

Grade 3 55

Grade 4 51

Grade 5 28

Grade 6 5

Scores from closed-ended questions with multiple-item scale	<i>Coding1</i>	<i>Coding2</i>	<i>Coding3</i>	<i>Coding4</i>	<i>Coding5</i>
Questions and wording	<i>Number of responses</i> <i>Strongly disagree</i>	<i>Number of responses</i> <i>Disagree</i>	<i>Number of responses</i> <i>Neutral or uncertain</i>	<i>Number of responses</i> <i>Agree</i>	<i>Number of responses</i> <i>Strongly agree</i>
7. I think English is an important subject	2	10	28	43	100
8. I think English is difficult	30	28	63	24	36
9. I think English is a fun subject	16	30	59	41	35
10. English was more motivating on lower secondary school	45	44	47	26	17
11. Working in groups is a motivating way of learning English	25	10	59	56	28
12. Working in pair is a motivating way of learning English	17	10	60	65	29
13. Working alone is a motivating way of learning English	29	24	60	35	33

14. Listening exercises from the textbook or other texts are motivating activities for my English learning	28	37	61	44	10
15. Working with songs and lyrics is a motivating activity in English	31	29	56	37	25
16. Pedagogical language games, cards, and board games are motivating and educational English education	19	11	37	56	56
17. It is motivating and educational to have oral activity between the teacher and pupils (class conversation)	13	23	54	57	33
18. It is motivating to have dramatization and role plays in English education	55	31	48	25	22
19. It is motivating to produce texts and learn about writing in English lessons	27	30	52	45	24
20. It is motivating to learn new words and work with vocabulary in English lessons	14	20	55	45	45
21. It is motivating to learn grammar and work with grammar in English lessons	32	25	49	38	34
22. It is motivating to work with tables, calculations, and Math in English lessons	78	29	45	18	11
23. Oral presentations are motivating and educational activities in English lessons	36	37	44	33	31
24. Make posters, brochures and other exhibition products are motivating activities in English lessons	30	27	59	36	28
25. Read books, short stories and other literature is motivating and educational	34	30	55	31	28
26. It is motivating and educational to see films and work with films in English lessons	8	5	36	54	76
27. Written and oral activities based on pictures, paintings, and photos are	25	24	75	36	20

motivating and educational English education					
28. It is motivating and fun to have English education in other venues than the classroom (workshops and specialized rooms)	13	16	58	48	44
29. It is motivating English education when we work in the textbook	28	27	78	28	17
30. Other motivating and educational activities in English lessons	Open-ended question				
31. How often do you work with motivating and educational activities in English lessons?	Always 6 Often 51 Occasionally 78 Rare/ seldom 35 Never 11				
32. I would like to learn more about literature and culture in English-speaking countries	40	27	60	32	20
33. I would like to learn more about my vocational program in English lessons	11	21	51	47	51
34. It is easier for me to write English when I write about topics from my vocational program	21	31	72	29	26
35. My English education is adapted to my vocational program	13	18	76	46	26
36. I think that English teachers have insight into the vocational program and know the content of this	10	26	69	40	31
37. The English education has often examples from the vocational program	17	26	60	50	26
38. I find it more motivating when English lessons have tasks from my vocational program	10	25	75	46	22
39. It is important for my motivation in English lessons that the teacher speaks English	19	11	63	40	46
40. It is important for my motivation in English lessons that the teacher speaks English and Norwegian	12	13	55	35	65

41. It is important for my motivation in English lessons that the teacher has knowledge and insight into my vocational program	6	11	57	50	52
42. It is important for my motivation in English lessons that the teacher explains how English is relevant for me and my future occupation	6	12	49	45	61
43. It is important for my motivation in English lessons that the teacher cares about me and talks with us about our vocational program	4	7	56	54	58
44. It is important for my motivation in English lessons that the teacher has clear and good class management	2	5	58	51	62
45. It is important for my motivation in English lessons that the teacher has humor and creates a good class environment	2	8	33	28	106
46. It is important for my motivation to write English that the teacher shows how we can write good text and write jointly together with us on the board	2	7	57	43	69
47. It is important for my motivation in English lessons that the teacher is highly skilled	1	5	41	33	97
48. What basic skill would you say is predominant when English education has vocationally oriented content?	Writing 52 Reading 25 Oral 101 Calculus 1				
49. How is your English education when you find it motivating and educational?	Open-ended question				

