

Social media and its effect on EL motivation

A mixed method study on upper secondary school
students



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Abstract in Norwegian

Dette masterprosjektet utforsker sosiale medier og dens effekt på videregående elever sin motivasjon til å lære engelsk. Den tar for seg elever sin egen oppfatning av motivasjon i sammenheng med ulike motivasjonsteorier sine rammeverk. Dette er hovedsakelig gjennom *The L2 Motivational Self System* og *Self-determination Theory* som legger grunnlaget for data innsamlingen og analysen.

Målet med studien var å utforske flere aspekter som kan være med å påvirke og utforske sosiale medier sin innvirkning på elevenes motivasjon til å lære engelsk. Den tar først for seg hvor motivert elevene er til å lære engelsk. Videre ser den på elevenes bruk av sosiale medier til å lære engelsk. Og til slutt, elevenes egen oppfattelse av påvirkningen sosiale medier har på deres motivasjon til å lære engelsk.

Datainnsamlingen er basert på Mixed Method, med både kvantitativ og kvalitativ data innsamling og analyse. Den kvantitative dataen er konsentrert i en spørreundersøkelse som tar for seg elevenes motivasjon og bruk av sosiale medier. Den kvalitative dataen er fra ett spørsmål i undersøkelsen og semistrukturerte intervjuer. Spørreundersøkelsen var gjennomført på to klasser, en fra første og en fra andre klasse på videregående i Bergen, Norge. Til sammen svarte 55 elever på spørreundersøkelsen og fire av disse ble intervjuet.

Prosjektet viser til at sosiale medier har en effekt på elevenes motivasjon til å lære engelsk. Resultatene indikerer at elevene er i stor grad motivert til å lære engelsk. Videre sees dette i sammenheng med elevenes bruk av sosiale medier til å lære engelsk. Det siste punktet referer til elevenes oppfatning til hvordan sosiale medier har en påvirkning på deres motivasjon. Resultatene som er gitt over, gir indikasjon på at sosiale medier i stor grad har en påvirkning på elevenes motivasjon.

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#Lektorlove

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Table of contents

Chapter 1: Introduction	1
1.1 Aim and scope	1
1.2 Social media in students' life	2
1.3 Classroom English vs Outside School English	4
1.4 The 21st century skills in English language learning	4
Chapter 2: Literature review and theoretical framework	7
2.0 Introduction	7
2.1 Language Learning Motivation	7
<i>2.1.1 Definition of motivation in language learning research</i>	7
<i>2.1.2 The L2 Motivational Self System (L2MSS)</i>	9
<i>2.1.3 Self-determination theory (SDT)</i>	11
2.2 Social media within the classroom	15
2.3 Summary	17
Chapter 3: Methodology	18
3.0 Introduction	18
3.1 Mixed method	18
<i>3.2.1 Mixed method research design</i>	20
<i>3.2.2 Strengths and weaknesses of mixed method</i>	21
3.3 Quantitative Method - Online survey	23
<i>3.3.1 Designing the survey</i>	24
3.4 Qualitative Method – Semi-structured Interviews	27
<i>3.4.1 Designing the interview guide</i>	28
3.5 Data collection	29
<i>3.5.1 Sampling</i>	29
<i>3.5.2 Procedure</i>	30
3.6 Data analysis	32
3.7 Ethical considerations	33
Chapter 4: Presentation and discussion of findings	35
4.0 Introduction	35
4.1 The extent of students' EL and ES motivation	35
<i>4.1.1 Students' perception of motivation in EL and ES</i>	37
<i>4.1.2 Other aspects that clarify their motivation</i>	43
4.2 The extent of students' use of social media to learn English	51
<i>4.2.1 Types of English</i>	55
4.3 Social media's influence on EL motivation	56

4.3.1 Students' attitudes towards the possibility of using social media in the classroom	57
4.3.2 Social medias' effect on students' experience of English	60
4.3.3 Social media's effect on students' motivation	62
Chapter 5: Conclusions and implications	66
5.0 Summary and conclusions	66
5.1 Limitations	68
5.2 Further research	70
References	72
Appendices	75
Appendix 1 – NSD Approval	75
Appendix 2 – Survey consent form	77
Appendix 3 – Interview consent form	79
Appendix 4 – Pre-responses Survey (English)	81
Appendix 5 – Pre-responses Survey (Norwegian)	88
Appendix 6 – Interview guide	94
Appendix 7 – All responses from the survey, collected in graphs	95
Appendix 8 – Transcript of interview 1	106
Appendix 9 – Transcript of interview 2	111
Appendix 10 – Transcript of interview 3	116
Appendix 11 – Transcript of interview 4	120

List of figures:

Figure 1- Visual representation of L2MSS (Al-Hoorie, 2017).	10
Figure 2 – Visual representation of SDT from (Van Beek, Taris, & Schaufeli, 2011) based on (Ryan & Deci, 2000b) (Ryan & Deci, 2000).	14
Figure 3 – question 12. To what extent are you motivated to learn English?	37
Figure 4 – question 13. To what extent are you motivated for the English subject?	38
Figure 5 – question 4. - To what extent do you like the English language?	43
Figure 6 – question 5. To what extent do you like the English subject?.....	44
Figure 7 – question 8. - How often do you feel the time passing quickly in English classes?	45
Figure 8 – question 9. How often do you feel like a part of the decision making in the English subject?.....	47
Figure 9 – question 10. How often can you relate English classes to your everyday life?	49
Figure 10 – question 11. - How often do you see the usefulness of English classes?.....	50
Figure 11 – question 14. Do you use social media?.....	52
Figure 12 – question 18. Which of these social media apps/websites do you use several times a day?.....	53
Figure 13 – question 22. How often do you meet English on social media?	53
Figure 14 - 27. Would you like to have social media use in the English subject?.....	57

Chapter 1: Introduction

1.1 Aim and scope

Today's society is greatly affected by globalisation, where individuals connect through vast networks all over the world. Social media (SM) has had a massive impact on societies by linking people and encouraging them to communicate and encounter English in many ways. Students encounter English daily through social media apps in their free time and it is a large part of their daily communication. Today, communication in SM plays a greater role for students than ever before, and the apps can impact their lives. However, the depths of influence of the apps are yet to be discovered.

There are two projects, which have inspired my research. First, it is the MoTiSSE project, which has studied motivation in English learning in upper secondary schools in Sweden. The Swedish School Inspectorate (2011) describes the two different Englishes, one outside school and one within. The MoTiSSE project stems from the findings which the Inspectorate developed (Henry, 2019). The investigation focused primarily on teaching methods, which were the most motivational for the students (ibid.). The study comments on the use of mobile phones and apps in language learning and analyses the motivational aspect of this use. The second project is Med ARK & APP conducted by the Institute of Pedagogy at the University of Oslo. They sought to examine the use of paper- and screen-based learning in Norwegian schools. Researchers have studied the effects of using paper or screens for learning in different subjects, including English. The two studies have inspired me and helped determine the aim and focal point of my study. From both projects, I take the aspect of how researchers view social media and its potential towards English language (EL) learning as an inspiration, as well as their approach to English as a two-faceted phenomenon i.e. English within and outside school. However, I see that there is a gap within both research studies, which is a lack of students' own perspective on their motivation and the role of SM in their EL learning.

Stemming from the previous research, in my study I aim to see whether and how social media affect students' motivation towards learning English in class. Particularly, my focus is on whether encountering EL on social media increase students' motivation to learn English in class. I aim to answer the following research question: *How social media affect student motivation to learn English outside and in class?* To answer this question, I have created sub-questions: *To what extent are students motivated to learn English both outside and in class? To what extent do they use social media to learn English both outside and in class? How do*

students perceive the influence of social media on their motivation to learn English outside and in class?

The first sub-question aims to investigate the students' motivation in learning English in and outside of class. More specifically, I aim to consider if there is a difference between students' interest in the English Language (EL) in general and the English Subject (ES), i.e. learning English in class. I chose to uncover this aspect, to be able to connect it to social media's potential effect on students' motivation. I choose to look at this aspect to further see any connection to their motivation towards EL both outside and in class may be affected by social media to a larger extent and how.

The second sub-question examines the extent, to which students use social media in connection to English learning. Through social media, students may observe communication between native speakers, as well as learn information relevant to the English subject and their everyday life. They may also encounter English speakers when they must adjust their speaking and writing to the situation. These are examples of how students may learn English through social media. How students use social media in English and to learn English are features that can affect their motivation towards learning English in relation.

The last research question aims to answer the aspect of how students perceive the influence of social media on their motivation. This aspect will reveal how students may be affected by social media in connection with EL motivation. If so, what effect does it have on their motivation? Through the three research questions, I aim to gather findings which will help shed light on the effect of social media on students' motivation towards English learning in general, including both outside and in class.

1.2 Social media in students' life

As portrayed in a study conducted by Medietilsynet (2020) 95% of children in the age of 9-18 use some form of social media. The top five used social media listed are YouTube, Snapchat, TikTok, Instagram, Facebook. Different age groups use varying social media, the way they use social media also alters depending on age and sex. Various social media apps have different purposes for teenagers. Some of them have a pure communicative purpose, others may have an administrative or entertainment purpose as well. Social media are a diverse platform for teenagers where they can try to define themselves in the views of others, as well as interact and develop their own identity. The diversity and the endless possibilities of social media usage can be part of changing students' lives connected to language learning. Students

nowadays grow up with social media in their lives. Giving that, SM has become a great part of teenagers' lifestyles, and one can assume that it has various effects on their lives.

To further investigate the effects of social media, in my study I will first define the term social media. The term has numerous definitions that attempt to uncover the vast idea of social media. A general definition, which I intend to use in my research is:

“Social media are Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others.” (Carr & Hayes, 2015, p. 50)

The main reason for choosing this definition is its broad focus on SM's function as platforms for interactions that allow users to represent themselves to different audiences. This definition is not limited to any particular SM' usage, which makes it applicable for studying students' use of SM in relation to English learning.

Regarding the use of social media within schools, the most common thought concerning SM is that it is a distraction from schoolwork (Henry, 2019). However, some researchers show that there is a positive attitude towards the use of social media at school, yet SM, in this case, is usually reduced to a Learning Management System (LMS)¹/ content/course management systems (CMSs) (ibid.). Nevertheless, using SM for English language learning can have many benefits for students in the learning process (Ibid). For example, using social media as a tool for language learning has the potential to facilitate English learning. By increasing the feeling of encountering English in situations that they can relate to their lives. However, some of the profits from social media are not necessarily given through the use classroom but given through students' use of SM outside of class. The increasingly globalised society that we live in has a great effect on our daily lives, social media has an ever-greater influence on each generation. The effects that they have on students is a continuing important topic to research. With English as a global language, one encounters the language daily through social media. There are several platforms, in which students encounter English. Social media are a platform where they can express themselves as well as experience others doing the same. It is, therefore, a unique way of encountering English. As

¹ LMS is defined as an online system that allows users to share information and collaborate online (Lonn & Teasley, 2009).

SM make English a part of students' lives, one can assume that it may impact students' motivation towards the English subject at school.

1.3 Classroom English vs Outside School English

Students today can experience English as a divided language based on the given contexts: one within the school and one outside of school. One may experience a gap between the two types of English, where students may struggle to see the connection between them (Henry, 2019). Social media have been part of creating the two different types of English as well as other digital entertainment and resources for non-native speakers. Social media have developed into a platform where students encounter English differently from school. The division of the English language appears to be separated by practice, where the English used outside of school usually is branded the social and communicative side of English. Within school, students meet the academic version of English. This gap can contrast with the desire to achieve communicative competence for students at school.

To explain English outside of class further, I refer to the research on Extramural English (EE) by Sundqvist and Sylvén (2016). They introduce this term when distinguishing the use of English outside of school. EE deliberates the English-mediated activities outside of school, and how this affects their learning processes (ibid.). This term is relevant to my research, considering that most of the students' activities on social media are conducted outside of school and class. Students can encounter EE both when communicating with English speakers online, as well as reading arbitrary advertisement on social media in English. My project will focus on the terms of English in and outside of class, rather than EE itself.

Students today experience so much English outside of school that their language skills and level of English increases gradually. This can be part of a negative change in school, where students may no longer feel challenged enough or see the purpose of language learning in school. Different experiences of English may affect students' motivation for language learning. Students might be more motivated towards one of the variants of English which can have a positive or a negative effect on the other type of learning. Classroom English and Outside Class English, thus, is an important distinction, which should be taken into account when examining students' motivation in language learning.

1.4 The 21st century skills in English language learning

In the international society of today, learners need to acquire more diverse skills than before. These skills are connected to the globalisation of the world and this requires more from each individual. One should obtain certain competences in numerous aspects, including language

learning. EL learners need sets of skills to become a part of the global community of English speakers. Researchers have identified these global competencies as the 21st-century skills, which is defined as “*a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life*” (Fandiño Parra, 2013, p. 193). One must take these characteristics into account when examining EL and social media, since EL learning today highly regards these skills, and one should see the connection between SM and the 21st century skills.

Within different frameworks for the 21st-century skills, the English language holds a major place. This is simply because English is a global language and serves as a basis for all global and communicative aspects of the 21st-century skills. These skills aim to help learners achieve access, incorporate, and communicate information, work collaboratively across differences to solve problems, and create new knowledge through the innovative use of multiple technologies (Fandiño Parra, 2013). By achieving the different skill sets, the students should be able to achieve different aspects. For explaining the skills, researchers have identified six characteristics, of which these skills consist: 1) the ability to understand, 2) the ability to do, 3) collaborative ability, 4) critical thinking skills, 5) information utilisation ability and 6) the ability to connect. All the six skills contain a learners’ ability in connection to EL (Nazikian & Park, 2016). The 21st-century skills involve the integration of learning and innovation skills, information, media, and digital literacy skills as well as life and career skills. Regarding the different aspects which the 21st-century skills view, social media cover them in many different ways. These attributes are regarded as highly relevant within the research field of EL learning within the globalised society today and should be connected to social media.

The prominent language learning theories in EL is Communicative Language Teaching, which refers to the aspect of learning a language for communication. With this as the most prominent approach of teaching, the increase of focus towards the 21st century skills is not unreasonable. Hence, SM should have an increasingly greater part of language learning and the 21st century skills. Communicating in today’s society, one needs other sets of skills than previously, where most communication is through SM. Yet one cannot look at English as a competence-based language, it is a global language. One must contemplate several aspects of English language acquisition, not just the competencies included within Communicative Language Teaching and the 21st-century skills to acknowledge students’ learning processes.

Schools need to provide opportunities to achieve these types of skills through interactions utilizing different media.

Chapter 2: Literature review and theoretical framework

2.0 Introduction

Regarding social media and their effect on motivation towards language learning, there are several aspects, which need to be theoretically examined before proceeding to the empirical study. Based on the research questions, the theoretical framework of my study will focus on the following issues: motivation for language learning as a concept and theory, and second, the use of social media in language learning at lower and upper secondary schools. The section on motivation will attempt to define motivation within the research field of language learning motivation. The second part of the theoretical review will focus on social media use in EL acquisition. In both sections, I will look at different theories to place my thesis within the field of study.

2.1 Language Learning Motivation

Language learning motivation is a vast and complex concept and has been thoroughly investigated. Throughout this section, I will determine the definition of motivation used in my thesis, as well as consider two motivational theories, on which the empirical part of my study will be based.

2.1.1 Definition of motivation in language learning research

Before considering motivation in language learning, I must first present the concept of motivation. Motivation is a term that varies depending on the field of research: psychology, pedagogy, language learning education, etc. Motivation has generally been defined as “*to be moved to do something*”, a direction towards actions. This also indicates that people are “*energized or activated toward an end*” (Ryan & Deci, 2000, p. 54). Motivation varies depending on the orientation that gives rise to the actions. This direction may be affected by factors such as underlying attitudes and goals (ibid). Studying motivation, however, means looking at the energisation and direction of behaviour (Deci & Ryan, 2013).

The direction and orientation of motivation can be shifted greatly. Various situations can give alterations to people’s motivation. For example, the direction and orientation for upper secondary school language learning differ from younger students. This is due to their different goals and attitudes that may change over time. There is also a substantial difference between L1 and L2 learning motivation, where students perceive these differently. One might not see the need for L2 when efficient with L1. Student motivation may also appear from their cultural and social connection to the language both in the classroom and outside of the classroom. These variations and different orientations are a part of making motivation so

complex. Motivation is a complex aspect of language learning. Its complexity appears when viewing the reason, background, and degree of students' language motivation. These facets establish different variations of students' motivation.

Researchers also connect students' motivation in English learning with the concept of identity. Connecting English towards identity is another aspect of how different L2 motivation is compared to motivation for other facets. Rindal conveys that learners make use of L2 in their construction of identity (2010). One cannot compare L2 motivation to investment alone or other non-specified motivational theories. With identity as a big part of second language learning, motivational theories connected to L2 differ greatly from other learning motivation within education (Henry, 2019). As Williams comments, learning a language involves an alteration of self-image, new social and cultural behaviour, ways of being and it will affect the person's social nature (1994). This language identity will constantly change across time and space. The connections to identity will be further explained in this chapter through the idea of selves.

Motivation in language learning is related to the concept of *investment*. This distinction is important to consider since it often is combined or compared to motivation. Investment refers to the actions and outcome directed from learners when they invest in L2 learning, through these actions they acquire symbolic and material resources which increase the value of their cultural capital within the English language culture. This process will give the learner an expectation of a return on this investment, to access unattainable resources within language learning (Peirce, 1995). This theory differs from the idea of pragmatic directed motivation regarding the way investment wishes to capture the relationship between the learner and the changing social world. The individual contains a complex identity and several desires within their relationship with the language. In contrast to when a student is pragmatically directed, their motivation is directed from purely practical reasons. These practical reasons can differ from grades, or the need to understand EL in their personal lives, etc. However, some results indicate that there is a strong correlation between motivation and pragmatic awareness (Tajeddin & Moghadam, 2012). Investment is one way of exploring motivation, yet there are certain aspects where the theory comes to short. It lacks layers of motivation engagement and the variations to the drive of motivation. Investment is a part of motivation, however, a rather limited idea. This limitation appears particularly when regarding the variations and degrees of motivation. However, it is important to consider to be able to distinguish from the concept of motivation.

In the same way that there are different definitions of motivation, there is also a variety of theoretical approaches to this concept. However, I have considered the concept of investment to be able to differentiate it from motivation more specifically when conducting the empirical part of my research. Focusing on motivation, rather than investment, will give a broader sense of direction, which each student has concerning EL learning. Based on my research questions I have chosen to focus on Self-Determination Theory (SDT) and L2 Motivational Self System (L2MSS) as my theoretical approaches to motivation, the two theories will be explained further within this chapter. The two motivational theories I have chosen are highly relevant when studying language learning motivation and can be connected to English learning outside of class and social media.

2.1.2 The L2 Motivational Self System (L2MSS)

The first theory that I have chosen to be part of the theoretical framework is The L2 Motivational Self System (L2MSS). The theory was developed by Dörnyei (2005; 2009), to explain the connection between one's motivation and behaviour in relation to language learning. This branch of motivational theory emerged from the increased interest in the field of psychology defining the dynamic and stable personality traits which developed into the idea of selves (Dörnyei & Ushioda, 2009). The branch of psychological motivational theory connected to the self was later adopted in the research of the second language acquisition (SLA).

To further examine this side of motivational theory one must look at the idea of selves. The self is perceived as the image a person holds of themselves. The self can also be defined as the set of someone's characteristics, such as personality and ability, which are not physical and make a person different from other people. The core of this theory is the concept of self-systems, which Dörnyei conceives as an active and dynamic facet of the individual's personal 'core' that "mediates and controls ongoing behaviour" (2005, p. 10). Therefore, L2MSS is a part of the self-system that mediates and controls one's motivation to learn an L2.

This theory of L2MSS is based on Markus and Nurius' theory of *Possible selves and Future self-guides* (1986). Dörnyei uses their work as a foundation to distinguish two main categories of L2MSS. These two categories are *the ideal-self* and *the ought-to-self*. The ideal-self refers to the idea of the qualities one wishes and likes to have, while the ought-to-self refers to the qualities one thinks one should have (Dörnyei & Ushioda, 2009). Both selves emerge from the individual selves but can also be affected by other people. It can be difficult to differentiate the two selves from each other. This is because the selves may be internalised

to a varying extent, and be experienced as the same self, or that the ought-to-self may be perceived as the ideal-self through excessive internalisation. Some ideal-selves may have a root within the ought-to-self, depending on how adopted the expectation of the attributions

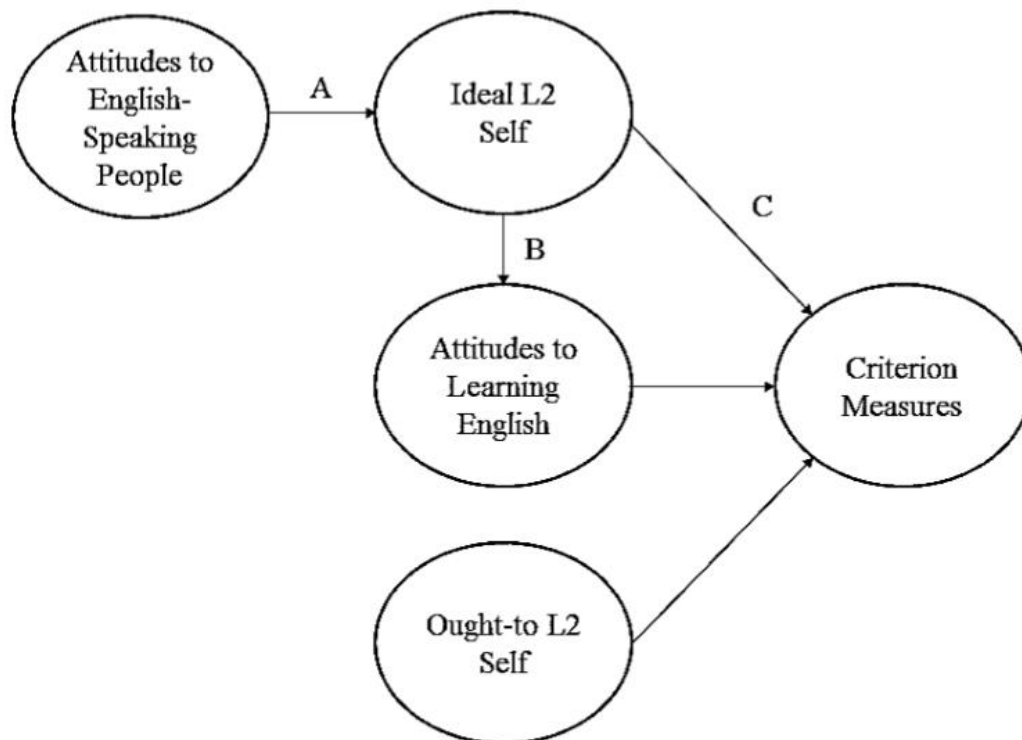


Figure 1- Visual representation of L2MSS (Al-Hoorie, 2017).

connected to the ought-to-self are within the individual. Through group norms as a social being, there is a certain expectation to internalise the ought-to-self (Boyatzis & Akrivou, 2006). There can be certain expectations from the class group that alters their ought-to-self or can at a certain point internalise into their ideal-self. The teacher, parents, and social media can maybe be a part of these processes as well. The internalisation of the ought-to-self may appear without the group pressure, yet the external pressure is the main basis for this adoption of selves. The different selves uphold different criteria and are affected by various factors, which facilitate different outcomes of motivation.

To receive a structural overlook of L2MSS one can look at figure 1. Here one can see that students' attitudes towards language learning and English-speaking people affect the ideal-self. The ought-to-self is affected by external factors or students' own pragmatically directed motives. These factors are a part of the criteria to which one can look at motivation. These aspects will be part of establishing the data collection tools and the analysis of data further in this research.

For students, the distinction between the two selves can be highly relevant in school situations within language learning. The L2 motivational self-system can be applicable in relation to students' language learning, and their perception of their learning and motivation. Depending on where they place English, as a part of their ideal-self or ought-to-self, the selves can affect their motivation towards EL within a class and outside of class. This is because students may think that they are highly motivated to learn English, yet this motivation may derive from pressure from social groups or other external factors. To further explain motivation, my thesis will use Self-Determination Theory to cover the gaps within L2MSS, in regarding the different variations of motivation within the selves and the various factors that may affect the motivation that students obtain.

2.1.3 Self-determination theory (SDT)

The second theory that will be the basis for the theoretical framework of my research is the Self-determination Theory developed by Ryan and Deci (1997). This theory is a macro theory of human motivation, meaning it is a large-scale theory about society rather than individually levelled. The self-determination theory is based on the importance of individuals' own evolved inner resources for personality development and behavioural self-regulation (Ryan et al., 1997). This theory covers a more in-depth perspective on motivation and different variations and types of motivation within students and language learning.

The inner resources for personality which are a part of altering motivation are divided into three aspects: competence, relatedness, and autonomy. Students' competence towards language acquisition and their thoughts about their competence is a factor that alters their motivation, by developing a sense of achievement. Along with relatedness which refers to the experience of how linked the language is to their own life and how they associate and connect the language and their lives. The last factor is autonomy. This factor is a complex idea, meaning that students need to take charge and control of their learning process and be able to assess their learning outcomes (Little, 2008). Through these three features, one should be able to determine language learners' motivation and see how the different factors can affect each other and students' motivation for language learning. SDT can give a broader sense of information on students' experience of motivation, by addressing the different aspects which elaborate on variations and degree of motivation. The three factors show facets of students' personality and identity connected to their language learning and can help determine and reflect on motivation.

SDT distinguishes between two different types of motivation based on the reasons or goals which give rise to an action. *Intrinsic motivation* refers to the act of doing something because it is interesting or enjoyable, and *extrinsic motivation* refers to the act of doing something because it leads to a separable outcome (Ryan & Deci, 2000, p. 55). The different types of motivation within SDT can be seen in classrooms through how students may enjoy certain subjects and be intrinsically motivated, yet within another subject be motivated because of assessments, peer pressure, other external practical aspects. Extrinsic motivation can be motivation to avoid failure and disappointment from different groups or because of the valuable and pragmatic direction. Intrinsic motivation stems from the individual's interests and exists within each student, but it is also based on the relationship between the individual and the tasks carried out i.e. EL (ibid). Through this idea, it is particularly important to reach for authenticity and relevance for the students within the language learning process. When the competence, autonomy, and relatedness aspects are covered students may experience fulfilment which in turn can facilitate intrinsic motivation. SDT focuses on the terms of social and environmental factors that undermine or facilitate intrinsic motivation. The three different factors: feelings of competence, autonomy, and relatedness are a part of this determination of undermining or facilitating motivation. Intrinsic motivation is achievable with the three factors at hand and will at that point be the most desirable form of motivation. It is important to be able to make this distinction within L2 motivation at upper secondary school, where students are more directed within their motivation to various degrees. Through this theory, I will be able to differentiate students' motivation more clearly in my study.

A sub theory of SDT is the *Cognitive Evaluation Theory* (CET), which takes into deliberation that under certain tasks one can feel competence and therefore enhance the intrinsic motivation towards the specific task. Yet it will not enhance the intrinsic motivation unless it is accompanied by a feeling of learner autonomy (Ryan & Deci, 2000). There are several sub-theories connected to SDT, which aims to explain further features of motivation. However, I chose to include CET since it can be transferred into an English classroom, where students might feel confident and competent towards certain tasks at school or certain topics. In social media, I believe students may experience this feeling of competence when they encounter English and gain intrinsic motivation towards English on social media. This may be through how they encounter like-minded English speakers and can feel competent within this situation. This competence could increase their motivation, as to the variations of motivation

and the degree can vary. CET can be part of separating motivation for certain tasks or encounters for the students, both in connection to assessments, social media, etc.

Separating intrinsic and extrinsic motivation can be difficult, considering how certain external factors may be internalised within a person and can appear as intrinsic motivation rather than extrinsic motivation. Due to this difficult division, Deci and Ryan have defined four different stages of extrinsic regulation being internalised, which is visualised in figure 2. The first stage being *external regulation*, where motivation is entirely regulated externally, the least self-determined stage. The second stage is *introjected regulation*, based on external rules which appear as norms for the individual and follow for their feeling of right. The third stage is *identified regulation* when the individual engages in activities because the activities appear as highly valuable and one identifies with the behaviour and see the usefulness of the task. The last stage of extrinsic motivation is the *integrated regulation*, the most developed form of extrinsic motivation, where the individual behaves according to their values, needs, and their identity (Dörnyei & Ushioda, 2009). The last form of extrinsic motivation appears as similar to intrinsic motivation, yet the factor of enjoyment and engagement might lack. For L2 learning, there is a wish for intrinsic motivation, the ideal where students enjoy and engage in learning at school. Educators want to facilitate intrinsic motivation, to increase students' interest and enjoyment in English language learning. However, in Norwegian upper secondary schools, there may be a focus amongst students to receive good grades, peer or parental pressure, which might jeopardize the intrinsic motivational aspect. Long term learning for students can be facilitated when students are intrinsically motivated or within the integrated

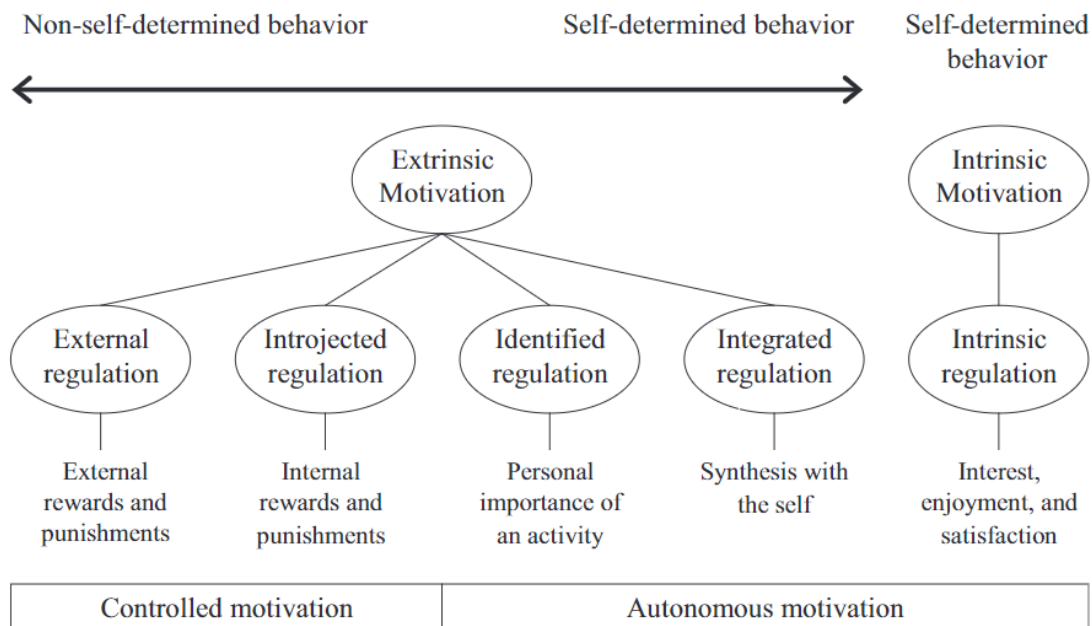


Figure 2 – Visual representation of SDT from (Van Beek, Taris, & Schaufeli, 2011) based on (Ryan & Deci, 2000b) (Ryan & Deci, 2000).

regulation form of extrinsic motivation. The self-determination theory can be useful when examining a student’s process and determination towards their goals.

Figure 2 gives an overview of SDT and provides a visual look at different factors and scales that interchange motivation. One can see that there is a scale of self-determination behaviour which determines the motivation variant. The four different types of extrinsic motivation with the factors which distinguish them are placed along the scale of the self-determination scale. Intrinsic motivation is placed on the solely self-determined behaviour, which is based on the autonomous motivation scale rather than the controlled motivation. Controlled motivation refers to the external factors of motivation. The figure represents SDT structurally and shows how the variants of motivation can be affected by external and internal factors and facilitate motivation intrinsically and extrinsically.

The theoretical framework for my thesis requires an approach to motivation that can distinguish L2 motivation and determine the effect SM can have on the students. The L2 Motivational Self System is part of portraying different self-perspectives students might have. Supported by the Self-determination Theory, one can discover the types of motivation a student may experience connected to their language learning process. I chose to use these two theories as to the basis for my research on L2 motivation. I wish to use the SDT theory of intrinsic and extrinsic motivation to distinguish the direction of motivation. As well as the different aspects of the influence of external factors that can facilitate the internalisation

process. From L2MSS, I chose to focus on the selves and what aspects affect the ideal-self and ought-to-self. Combining the two theories towards L2 motivation, I hope to achieve a framework of theory towards my research. My research demands different views on motivation in order to distinguish the motives and direction of motivation. The distinction of the social media's effect on motivation along with other factors. However, to connect motivation to social media further, I must look at different aspects of social media within a classroom and connect the different sections of theory.

2.2 Social media within the classroom

The theoretical review of my research demands that I regard theories connected to social media to gain insight into the effect it has on language learning. In contrast to motivation, social media within the classroom is a relatively new concept and research on it is rather scarce. In most studies about classroom language learning and social media, which I have come across, the focus is on social media as learning management systems/course management systems (LMS/CMS). The purpose of social media as LMS/CMS is to manage the subject rather than to use them as a tool for learning (Henry, 2019). However, certain articles mention the application of different social media as tools for different aspects of language learning. These articles typically investigate Facebook or YouTube, rather than social media. For example, the use of Facebook as a place of discussion or YouTube videos for language learning. They portray that there is a potential of social media within language learning. This potential is particularly accessible when students can shift the language learning process and focus their individual through social media, receiving a personalised aspect of language learning through SM. This way they may be able to promote learner's agency, autonomy, and engagement, which goes beyond the students' normal boundaries (Mondahl & Razmerita, 2014). In this section, I will present an overview of different research studies on social media in connection to language learning.

Mondahl and Razmerita explore how social media can be used in foreign language learning through collaboration and social learning. They found that social media can be a motivating factor if used towards students' individual as well as collaboration with others. This process can be a part of enhancing knowledge acquisition, deep learning, and student performance. Mondahl and Razmerita show the potential of social media as a motivator for language learning, where students may be more motivated towards learning if SM is facilitated properly within a class and they experience interaction through social media. Yet they may be discouraged by the fact that only some tasks challenge them to be a part of

knowledge sharing naturally within social media (2014). According to Mondahl and Razmerita social media show potential towards facilitating language learning motivation through collaboration and social learning through social media.

Kim and Kwon explore the idea of Mobile Assisted Language Learning (MALL). The theory uncovers the use of mobile-assisted language learning. I chose to include this theory to cover certain aspects that are similar to the outside of class English aspects of mobile use to apply towards social media (2012). The theory is used in connection to digital resources for learning, of which social media can be part of. In this study, they uncover that there are positive effects of using mobile phones for language learning. These positive effects include an increased focus on English vocabulary, task-based learning for language acquisition, and heightened autonomy and collaboration (ibid.). Potential aspects where social media can influence the language learning process have found to be portability, social interactivity, context-sensitivity, and connectivity. There is also the feature of the availability of social media for students, where they encounter social interactive functions which include organisation, communication, applications, and relaxation. Social media has a clear place in most teenagers' lives and encountering English on these apps can further their learning. To successfully incorporate social media in language learning, there are several matters, which have to be facilitated. The curriculum and the material have to be adapted in order to be merged within language learning in upper secondary schools (Kim & Kwon, 2012).

Kim and Kwon expect that using different social media may enhance students' communicative, critical, and collaborative skills (ibid). There is obvious capability towards a more digital view on language learning at school. To integrate a more digital view on language learning, there is a need for a framework of competencies and methods. Most research is connected to phones or computers; few are directly connected to social media apps. There is also a lack of exploration connected clearly to motivation, it is usually seen as a side effect of digital research. There is a need for a more in-depth study of the subject. Through examination, there is a potential of social media use in connection to classroom language learning as well as motivational development for students, if given the right framework and more research.

In my thesis, I chose to use the existing research on social media in class as a guide towards the potential of implementation and effects of SM towards EL learning. The studies portray a view of how SM have been used towards EL learning, mostly as LMS/CMS but also in certain aspects of learning. They also portray a different view of what the use of SM can

enhance for the students, certain skills that can be facilitated towards the 21st century skills and their motivation.

2.3 Summary

This chapter represents an overview of theoretical approaches to motivation and social media in language learning. Both concepts have been defined to answer my thesis questions. Social media and its effect on language learning motivation demand different aspects of theory and concepts to study the subject. The connection between social media and motivation I must make based on the two different aspects which are described at hand.

In the context of language learning, motivation has been defined through several theories, and I base my thesis on the aspect of the energisation and direction of behaviour (Deci & Ryan, 2013). Further, I will use L2MSS and SDT theory to research L2 motivation. Different aspects of these theories will be used to receive insight into students' EL motivation. These aspects refer to the various categorisations of motivation as well as which aspects the theories portray as altering for their motivation.

Social media refers to the internet-based channels in which users can interact and self-present, with various audiences as mentioned in the introduction. The research concerning this use of social media in connection to EL learning is rather scarce. Most inquiries on language acquisition and social media concern the apps or social networking sites as Learning Management Systems (LMS). The studies in which I focus on portray potential for SM and language learning and shows the various types of potential. The full potential of social media apps in language learning is yet to be explored. Therefore, I aim to contribute to this new field of language education research by investigating how social media can affect students' motivation to English learning in class and base my empirical study on the above-discussed theoretical approaches.

Chapter 3: Methodology

3.0 Introduction

In this chapter, I will examine the methodology used to answer the research questions of my study. First, I will briefly look at the methodology used, and what they entail. Secondly, I will examine the tools which have been used for the data collection and the collection process, as well as the analysis. Thirdly, there will be a description of the sampling of participants and the procedure connected to the data collection. Lastly, the researchers' function of the study and the responsibility and ethical issues are discussed as well. The study is focused on educational didactics and the aspect of the educational investigation will be the target of the methodology. In relation to the aim of my study, I will look at student motivation towards EL in connection to their social media usage and the effects of encountering English on their social media platforms. My research question is aimed to answer the extent of student motivation in connection to EL, their social media use to learn EL as well as how social media affects their motivation to learn EL.

There are different ways of approaching and examining the topic of how social media affects students' motivation towards learning English. The various research questions demand different types of data collection and guide the process of both deciding on the method and research design but also in creating the data collection tools. The approach I have chosen to answer my thesis questions are *the mixed-method approach*. Throughout the chapter, there will be an overview of the methods used and a discussion of their different strengths and weaknesses. There will also be a section concerning data collection in terms of sampling and procedure. Finally, there will be an overview of the data analysis connected to the data and ethical considerations regarding the study.

3.1 Mixed method

In this chapter section, I will examine the mixed method. This approach to method combines both qualitative and quantitative methods of data collection. The rationale for choosing this approach is based on my research questions. Research questions determine which methods are required for the study. The main question demands a qualitative method. The sub-questions demand both quantitative and qualitative. The first two questions require quantitative methodology, while the last requires qualitative methodology. Therefore, to be able to answer the research questions accordingly, I chose to use the mixed-method approach.

First, I need to uncover the concept of mixed method research. Generally quantitative and qualitative research can be combined and used separately within studies. The combined

method is called The Mixed Method Approach, including aspects of both quantitative and qualitative research. A general definition of this method is: “*A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem*” (J.W. Creswell & Clark, 2011). By choosing the mixed-method approach, I can address all the research questions without compromising one of them, by only choosing one research method. The first and second sub-question is formed quantitatively with a numerical connection by researching an extent that will demand a quantitative data collection. While the third sub-question with its “how” is connected to qualitative research and demands a qualitative data collection. To achieve the best data collection for my study I deemed it best to use a mixed-method approach.

The mixed-method approach is also considered the best option when one wants to look at both trends, generalisations, and the in-depth aspects of the studies issue. I have chosen to use a mixed method to comprehend a greater set of data for my inquiry. With the mixed method, the study will provide quantitative characteristics such as a number of data that can be a part of analysing trends and frequency. The qualitative aspect will gain insight in different in-depth perspective, to provide a more complex angle. Through mixed-method, one receives a more complete and comprehensive picture of the study issue (Doyle, Brady, & Byrne, 2009). The main part of mixed method is to be able to approach the research argument from several data and aspects to further my research.

This approach demands that the researcher grasps the aspects of both qualitative and quantitative method. A simple definition of quantitative data is “*data characterised as quantitative [...] can be expressed in forms of numbers or other quantity terms*”² (Grønmo, 2016, p. 22). Data that cannot be categorised as such, is qualitative. These two methods are the main base for all methodology in research. These types, however, are not exclusively opposites, there can be elements of each within both. In example, one can have a mainly quantitative survey, yet, have elements of qualitative with open-ended questions. Nevertheless, to look at them individually or together one needs to understand what they represent. The quantitative data can be used to receive a number of data that can be statistically analysed and show results of the magnitude and frequency of trends. While qualitative data provides the perspectives of individuals to create a complex picture of the

² My translation of definition. Original text: “[...] kan data karakteriseres som kvantitative dersom de uttrykkes i form av rene tall eller andre mengdetermer”.

study (John W. Creswell, 2014). The qualitative perspective of the individuals is more in-depth and focus on the respondents' thoughts, opinions, and attitudes. The quantitative perspective provides a general overview of a vast group of individual perspectives. The quantitative research is typically viewed as surveys and qualitative as interviews, yet both these data collection types can contain aspects of both methods. The mixed-method approach can, therefore, give an overview of qualitative and quantitative aspects through different methods and data collection tools.

My study is designed as a *qualitative driven mixed-method research*, this entails a focus on the qualitative aspect of the project. The study has the qualitative driven aspect when the research questions overall search for respondents' experiences. As stated previously, the main research question and the third sub-question aims to find students' perspectives and experiences of motivation. As Howe states, "*deeper and more genuine expressions of beliefs and values that emerge through dialogue [and] foster a more accurate description of views held*" guides research into the qualitative driven examination in the mixed-method approach (Howe, 2004, p. 54). Even though my research demands both quantitative and qualitative data collection, the main research question demands qualitative. As well as certain aspects within the quantitative research will be further elaborated on through qualitative data.

I have chosen to use a mixed method approach to answer my study issues. The different research questions demand both quantitative and qualitative method, this is part of the rationale for choosing the mixed method. My study will be qualitatively driven based on how the main question of research requires qualitative data, as well as how the quantitative data will uncover aspects in which I want to further look at through the qualitative data. Further in this section, I will elaborate on the mixed method design used to research my study issue.

3.2.1 Mixed method research design

In mixed methods, there are different types of research designs, which indicates the process and execution of the method through research. The variance depends on the procedure of data collection and analysis of data. The design I have chosen to use in my research is a combination of two different designs. The first is *The Explanatory Sequential Design*, which refers to the mixed method where quantitative and qualitative data is simultaneously collected, yet one of the forms of data collection supports the other. The second design that there are aspects of, is *The Embedded Design*. This refers to collecting the data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data (J.W.

Creswell & Clark, 2011). The combination of the two will indicate several aspects of data analysis and collection.

Following the execution of data collection, the research was sequential. One could argue that it is sequential in the form of embedded design as well as explanatory sequential design. During my data collection, I conducted a quantitative survey first and followed up with qualitative interviews from the class in which the survey was performed. The study can be in the embedded design since both studies were conducted within the same inquiry period (John W. Creswell, 2014). The variation as to which design was used depends on the analysis of data in connection to the research questions. The first and second sub-question will have an explanatory sequential design focus. The quantitative data will portray findings in which will be further elaborated on through qualitative data. The third sub-question will use the embedded design, by using mainly qualitative data with the support of quantitative data. The rationale for using two different research design stems from the different research questions as well as the data which were presented benefited from further explanation through other data.

3.2.2 Strengths and weaknesses of mixed method

There are different strengths and weaknesses related to the mixed-method approach. The first strength is the fact that one receives an overview of both qualitative and quantitative data in connection to the research question. One of the main strengths of mixed-method research can be to achieve the aspect of *triangulation*. The triangulation of methods allows for a wider validity of data (Doyle et al., 2009). Yet, this means that the qualitative and quantitative parts of the investigation may be limited due to time restrictions to be able to conduct both within the time frame. The mixed method can give a broader sense of the problem by portraying the qualitative and quantitative sides of the study. Some researchers mention that one of the strengths of a mixed-method is that it limits the weaknesses in qualitative and quantitative research alone, and reinforces the strengths (Bryman, 2006; John W Creswell, Clark, & Garrett, 2003). To further explain the mixed method, one needs to see the strengths and weaknesses of the quantitative and qualitative parts.

Qualitative exploration has different strengths and weaknesses in contrast to the quantitative one. The main strength, which I considered as the most important as to why I chose to use qualitative research in the mixed method, is the way one gains insight in understanding behaviours of values, beliefs, and assumptions. It may also raise more issues through broad and open-ended inquiry and view a homogenous exploration (Choy, 2014). In

contrary to qualitative, the quantitative method lacks human perceptions and beliefs, also lacks a depth description.

The weaknesses of qualitative research raise the issue that there is no objectively verifiable result. If one chooses to conduct interviews as qualitative research, this is highly time-consuming and requires knowledge and skills to achieve proper qualitative data collection (ibid). In contrast to this, quantitative research has time as a strength. Where one can conduct a survey in a relatively short period, on a widespread of respondents. However, in a mixed method, when combining the two, the time aspect is not as relevant.

Quantitative research strengths and weaknesses cover the sections which the qualitative does not. One strength is the fact that there is reliability, one can to a larger extent verify the data more objectively compared to qualitative data. These data portray a wider image of trends and generalisations which are not affected by subjectivity from the researcher. The trends, however, are limited. The number of participants is often reduced due to lack of time and resources. When one cannot receive a great number of respondents, the validity of the trends decreased.

One reason for choosing the different research designs is the sampling of participants. One can easily use the first quantitative data selection to conduct qualitative data collection through the existing sample. This enables the study to make generalisations further. There is a possibility to check the validity of data when comparing and linking the data from quantitative with qualitative in the analysis. One can use similar questions from the quantitative section to compare or use additional questions to further the in-depth view of the study, this way one can achieve a triangulation (Hesse-Biber & Johnson, 2015). In my study, I use quantitative data to supply the qualitative and to achieve a more representative qualitative sample of data.

Another strength of the mixed-method approach is that one can answer different research questions. As in my study, I have sub-questions which are both the quantitative and qualitative aspects. Through a mixed-method, I can investigate them properly, through the appropriate research method and data collection. This is also apparent when analysing the data, where one can use certain data sets to explain another. The illustration of data increases and one can combine the two to further illustrate the problem through data (Doyle et al., 2009). The study has certain quantitative aspects, where one could want to look at trends and frequency of the students' motivation in EL. However, motivation is more naturally connected to qualitative methodology, since the aspect of motivation is an individual experience.

Particularly when regarding students' perception of motivation and the dynamics of this, it is reasonable to focus on the qualitative aspect. In this study, I have chosen to conduct a mixed-method approach in order to achieve a broader sense of the research question, and this will be explained further in this chapter.

Choosing to use mixed method and aiming through different research designs, there are several strengths and weaknesses. When conducting the mixed method, one cannot execute the different types of research as wide as when concentrating the study towards only quantitative or qualitative. This means that the number of respondents ought to be limited to analyse the amount of data within the time frame of the study. However, using both the methods at hand, I cannot use the data to portray trends and generalisations based on the limited time and size of the research. The sampling of students is rather limited in order to connect proper trends and generalisations. Nevertheless, I hope that it will give insights within a possible trend or generalisation. I chose to use mixed method with different research designs based on the research questions of the study.

3.3 Quantitative Method - Online survey

In the mixed-method approach, there are elements of both quantitative and qualitative data collection. In my study, I chose to have a survey as the quantitative element. I have developed it in the form of an online questionnaire. Participants who took part in the survey answered questions regarding the research questions as well as basic personal and demographic information (John W. Creswell, 2014). The online survey was conducted on approximately 60 students from two different classes at two upper secondary schools in Bergen, Norway area. The survey consists of 28 questions, in five different categories, along with some background questions. The five categories which the survey consisted of will be presented further within the chapter section.

The survey intends to research frequency and numerical data in connection to students' social media usage and their immediate experience of motivation both asked directly and indirectly. The questions the survey aims to answer is 1. To what extent are they motivated to learn English? Outside and in the classroom. 2. How often do they use social media? 3. Which types of social media do they use? These questions are formulated from the sub-questions. Through the questionnaire, I hope to answer the research questions by asking questions related to these. I believe they can investigate and provide information about a) students' own experience and perception of English and their motivation to learn English b) students' relation to social media in connection to English. To gain insight into these two

segments I have created five categories in the questionnaire which will be presented in the next section.

The survey is primarily quantitative with one qualitative aspect in the end. The quantitative part of the study aims to gather information about the respondents, rather than their opinions, experiences, etc. Yet it can give information about certain aspects which qualitative focused studies cannot, such as numerical and frequency about the sample of respondents. This may show how widespread a phenomenon may be (Hansen, 2008). In my study, I chose to use a quantitative survey ahead of the qualitative to create a selection of respondents towards the interviews. This selection was mainly to ensure that the students were in the upper secondary schools and had English as a subject. The questions in the survey were the basis for the interviews as well. All the parts of the data collection lead up towards answering my research questions regarding how social media can affect student motivation to learn EL. In the following sections, I will present the design and structure of the survey.

3.3.1 Designing the survey

When designing and structuring a survey there are several factors which one ought to consider. The types of questions, answer variables, and the structure of questions are all different factors that play a part in altering the data collection and analysis. The survey was conducted on approximately 60 students in the Bergen, Norway area. They were from two classes, one first grade English class and one in second grade English class. My questionnaire has a *cross-sectional survey design*, this refers to the fact that the data collected through the survey is at one point of time in contrast to Longitudinal design (Ibid). This design is advantageous when studying current attitudes and practices. A *longitudinal design* has a focus over time, this is convenient when exploring changes and trends over time. However, in my study, I wish to see students' current attitudes and opinions towards social media and motivation to learn English.

The survey was designed with five sections of categories including questions, where questions about certain themes are placed together. The categories can be classified as 1. Background information 2. General questions about EL and ES 3. Social media usage 4. Social media in connection to EL 5. Social media towards ES. The categories are structured with the first questions that are simpler to answer and the harder questions are placed last. The sections contained varying amounts of questions and were separated by pages in the online survey.

When conducting a study for research there are several aspects to consider. In my survey, I had to acknowledge the various types of questions when designing the layout. The types of questions that one uses in designing a questionnaire have two main categories, open- and closed-ended questions. In my survey, I mainly focused on closed-ended questions that had various answer options and scaling. Creswell defines close-ended questions as “*the researcher poses a question and provides preset response options for the participant*”(2014, p. 387). These options varied depending on the questions and sections of the survey. There is only one question which is open-ended within the survey, it is placed in the last section when students are asked if they would like to have more social media use in English class, and this question is followed up with a “*why, why not*” question. Therefore, the survey is primarily quantitative with one aspect of qualitative regarding the questions formulated.

In research, the questions and answer options are crucial to obtain proper responses. Quantitative surveys demand clear and concise questions and answer options that are consistent throughout the survey. The options are scaled to give a value or categorise the answers given by the respondents. Attitude questions should be in odd numbers to give students equally negative and positive alternatives to the questions. In other types of questions, the alternatives may be in even numbers (Grønmo, 2016). In my research, I have made all the questions with numbered alternatives on a scale from 1-6. I chose to have even numbers which eliminate the choice of convenience and comfort by choosing the middle option. The scale from 1-6 obliges the students to make a statement where they must consider the probe (ibid.). This way one can eliminate the uncertain option, where they choose the middle variable based on convenience and comfort, this obliges the respondent to make a statement (ibid).

In the survey, the answer alternatives have two main categories, which have the same number of alternatives and grading. Some of the questions are given on a graphic scale, while others a structured vertically. The two categories of scale are defined by the extent and frequency. The first is defined by the extent the respondents find suitable on a scale from 1-6 “*not at all (1), very much (6)*”³. Here there is a limitation to the fact that there are no descriptions to the grades other than (1) and (6), which can make it more difficult to differentiate when analysing or more complex to answer for the students. The second scale is focused on frequency, where the degrees are “*never (1), a few times a year (2), a few times a*

³ Question 4-7, 12-13, see appendix 4/5.

month (3), a few times a week (4), daily (5), several times a day (6)''⁴. Here the list is more complete with alternatives and descriptions towards each grade, which makes it easier for both the students and the researcher. The questions which were not structured with these answer options were either “Yes, no, I do not know” or a list of social media apps⁵ as to which they were to choose which they use the most or prefer in different situations.

Next, I will look at the different categories and sections of the survey. The first section regarded some background questions, where I ask the students' background questions to see the variation of respondents and the demographic. The background questions aimed to determine the respondents' gender and which English subject they had (which grade). However, this information was not used further than to ensure a representative selection of students. Originally, I wanted to compare the different levels to each other yet, I chose to refrain from this since I did not conduct the survey in all the grade levels at upper secondary school. Also, I would have to take into contemplation that one grade level is mandatory while the others are not. This will be discussed further in the chapter section on sampling. This section regards some background information and therefore holds different question types and answer probes.

The second section was concerned with their opinions and thoughts about the English language (EL) and the English subject (ES). They also received questions regarding their own experience of motivation towards English. This aspect was based on the first sub-question. First, the questions concerned their attitudes and experiences of EL and ES. Secondly, there were questions based on SDT's three aspects: competence, autonomy, and relatedness. The survey was formed to receive an indication of their motivation towards English outside and in class. This section studies their attitudes, feelings, and opinions towards the EL and their English classes are facilitated in the motivational language learning theory. These questions are connected to find out about their motivation towards EL indirectly⁶. They are based on SDT on relatedness, autonomy, and competence. The questions also aim to indirectly see if students are more intrinsically or extrinsically motivated towards learning English within or outside the classroom (Ryan & Deci, 2000). In the last part of this section, I ask them directly about their motivation and their own experience of motivation on a scale from 1 (not at all) –

⁴ Question 8-11, 21-22, see appendix 4/5.

⁵ Facebook, Twitter, Instagram, Pintrest, LinkedIn, Snapchat, Tiktok, YouTube, Whatsapp, Other. Based on Medietilsynet (2020).

⁶ Questions 4-11, see appendix 4/5.

6 (very much). There are two questions which are separated into the English language and the English subject, to see if there is a difference between the two

The third section is about their social media use, which apps they use the most and prefer to use. This section refers to the second sub-question which I aim to answer with the survey data collection process. The section was formed to obtain a broader sense of information on their social media use and which were more relevant when linking their use to English. I also wanted to see if there was a difference as to which social media were used the most and therefore may have a connection to their motivation and EL learning. This part is concerned with social media use for the respondents in their personal life. It is focused on the extent of their social media use and which apps they use. Here the questions use the social media list as answer options and are based on the most popular social media apps⁶. However, a limitation to this is that I did not differentiate between Facebook and Messenger as two different apps, which could have altered the responses. The last part of this section I ask which is their preferred social media app. This section, therefore, focusses on their social media use to be able to see if the magnitude of their use is relevant to their motivation and to see which affects them the most.

The fourth section refers to students' use of English in social media, referring to the second sub-question as well. They are asked about the frequency of their encounters of English on social media and on which apps. It is also connected to their preferred social media app towards English and/or English for school purposes. The fifth section is the last, it is focused on social media in class, and their opinion concerning the topic. Also, the only section with an open-ended question. The questions here aim to gain insight within the last research question, to uncover the potential of social media for the English subject – as a learning management system as well as a resource for learning. To gain further insight into this aspect for the students in connection to social media and motivation. The different sections and categories have various sections which they aim to answer. They have been structured accordingly to the theory of motivation as well as methodology acquires.

3.4 Qualitative Method – Semi-structured Interviews

For a qualitative part of my mixed-method research, I chose a *semi-structured interview* as a method. Semi-structured interviews refer to having pre-set questions beforehand, yet, allowing the interview to focus on the interesting aspects that can appear. The interviews were conducted with four upper secondary school students. Interviews followed the survey, which corresponds to the sequential design of my mixed-method study. I chose semi-structured

interviews to be able to follow up on interesting responses and to let the interviewee guide their answers. The interviews aim to look at their experiences of the EL and ES motivation in connection to social media in depth. The questions structured similarly to the survey and are open-ended to see students' thoughts and experiences. Regarding social media's effect on students' motivation, there are several ways one can investigate this. I have chosen to focus on students' perceptions of motivation for EL in connection to social media. This aspect is closely related to qualitative research, where one can see students' opinions and experiences.

3.4.1 Designing the interview guide

To conduct my interviews, I made an interview guide. The guide was made to ensure the interviewees were given the same framework for their responses. However, I chose to make it semi-structured to be able to follow any interesting topics or replies. When constructing the guide, the questions were based on the research sub-questions. The questions were also constructed from the survey to ensure they were connected and could give insight into the responses from the survey further.

The interview guide contains 12 main questions with some sub-questions, and it is structured similarly to the survey in terms of the order of questions and sections. My interview guide included open-ended questions, which the respondents were to answer. In the interview guide, there are both *cognitive* and *evaluative* questions. The former refers to the questions which aim to gain insight into the interviewee's actions and background. While the latter refers to the interviewee's opinions and perceptions (Grønmo, 2016). As the questions were connected to the students' perceptions, actions, and opinions one can see one of the strengths of qualitative research. This side of the qualitative aspect can increase the students' ability to answer the questions since one can stress the fact that there is no right answer. Each students' response is individual. Yet, students may still answer to please the interviewer or give the answer which they think is right. These limitations will be explained further in the chapter.

Similarly, to the survey, the first questions are focused on what they think about EL and ES, to try to find information about their motivation indirectly⁷. These questions are based on the theory of framework given by SDT and L2MSS. This regards the aspects of SDT's competence, relatedness, autonomy, and usefulness. To distinguish intrinsic motivation and extrinsic motivation there are also questions regarding their enjoyment of EL and ES. L2MSS theory was used in terms of regarding attitudes affect on motivation and the selves. The

⁷ Questions 1-2, 4, with sub-questions.

indirect questions are placed first to perceive their motivation ahead of the questions about their motivation directly.

Further, the next question aims to find out their perception of motivation by asking them directly. As structured in the survey, the next part is concerned with the use of social media. In contrast to the survey, the questions regarding how they think social media affects their motivation both directly and indirectly⁸. The last question is to see what students think about social media use in classes, both as a learning management system, teaching method, and resources for learning. And I also wanted to ask them, to see if the ways they use social media can be used in EL class. To gain insight into how students perceive their social media use on English and reflections about EL classes.

3.5 Data collection

The next step of research is data collection. The process of this can affect the research in many different ways and therefore important to contemplate. This chapter will present the different practices of data collection. This includes the sampling of respondents ahead of time as well as the procedure of collection.

3.5.1 Sampling

When collecting data, another aspect that I ought to reflect on is the sampling of participants. The sampling refers to the selection of participants to different data collection procedures. The practice of how the respondents are selected and the process of which characteristics which one base the selection, is the main content of sampling in research. There are two fundamental types of sampling, *purposeful sampling*, and *random sampling*. The first is the act of choosing the partakers intentionally based on location, age, sex, background, etc. as criteria for participation, the intentional selection will give researchers a deeper insight of the participants and why they might answer as they do when they analyse the data (John W. Creswell, 2014). The latter refers to the act of the selection of the individuals being arbitrary from any criteria, which is preferred in quantitative research. Purposeful sampling method is considered advantageous for qualitative research, which is why I have chosen this as my sampling method. There are different types of purposeful sampling, which specify the purpose of the sampling further I will describe the rationale for my sampling.

The purpose of my study was to examine students' EL motivation, therefore I used the following criteria: students within upper secondary schools, and which have English as a

⁸ Questions 5-8, with sub-questions.

subject at the time of the research. The schools and classes were chosen from my existing network of teachers and schools in the Bergen, Norway area. One can classify the sampling as *convenience sampling*, based on the teachers' and classes' willingness to participate. Convenience sampling refers to the collection of respondents are chosen due to their willingness to participate in further interviews. Originally, I planned to have representatives from each grade-level participating in both a quantitative survey and qualitative interviews. The benefit of this would be to see any differences between the different grade levels. It would also give a wide-spread collection of students with an aptitude towards the subject. However, after collecting data from two classes, both first and second grade, the number of participants was adequate for the purpose of my study. Since I am collecting both qualitative and quantitative data, I had to concentrate on the number of participants. Also, I had to take into deliberation that there would not be too large of amount of responses to analyse. Therefore, I chose to limit the sample of respondents for the quantitative part of the study to only two classes and collected the data in first and second grades at two different upper secondary schools.

Considering my interviews, I chose three different students from the two classes the survey was conducted. However, I conveyed the fourth interview on an upper secondary school from a third school. This student was a third-year student also from my existing network of teachers in Bergen, Norway. Together there are four student interviews, three male students and one female student. Originally, I wanted the same number of male and female students. Yet, I chose to use *convenience sampling* to be able to find respondents who were willing to be interviewed, which resulted in this sampling. However, there are limitations connected to this variation of sampling. One limitation is that the students who volunteered can be the most eager in English class. This could entail some problems in the analysis, yet their experiences of motivation are equally important. However, I do not believe all of them are the most eager since some of the teachers permitted the students to leave after the interviews. Purposeful convenience sampling gave me students who had the English as a subject at upper secondary school, who were willing to participate in both the survey and interviews.

3.5.2 Procedure

When conducting the mixed method approach through a quantitative survey and a qualitative semi-structured interview, the procedure of data collection is important to acknowledge. I choose to be a part of the data collection on all sections, this was both to ensure that there

would be no uncertainties and to answer eventual questions that could occur, but also, to make the process easier for the teachers involved. I wished to be the interviewer to ensure that I could clarify and explain the questions if the students were unsure. My presence was also to be able to ask follow-up questions which were related to the respondent and the research. The background for this decision was to eliminate any insecurities or confusion connected to the questions. However, with my engagement within the interview arises some limitations as well, this aspect will be further acknowledged in the section of ethical considerations. In this section, I will portray the procedure of data collection.

The survey was sent through SurveyXact link to all the students. SurveyXact is an online questionnaire form. In the survey, the students could make the choice of completing the survey in English or Norwegian, where most students choose Norwegian. The online survey was conducted through SurveyXact to ensure anonymity for the participants. The respondents were informed about the project in the survey with a section covering important personal privacy and general information about the study preceding the questions in the survey. This may affect the students' responses, but it can also prepare them properly towards the research and topic. The data collection was in school during their English class, both with their teacher and me present. My presence was to ensure there would be no confusion or misinterpretations of the questions, also to collect volunteers to conduct the interviews.

After the students had finished the survey, I asked which students would like to participate in further interviews regarding the same topic. The interviews were conducted either directly after the survey or a couple of days later. This may affect the answers, the ones that were conducted subsequently may be in a different mindset than the ones that were a couple of days later. In the interviews I informed the students about the recordings, and that they are completely anonymous and not affiliated with their teacher. This was to ensure that they would not answer in connection to their teacher or school. Secondly, they were asked if they wished to have the interviews in English or Norwegian, where all of the students chose Norwegian. However, a limitation is that the interview guide was in English. I translated the questions on each interview all four times. This may affect some grammar and structure of the questions. Further limitations will be discussed in chapter 5.

Conducting the survey and interviews there are aspects that I had to take into consideration. My participation in data collection may affect the students' responses, both negatively and positively. The presence of the teachers for the survey may also have the same effect. However, this was to ensure there would be no uncertainty amongst the students. Some

differences between the survey in English and Norwegian appeared when the survey was completed. Considering the interviews, the factor of the interview guide translation is the greatest limitation to my execution of interviews for the students. However, I contemplate this fact further and deem the differences adequate for analysis. After conducting the research, there are different alterations that in hindsight I wish to have noticed ahead of time, however, this will be taken into consideration when analysing the data.

3.6 Data analysis

There are different approaches to the analysis of data. Data analysis depends on which data collection method one chooses to use. In a mixed-method approach, one must contemplate both quantitative and qualitative data analysis or mixed-method analysis. My analysis methods depend on the given research question. As previously stated, my research questions demand various approaches to methods. The two first sub-questions are analysed quantitatively, while the last has been analysed qualitatively. This variance is again based on what the research questions demand of data.

The first two research questions demand quantitative data. The data from the survey collected through SurveyXact consists of answers to 25 questions and was formed into graphs portraying frequency and trends. The answers to the first questions of the survey that provided background/demographic information were not analysed quantitatively. They were not further used in the research. Originally, I wished to view differences between grades and gender, however, after the collection I choose not to do so, to limit the research. Since most of the data collected through the survey were formed into grading or scores, the graphs are considered the best option for further analysis. The quantitative analysis of the graphs has straightforwardly the focus on the frequency in connection to minimum, average and maximum responses to the analysis. The findings from the survey in connection to the two first sub-questions were analysed as such.

The data collected from the interviews and the final question on the survey were qualitatively analysed. The question in the survey, was an inquiry about why/why not, as to if the students wished for implementation of SM in EL class. Qualitatively analysed refers to “consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning” (Merriam & Tisdell, 2015, p. 179). With qualitative driven research, this is the main process that I ought to bear in mind when analysing the qualitative data towards the last research question as well as certain features in the previous studies issue.

The different qualitative data were categorised towards analysis. The answers to the final question were thematically structured into categories. These categories are: 1) overall positive towards the use of social media in English class, 2) uncertain, 3) uncertain as to how, but can see some potential and giving the right circumstances, 4) overall negative towards the use of social media in English class, 5) generally negative, but with some exceptions, 6) no explicit opinion concerning social media in class. The interviews were categorised into the relevance of the different research questions, by sorting the questions and responses according to the research question. The students from the interviews will be marked as G1, B1, B2, B3, to portray their gender and grade level at upper secondary school. Note that B3 is in the third grade yet has International English at the second-grade level.

Further, the analysis will be divided into three parts to the corresponding research questions. The first two parts will mainly focus on quantitative data analysis, yet, some findings will be further explored through qualitative data. The last section will be based on the qualitative with some support from the previous sections or quantitative data. The data analysis process is highly iterative, where there is a cycle of back and forth between the data and the analysis. It is also a casualty of subjectivity, which will be discussed further in the Ethical considerations chapter section.

3.7 Ethical considerations

When conducting research involving people scholars have to keep in mind certain ethical issues. Particularly, it is relevant to my study, where the respondents are students at the age of 16-18, which provides information on their attitudes, thoughts, and experiences. In all studies, the personal privacy of all participants is highly crucial. In research that involves a number of respondents, there is an aspect of how the respondents represent students from upper secondary schools in the study. The students who participate in this study are a representative group of students at upper secondary school who learns English. One must acknowledge the fact that results may affect pupils they are representing.

Ahead of the data collection, the project was presented and evaluated at the Norwegian Social Science Data Services (NSD). When the approval was given, the data collection started according to the guidelines given by NSD (Appendix 1). I informed the students of their anonymity and that it was in no way afflicted with their school, grades, or teachers. However, I also informed the students, which took part in the survey, that after completing the survey, they could no longer retract their responses. This was because if they choose to do so I would have to find out too much about their answers that it would compromise their anonymity. This

also meant that their consent form was formed digitally when they were told that if they proceeded to answer the questions, they consent to participate (Appendix 2). However, the interviews had written consent forms which were coded in an encrypted file in SAFE (Appendix 3), along with the interview recordings and transcriptions. Yet, there are other ethical issues that a researcher needs to consider in addition to the ones preceding the data collection.

The researcher's role in the data collection process is highly relevant in study ethics. My presence in both data collection processes, the survey, and the interviews, affect the study and its outcome. My attitude towards the students may affect their comfort during the process, which in turn may influence their responses. This influence varies. On the one hand, some students may give answers, which they think the researcher or their teacher wants to hear. On the other hand, some students may give answers, to challenge the researcher. This aspect can be categorised as *Reflexivity* (Berger, 2015). The aspect derives from the presence that researchers must interpret the data which are expressions, beliefs, attitudes, and is not relevant in numerical data.

There are several ethical considerations when conducting research involving students of their age (16-18). I have to ensure the students' privacy and anonymity, by following the recommendations and guidelines given by NSD. As a researcher, I have to think about my presence and role in the data collection process. Considering the issues of subjectivity and reflexivity.

Chapter 4: Presentation and discussion of findings

4.0 Introduction

This chapter will present and discuss the findings of this study concerning social media and students' motivation towards the English language. The data collected with the quantitative survey and the qualitative interviews will be viewed in connection to the theoretical and empirical review. This chapter will present and discuss the findings of this study, which aimed to examine the following issues: *How social media affect student motivation to learn English outside and in class?* With the sub-questions: *To what extent are students motivated to learn English both outside and in class? To what extent do they use social media to learn English both outside and in class? How do students perceive the influence of social media on their motivation to learn English outside and in class?* The presentation and discussion of the findings to these questions will be structured into three sections corresponding to the research questions. By using the correlating data, which the questions demand, as well as combining both the qualitative and quantitative data in correlation with theory, I will aim to answer the research questions.

4.1 The extent of students' EL and ES motivation

This section aims to present the findings corresponding to the first research question, which was *"To what extent are students motivated to learn English both outside and in class?"* This research question demands quantitative data when analysing the extent of their motivation. Therefore, I have mainly used the quantitative data in order to discuss the findings given. However, I have used the qualitative data as well to further elaborate on the findings acquired from the analysis of quantitative data. In this section of the research, the quantitative data are formed from the survey and the qualitative from the interviews. There will be given an overview of the different aspects of their motivation in connection to outside and in class. The sub-chapter will be divided into two sections, the first will concern their own perception of motivation, while the second will elaborate on their responses in connection to questions about motivation indirectly. This overview will guide the discussion of their motivation regarding social media.

The first challenge of this research question is the investigation of motivation. Here one can focus on students' perception of motivation or choose to try to analyse their motivation based on their responses in connection to questions about their motivation. I chose to locate their motivation mainly based on their perception of motivation, motivation will be divided by motivation in connection to the English subject (ES) and the English language (EL). However, my mixed-method tools are affected by motivational theory and try to

uncover their motivation by asking them indirectly, these questions are based on L2MSS and SDT. The sections from the survey which are strictly based on these theories will be the base for the second section of analysing their motivation in class and outside of class.

The aspects from L2MSS and SDT which were used to guide the survey and interviews are characterisations to determine their motivation. L2MSS theory will base the questions on how attitudes towards the language and aspects of the language may alter their motivation. It will also be the base for different selves which varies depending on the roots of various characteristics that the student wants, or others believe they should have. These are classified as ought-to-self and the ideal-self. SDT will give classification to intrinsic and extrinsic motivation through relatedness, autonomy, interest, importance. And be part of differentiating internalised aspects of external factors to their motivation. By doing so I hope to further the findings of their perception of motivation, predominantly focusing on the different types of motivation (intrinsically or extrinsically) and the background for their motivation for ES and EL. This way I hope to answer the research question.

An aspect that is important to consider in correlation to this research question is the differentiation of motivation outside and in class. This distinction is based on how students can be differently motivated towards the English subject (ES) and the English language (EL) itself. I wish to see if there are varying extents of motivation towards the students' motivation. The language itself can be separated from the subject by the term outside of class English. The facet of English, which they encounter outside of school, and how their motivation to practice and use English in these situations. The background of this distinction is to see how the encounters of English may be altering for their motivation and perspectives of how English outside of class can be fundamentally different as to in class.

To access this research question, there are specific questions from the survey and interview which I deem more relevant to this problem. To access their motivation directly I will focus on the following sections and questions from the survey, with the support of some questions in the interviews. Questions 12 and 13 ask the students directly as to their motivation in connection to English in general and the English subject. Directly refers to their responses given when they were asked about their motivation towards EL explicitly. When accessing their motivation indirectly, the preceding questions are formulated through SDT and L2MSS theory. Questions 4-11 concerns the focus of different facets which are a part of determining the students' motivation. Questions 4-7 have an English in general and the English subject counterpart to see the difference between the two. The rest of the questions

are focused on the English classes and the features which can affect their motivation concerning their classes and the subject. The support given from the interviews will be focused on the correlating questions from the interview guide. In this section, I have discussed the different results from these questions and present the main findings.

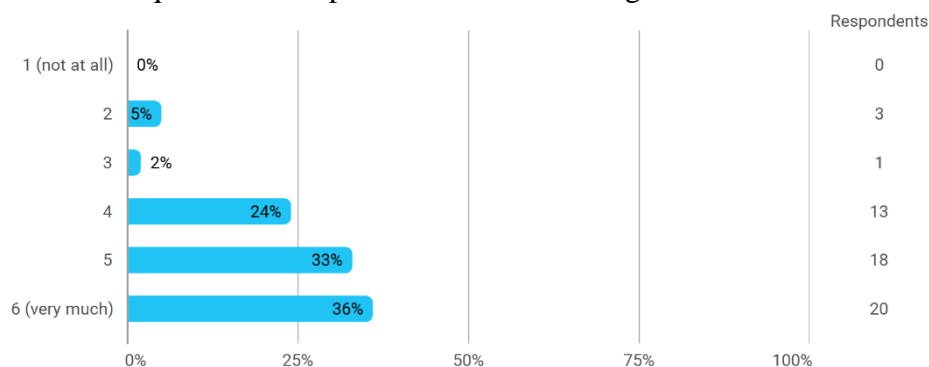


Figure 3 – question 12. To what extent are you motivated to learn English?

4.1.1 Students’ perception of motivation in EL and ES

The first research question aims to answer the extent of students’ motivation towards EL and ES. The students were asked about their motivation both indirectly and directly in that order. The first aspect I have looked at is the respondents’ answers in connection to their motivation directly in the survey. They were given scaling of how motivated they felt towards the two, and through this scaling, I will portray the students’ perception of their motivation towards EL and ES.

As mentioned, language learning motivation today is highly affected by the English outside of class that students encounter daily. This is part of creating different facets of motivation for the English language, inside the classroom and outside the classroom. Having two features for motivation can create a varied extent of motivation for the students. This is the basis for dividing my question of direct motivation into two parts (EL and ES).

To examine their motivation towards English in class and outside of class, they were first asked in the survey how motivated they were to learn English. Yet, the question portrayed in figure 3 is more general than the research question itself. Thus, it is interesting to see the students' first thoughts when asked about their motivation towards English. Their thoughts preceding clarifications in connection to their motivation. This can also be part of uncovering a difference between EL and ES when asked with more clarifications. Showing how students when presented with the difference, might portray how the subject affects their motivation towards EL learning, whether positive or negative.

When asked directly in the survey the answers are overwhelmingly positive. Over half of the students contemplate themselves as highly motivated. Regarding figure 3, one can see that most place themselves at (4) or higher. 38 of 55 have positioned themselves at the grade (5) and (6), and as much as 36% declare themselves as very much motivated towards learning English. The most frequent selected grades can portray that the students are highly motivated to learn English. One ought to reflect on the fact that the motivation is not differentiated. This means that students may perceive their motivation solely on their grade goal in class, etc. However, the following question considered their motivation for ES was directly below this question which may eliminate this uncertainty to some degree. When observing the results in connection to ES one can see a different picture than given in figure 3.

In the next question, the findings of their motivation towards the English subject contrast their motivation to English in general. To examine students' motivation to learn English in and outside of class, I compared their responses when asked with a clarification towards the English subject. The comparison between the two can show how the students may be motivated outside and inside the class. There are a variety of answers which are positioned across the grade scale, they are still compellingly motivated, yet there most frequent response has shifted from (6) to (4), with the frequency of 42% of the students categorised at (4). This change alters the frequency from the highest grade towards the middle of the scale. There are also several which have placed themselves towards the lower scaling of the question

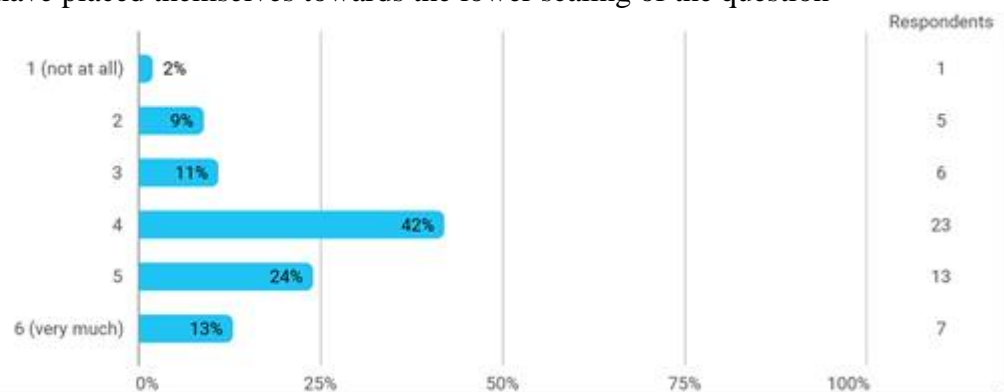


Figure 4 – question 13. To what extent are you motivated for the English subject?

compared to the previous question. There is an answer which is placed at (1) – not at all, which there is not when asked about English generally. The alteration has shifted the most frequent response two degrees lower as to the extent of their motivation when specified towards the English subject.

When considering this change in the students' extent of motivation there arises an aspect of how the English subject is having a negative effect on students' motivation. There may be a problem when students cannot transfer their general motivation for learning English towards ES. Nevertheless, one could argue that this connection should be guided by the teacher, the environment, and the subject. What is interesting concerning this aspect is the reason as to why there is such a great difference, and if the motivation can be transferred from one to the other. However, one must consider the feature of learning English and the English subject as to separate features of motivation. It is not necessarily a complication that students are not as motivated for the English subject as to learning English. One might think that being motivated towards learning English should be more important than the subject itself. Nevertheless, they are heavily linked and influence each other. Both aspects may affect one another, as well as affect each other both positively and negatively towards their motivation.

The presented data clearly shows that while students' motivation to learn English in general and the English subject, in particular, is high, there is a significant difference in their attitudes to these learning processes. Specifically, students are highly positive towards learning English in general. However, their attitudes towards learning English in school, i.e. the English subject, are relatively lower. To shed light on this distinction, I will examine the findings on the qualitative data collected from interviews.

To further look at the findings in the survey, I have looked at the corresponding sections in the interviews as well. In the interviews, the students were not asked about their motivation in difference to in class and outside of class. However, some responses correlate to these aspects. In the interviews, there are various backgrounds to their motivation for EL and ES. There are both connections to how they are intrinsically and extrinsically motivated outside and in class. I asked one of the students as a follow-up question, if she feels motivated towards English outside of school settings, in which she responded with a short laugh G1: "*no, not really*"⁹. Yet another student responded that he felt most motivated for English when at home. B1: "[...] *most motivated is maybe in my free time when I am reading English online and that kind of stuff and use it for other stuff than just learning English*"¹⁰. This connection of motivation with free time creates a contrast to G1. The students show tendencies towards

⁹My translation. Original text: Q: Mhm, føler du deg motivert utenfor klasserommet til å lære engelsk altså sånn utenom skole sammenheng?

A: "Nei egentlig ikke, haha."

¹⁰ My translation. Original text: A: «Ehm, jeg er litt usikker men, jeg vet ikke, jeg føler liksom jeg får jo engelsk input hverdag da. Så mest motivert er vel kanskje på fritiden, når jeg leser engelsk på nettet og sånne ting, og bruker det til andre ting enn å bare lære engelsk.»

the findings from the survey, and in hindsight, I wish to have had the students expand on this aspect to further make distinctions between the two.

To further elaborate on the students' responses there are different aspects which can give additional explanations. The latter student (B1), explains how he feels most motivated when just reading English online and use the language, rather than just to learn English. The student feels more motivated towards learning English indirectly rather than actively learning the language. The students may internalise EL into their identity and ideal-self, through their encounters of English throughout greater fragments of their lives. This can be part of altering their motivation to be more motivated to learn English in general and not as focused on ES. The selves may also be interchangeable depending on their internalisation of the ought-to-self. The self is affected by the pressure of what is expected by them. The student might have parents or peers who view the knowledge of English as critical in one's life, which will facilitate the student's ought-to-self. Group norms are a part of this internalisation process as well, where there creates a certain pressure to excessively acquire the ought-to-self (Boyatzis & Akrivou, 2006). The selves and motivation may also be different as to the diverse situations they encounter and learn English, both in class and outside. The student shows indications of having certain aspects of ideal-self characteristics to his motivation towards EL rather than ES.

The first student (G1) has a rather different view, where she might have a look at motivation more connected to the term investment, by working for EL and ES to receive a return on the investment (Peirce, 1995). Which correlates to how much time they spend on different facets of language learning. The return on investment may be grades or other external factors in connection to ES. This can be connected to how they may attach it to a pragmatic side, which facilitates extrinsic motivation or ought-to-self directed motivation. These aspects can be altered by the same factors as for the previous student, such as peers, parents, and other sides of ES. The students may see how learning English has several external returns on their investment in learning. The student mentioned here has tendencies towards an externally pragmatic side of motivation focused on ES rather than EL.

There is a wide variety of when students may feel most motivated, this feature can be part of determining their motivation for EL and ES. The variation can be facilitated through the different alternatives of motivation. The students from the interviews can be categorised differently as to if they are extrinsic or intrinsic motivated towards EL and ES. Two of the students may be categorized as an extrinsically motivated student hence their focus on grade

or completing the subject and the pragmatic side of their learning potential. In reference to when G1 was asked the question of when she felt the most motivated her response were: “[...], maybe if we have tasks which we are assessed on because then I am motivated to do well and receive a good grade, which makes me work extra well”¹¹. The focus here is yet again towards ES rather than when met with English outside of class. Portraying how the extent of their motivation may be higher towards the subject or the language when met with a pragmatic side of language learning. The other students can be categorised more towards the intrinsically motivated aspect. Where their focus is on topics that they find interesting and show interest in the language when asked the same question¹². The responses may be directed towards ES as well as. The students who are interviewed had different opinions when they felt the most motivated to learn English. This variance can be part of determining intrinsic and extrinsic motivation which further may be facilitated in how motivated they are outside of school and class situations.

In connection with their motivation to English classes, the students were asked what feature made them feel the most motivated. The responses portray several various facets. Most of the students comment on external factors that affect their motivation. The external factors vary but can generally all be defined as features that are focused on extrinsic motivation. Two of them (G1, B1) mentioned that the teacher influences their motivation in terms of being the facilitator of their learning within the school. When they comment that the teacher has the biggest effect, they mention that it is in relation to the administrative aspect. How teachers decide the topic and how the teachers act has a large impact on their motivation. The third interviewee (B2) mentioned that he regards the collaboration between his peers and teacher as the instance in which alters his motivation the most. One can look at this in relation to the classroom environment, which one must enjoy and respect to have a positive effect on motivation. This part of the enjoyment of collaboration can be seen in connection to intrinsic motivation. The last interviewee (B3) replies that what motivates him the most is that he has to finish English to graduate. One can determine his motivation as based on the ought-to-self, which is linked to a feeling of a set of qualities he needs, not what he wants.

The differences mentioned may derive from various aspects of the students’ lives and will be further explained through L2MSS. Regarding the ought-to-self and the ideal-self

¹¹ My translation. Original text: A: «Ja, kanskje hvis vi har oppgaver som vi får som vi skal få en vurdering på, for da blir jeg motivert for å gjøre det bra og få en god karakter, så det gjør at jeg jobber ekstra bra.»

¹² Original text: A: «Da vil jeg si mest hvis det er et tema som jeg interesserer meg ja, som for eksempel nå som vi har om multikulturelle samfunn.»

which refers to the underlying reason and drive to their motivation. These selves can be affected by their peers, parents, teacher, and themes. In reference to this aspect, one can view the fact that students have several features that alter their motivation as well as their underlying selves which guides their motivation. The self-image a student may hold of themselves contain features which they believe they ought to have or consists of their ideal image of themselves (Dörnyei & Ushioda, 2009). The extent of how motivated the students are is affected by these different features which the interviewees comment on.

The students are as far as my knowledge, unaware of the different variants in motivation, the assumptions on the interviewees are based on my classifications which I establish from their responses. This aspect of research is highly exposed to my subjectivity. However, I consider their responses in connection to L2MSS and SDT and deem this adequate for a discussion of motivation regarding theory. When viewing this aspect, it is particularly important to contemplate the limitations of the theories as well as my limitations as the researcher.

Contemplating the various situations students encounter English and how these may change their motivation, there is the aspect of their experience of learning English. The facet of students' own opinion to if they believe they learn English outside of class, and if so, which situations they do. Yet, even so, students may learn outside of class without being aware of it. This may be a part of altering their motivation, since the learning is unconscious it might be because they enjoy this certain situation. They do not perceive it as learning since they experience the language while doing something of interest.

Examining students' extent of motivation towards EL and ES, there are various features that affect the variation which appears. In my research, I look at their perception of motivation combined with my categorisation of their motivation. One must consider that motivation is a highly complex term not only for researchers but also for students. One ought to reflect on their responses in connection to how they may experience motivation differently and consider it variously from student to student. The findings are mainly based on the survey and quantitative data, with some aspects from the qualitative data to elaborate on the findings. The main findings collected from this part of the research is that the majority of students are highly motivated towards learning English. While their motivation towards the English subject is contrastively lower on the scale and show a more varied picture of lower motivation. There can be various reasons for this difference. It may also arise a challenge towards how the subject of English may diminish students' motivation for language learning

rather than increasing it. However, the students' extent of motivation towards the English language as overwhelmingly high can be part of altering students' motivation categorisation. Their attitudes towards English are a great part of developing an ideal-self towards EL motivation (Al-Hoorie, 2017). To further this analysis of their motivation towards the English language, I will try to look at students' motivation more indirectly based on SDT and L2MSS.

4.1.2 Other aspects that clarify their motivation

The previous section discussed the data based on the analysis of the students' answers to questions regarding their motivation. Yet, as the theory chapter portrays, motivation is a complex phenomenon, which is interrelated to different aspects such as: relatedness, autonomy, enjoyment of language classes, etc. In my study, I wish to deepen the knowledge of students' motivation by examining to what extent these aspects are connected to students' motivation in English learning, both inside and outside school. To do this, I examined their attitudes towards the language and language classes by asking them about enjoyment, autonomy, relatedness, and if they view English as important. Both the English language in general and English classes in particular. These aspects derive from L2MSS and SDT to guide a response to the extent of the students' motivation towards EL and ES.

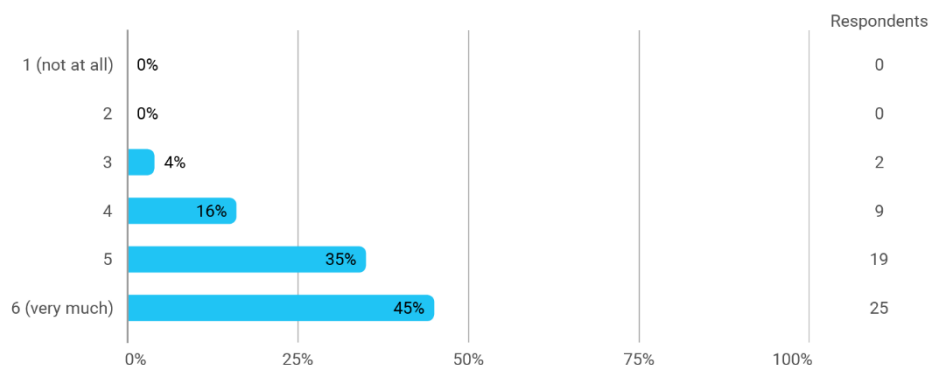


Figure 5 – question 4. - To what extent do you like the English language?

Enjoyment and interest of the English language and the English subject

Enjoyment and interest play a great part in understanding one's motivation. SDT determine if students are intrinsically motivated towards EL or ES, by viewing this aspect. It can also be part of considering how students may perceive English as a part of their ideal-self and as a characteristic which they wish to obtain. In my survey, I asked students about their enjoyment of the English language and English subject to contrast these two facets of English learning. I wanted to see if there was a difference between these two features and, if yes, to uncover why it occurred.

As figure 5 above shows, one can see that most students like the English language. The most frequent answer was (6) – 45% and (5) – 35%, where over half of the students identify their opinion on the English language to this degree. There are also shockingly no

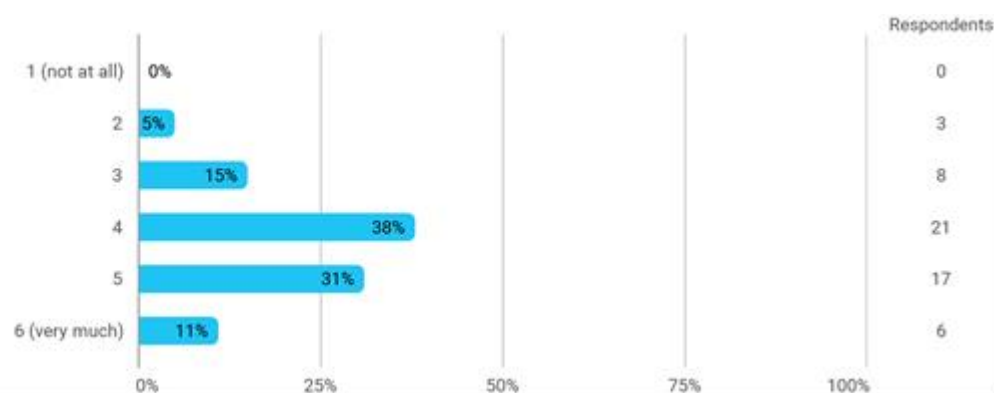


Figure 6 – question 5. To what extent do you like the English subject?

responses to (1) and (2) were none of the students do not like the language at all. There is a basis for the students to achieve intrinsic motivation and incorporating English to their ideal-self based on their responses to liking EL. Nevertheless, when asked the same question for the English subject there is a more varied picture. There is a clear difference between students' attitudes towards the English language and the subject. Looking at figure 6 above, one can see that the most frequent responses are concentrated towards the grade (4) – 38% rather than (6). The frequency has changed two grades lower in contrast to question 4. This tendency is visible in the question of their interest in the language and subject¹³. It shows the same tendencies as the previous section as to when they were asked about their motivation to learn English, as well as the contrast when asked about the English subject. Their enjoyment of the language and the subject further support the findings from the previous section.

Viewing their opinion as overwhelmingly positively towards the language and still quite positive towards the subject, there is a considerable foundation for developing intrinsic motivation towards EL and ES. One must contemplate the fact that students' liking the language is a highly relevant position towards gaining intrinsic motivation. It is part of determining their variation of motivation towards EL, whether intrinsically focused or extrinsically focused.

¹³ Question 6 & 7.

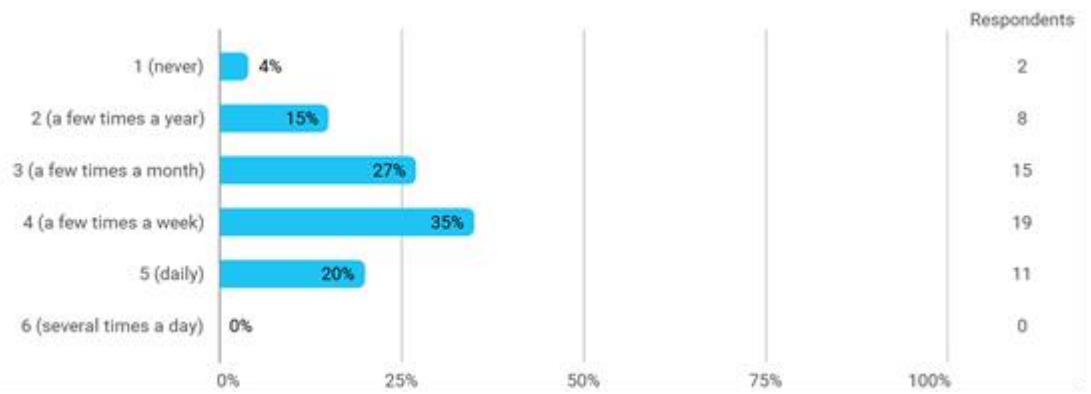


Figure 7 – question 8. - How often do you feel the time passing quickly in English classes?

Another feature of enjoyment and interest in connection to their motivation for EL and ES learning is how they perceive time passing. Yet here there is only a question of time passing in class and not to the aspect of outside of class. For the students to elaborate on outside of class, would be difficult to clarify, regarding when and what they should feel time passing towards. In figure 7 above, one can see the data of students' experience of time passing quickly in English classes. The highest occurrence of this is positioned at a few times a week at 35%. There are also no students who experience this several times a day. However, for students at upper secondary school, their English classes are often concentrated to a few times a week. In which these results are a great response as to their enjoyment of English classes. Nevertheless, it is not certain that the students given this survey contemplated this aspect and only answered it as to a scale from 1-6 on how often they feel the time passing quickly. Giving these circumstances this is a limitation on my part which I did not take into consideration ahead of data collection. However, combining these numbers with their interest and enjoyment of EL and ES, as well as how often the students seem to think that time passes quickly in ES, there is a foundation to consider a vast number of respondents motivated intrinsically.

Autonomy

In SDT, autonomy is an important facet of developing and determining motivation. If students experience being part of making decisions in class, they can feel more autonomous towards the subject which can facilitate their motivation towards English. In the survey, I ask the students explicitly as to their experience of this facet towards ES. This is to see if their experiences of autonomy in class, can be part of determining the degree and elaborate on the extent of their motivation towards ES.

By looking at figure 8, one can see a similar situation as in figure 7 (time passing quickly), on the aspect of answer variables. Students who experience taking part in the decision making in the English subject are decidedly concentrated towards a few times a month (40%). There are responses on (5) daily and (6) several times a day, as well as (1) never and (2) a few times a year in contrast to the previous aspect of time passing. The frequency of responses is more spread across the scales than the previous features.

To further elaborate on this aspect certain sides of the interviews can be related to the autonomy facet of motivation. The variance is highly dependent on their perception of the teacher. The students' view of the teacher arises the difference rather than the subject itself. Two students (G1, B3) feel as if they experience being a part of the decision making¹⁴, while the second student (B1) says that it depends on the teacher¹⁵. Here I should have asked a follow-up question as to his current situation in English class. The last student (B2) contrast with the others while commenting that he experiences situations where the teacher asks for feedback but does not necessarily experience the feedback going any further to improve and develop the classes. Yet, the student does not want the teacher to be affected by the students' responses¹⁶. As to why the students responded as such comes to my limitation where I did ask them to elaborate. However, their feedback arises a varied portrait of autonomy in English classes which may be part of altering their motivation towards ES.

An aspect which one must reflect on is the fact that there might be differences as to what students identify being a part of the decision making in English class. What they perceive as adequate participation to be satisfied with the autonomy in the class, may vary from student to student. Considering that the most frequent response is a few times a month, it might be an acceptable amount of autonomy for the students to increase their motivation to learn English. Nevertheless, at upper secondary school, students encounter English classes several times a week, the findings here might be insufficient towards developing their motivation through adequate experiences of motivation.

¹⁴ A1: «Ja, jeg synes at vi i klassen får ... vi har ofte sånne avstemninger på hva vi vil og sånn. Så jeg synes egentlig at vi får bestemme ganske mye i engelsk faget og.»

A2: «Ja, vi har vært med å bestemme egentlig ganske mye, både sånn hvordan vurderinger vi skal ha, og hva vi skal gjøre i timene, så ja.»

¹⁵ A: «Ja, eh det også kommer litt an på. Jeg tror det har mer å si med læreren enn faget egentlig.»

¹⁶ A: «[...] vil jeg ikke har sagt det, [...] er det ikke ofte at de forslagene blir tatt, [...]. H*n «lærer 2» faktisk har lagt noen undersøkelser hvor han lot oss vurdere timene, hvordan timene har vært, for eksempel når han har prøvd noe nytt han har gjort for oss og videre, men jeg synes ikke det vi har svart på dette eller ikke har svart på dette skal påvirke hvordan han skal ha de videre timene.»

However, the aspect of autonomy can also cover the fact that students need to take control of their learning process (Little, 2008). In classes, this may be limited at upper secondary schools where the teacher is the facilitator and administrator of the class. This increases the importance of the teacher's role in class, which commented on previously has a great effect on the students based on the interviews. Considering the aspect of learning outside of class, their control of the learning process may play a greater role in their motivation. An experience of autonomy is very relevant for students' motivational development. Distinguishing the extent of autonomy a student needs can vary from each student. Some might acquire full control over their learning situation, while others feel satisfied with next to nothing. The difference might facilitate how they work with their language learning, perhaps students who need more autonomy work more outside of school. However, I lack data in order to make conclusions on this basis, I can only look at this as an indicator for students' motivation towards the English subject.

The students show tendencies towards experiencing autonomy in class based on the qualitative data. Through the interviews, there are indications as to what students believe being a part of the decision making at school entails. The amount of autonomy can be discussed as to how much each student might need and acquire towards their further development of motivation. A limitation of this aspect is how I did not elaborate on autonomy further from this one aspect. Nevertheless, there are tendencies of the responses through the survey data and interviews with the experiences of autonomy for the students in ES.

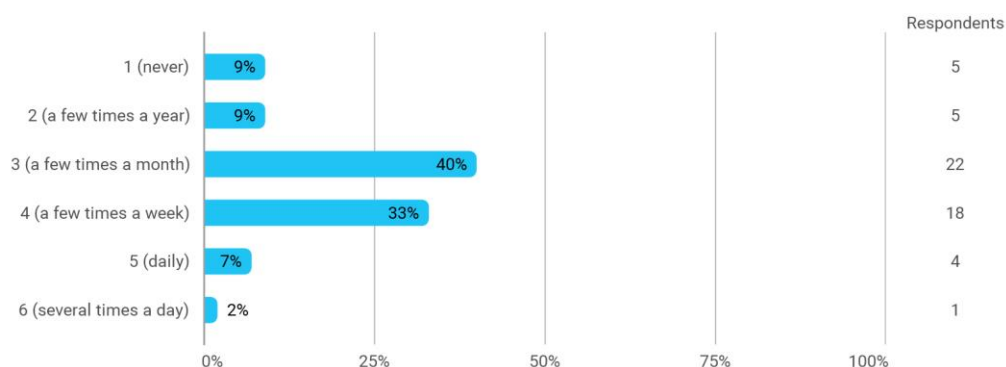


Figure 8 – question 9. How often do you feel like a part of the decision making in the English subject?

Relatedness

In motivational theory, a facet that is part of affecting students' language learning motivation is the relatedness of the action, situation, and subject to their lives. When students experience authenticity and relatedness of the English subject, it can be part of increasing their motivation

to learn. I have in my study asked them about their experiences of relatedness through the survey as well as the interviews.

The data presented in the survey portray a picture of students' experience of relatedness in class. They were asked how often they can relate English classes to their everyday life. There is a main focus on the upper scale of the question as seen in figure 9 below. Whereas much as 40% of the students experience English classes related to their daily lives a few times a week (4). This is relatively adequate for students who have English classes a few times a week. However, some students place themselves both higher and lower than a few times a week. This is the frequency of the students' opinions as to their thoughts concerning the relatedness of the English subject and not EL.

To further elaborate on their experiences of relatedness towards ES, I will look at the students' responses from the interviews. Here the interviewees comment on various aspects of relatedness. There are two main responses that they focus on, the first being how the relatedness is topic-specific, where they connect the feeling of relatedness to certain topics that they find interesting. Their association with their interest is a further affiliation to the aspect of intrinsic motivation. The other facet of their responses was connected to the fact that they may not see the relatedness to their classes depending on the topic, but on how EL is relevant for them in general and towards their later life. This can both be a practical view of their language learning or a part of their identity and can, therefore, be difficult to distinguish without further elaboration. When students encounter relatedness in association with their language learning, this may facilitate their motivation to see the basis of why they are learning the language.

The students overall show a relatively high frequency of relatedness towards ES. The aspects of relatedness can be further elaborated from the interviewees, where they consider what they deem related to their lives. Either topic-specific or how the English language, in general, will always be related to their lives. Both these facets of relatedness can further their motivation towards EL and ES both intrinsically as well as gain focus on the pragmatic side of language learning. The quantitative data portrays how students can see the relatedness of ES in a varying degree which can further be explained through the qualitative data.

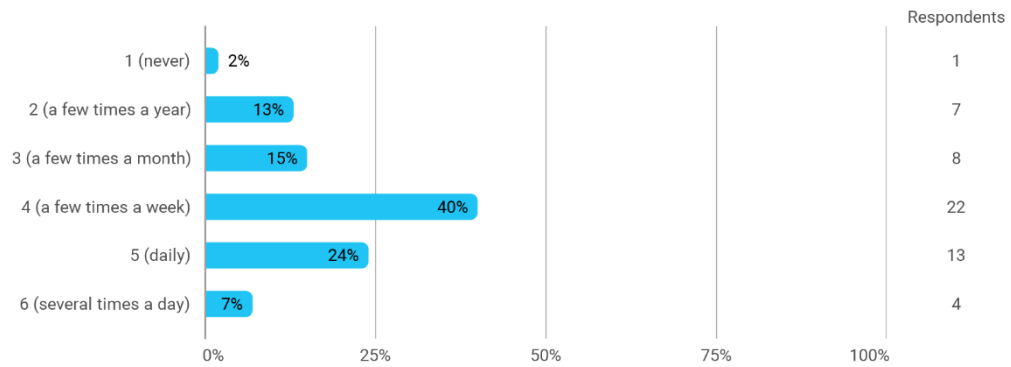


Figure 9 – question 10. How often can you relate English classes to your everyday life?

Students consideration of EL as important or useful

One last aspect of determining motivation can be how they consider EL as important or useful, this facet can distinguish the students' background of their motivation. The aspect of usefulness is elaborated through the survey, while the aspect of importance is through the interviews. The questions do not distinguish between EL and ES for comparison, the interviews contain EL while the survey ES. Both importance and usefulness were not represented through both data, however, I will combine the two different facets to view this side of motivation for the students.

The students from the interviews have all portrayed an important picture of the English language. All respondents comment positively to whether they perceive English as important to them, and as to why. The students see the connection towards their daily life and they deem English important to know. B3: “[...] since it is such a widespread language, which is so much used, like online and it is used everywhere, so it is important to know to function now, like at all.”¹⁷ This respondent answered that the aspect which had the most effect on their motivation was the importance. A second student (G1) answered that it is important due to the possibilities of the language. For many of the students, there is a pragmatic facet of their learning motivation towards English. This side of their motivation is connected to their thoughts of pragmatic knowledge, where they consider it as necessary to function and partake in society today. This pragmatic side has generally been linked to student motivation and it may affect the direction of their motivation (Tajeddin & Moghadam, 2012). The motives for their motivation may derive from this feature of importance, they may perceive EL as an important quality which they ought to have, placing their motivation for EL in the ought-to-self. Here I should have had a similar question in the survey to see an overall degree to their

¹⁷ My translation. Original text: «Ja, egentlig siden det er jo så stort språk, som blir brukt mye liksom, sånn på nett og det blir brukt overalt, så det er jo viktig å kunne for å i det hele tatt funke nå, i det hele tatt egentlig.»

opinions on whether they consider English to be important to them. This may have given me a more generalisation of frequency to compare to the four interviewees. A limitation may be that I should have clarified a distinction between EL and ES more specifically. However, all four students responding that they view English as important can view how it may affect their motivation through the importance of English.

A related question that was presented in the survey was the students' experience of ES usefulness. Particularly focused on the usefulness of English classes, most of the students experienced this a (4) – 33% few times a week and several times a day (6) – 31% as seen in figure 10. Only 6 of 55 experience the usefulness a few times a month and less. Their experience of usefulness is linked to their opinion of importance. However, this question is in association with the usefulness of the English subject, which may be different from the usefulness of the English language. One might think that students consider the language more useful than the subject based on their responses as to the importance. The interviewees link the significance to the communicative aspect of EL, which upper secondary school students may consider themselves adequate in being able to communicate. Therefore, they might deem the language more important and useful than the subject. However, their grading of the usefulness of the subject can be regarded as highly positive towards their motivation.

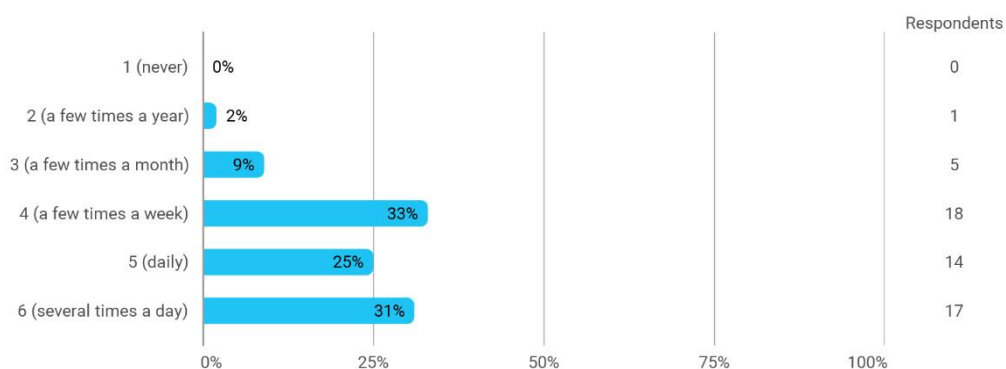


Figure 10 – question 11. - How often do you see the usefulness of English classes?

Through the aspect of importance and usefulness of EL and ES, the students show an overwhelmingly positive attitude. They portray ES as useful through the survey and that EL is important to them through the interviews. These features of motivation can be part of distinguishing EL from ES as well as determining the types of motivation they obtain. However, the importance of language learning may derive from an internalised ought-to-self in which students have pressure from other sides of their lives, which portrays English as significant to know. The aspect of usefulness can rather be placed along the side of extrinsic motivation as well. Combining the side of importance and usefulness, there are tendencies to

follow the pattern of previous findings collected from the data of language learning motivation.

Summary of sub-chapter 4.1

Connecting all the different aspects of motivation for the students who participated, the majority of them deem themselves as motivated towards EL and ES. The extent of their motivation varies, the students show more motivation towards EL. However, another difference between their motivation derives from their drive and background. There is a vast frequency of students who note that they like and are interested in EL, where the difference appears when one contrasts them to the subject. There are overall lower scores on the subject compared to the language itself. When students have a positive perspective on the language, the facilitator of their motivational development is mostly directed towards the environment, topics, teachers, and peers.

Regarding motivation, it is important to remember that students' motivation is not constant and difficult to determine. It will change over time and can be affected by many aspects. Students may be originally motivated intrinsically and in connection to their ideal-self, however, when they are positioned in connection to an exam/assessment situation this might change towards Cognitive Evaluation Theory (CET), focusing on a specific task which motivates them. The situations in which they are placed affect their motivation. It may be focused towards their ought-to-self, where there is a pressure towards achieving on assessments and exams. This pressure may appear from their peers, parents, teachers, or classroom situations. However, this change may appear from extrinsic motivation towards intrinsic as well. This may derive from the internalisation of their ought-to-self or the experience of enjoying English in certain situations that they encounter. The extent of the students' motivation towards EL and ES, nevertheless, seem overwhelmingly positive.

4.2 The extent of students' use of social media to learn English

The second research question which my thesis aims to answer is: *To what extent do they use social media to learn English?* The question is quantitatively driven and will be answered accordingly. However, I also choose to look at some of the findings further by addressing them with the qualitative data. The question is inherently difficult to answer without a data set that provides insights into their social media use, in affiliation to EL encounters and learning. However, in my study, I wish to answer this section by focusing on the students' answers in connection with their own perception. This will give insight into their use of social media to learn English.

When addressing students' extent of learning English on social media, certain aspects are important to know. One has to differentiate between active learning and indirect learning of English on social media. A limitation of the study is that I did not differentiate between the two in the data collection. However, the students may not be able to see the difference and only perceive active learning as language learning. One can fairly assume that students learn indirectly certain aspects of language if they encounter English through social media daily. The extent of this aspect is more difficult to apprehend.

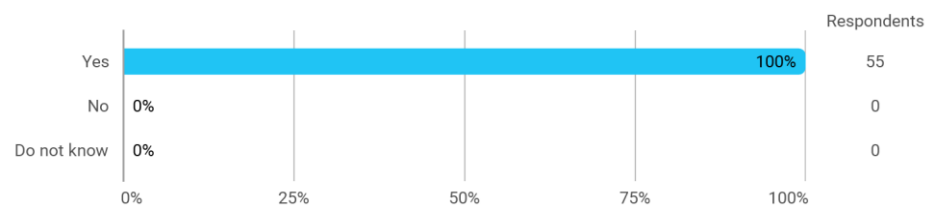


Figure 11 – question 14. Do you use social media?

To see the student use of social media they were first asked if they use social media, in figure 11 above, the response is at an overwhelmingly 100% on 'yes'. The basis for students learning through social media is therefore at place. In reference to the frequency and the variance of apps used, figure 12 below portrays a picture in which social media apps the students use several times a day. The most used apps are used several times a day by over 47 of 55 students. This figure shows that most of the students use social media several times a day. One aspect in which I wish that I had researched further, is how they use social media, to look at their learning possibilities on SM. Through the different figures and responses, one can see that there is an acceptable foundation for students learning through social media, based on the amount of social media use.

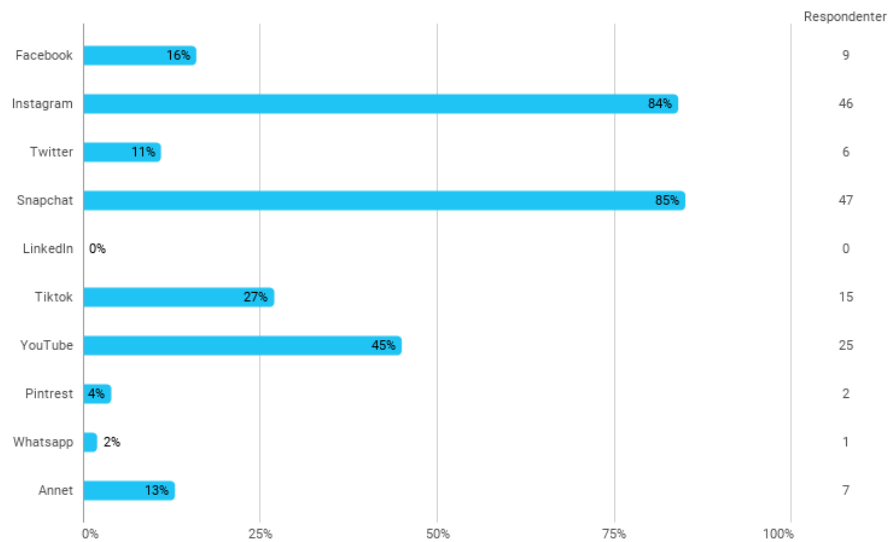


Figure 12 – question 18. Which of these social media apps/websites do you use several times a day?

The students have a considerable basis for language learning through the frequency and extent of their social media use. However, to acknowledge students' learning both actively and indirectly, one has to contemplate their encounters of English through social media. According to figure 13, the results show that all of the students encounter English at some point during a year, and compellingly 46 of 55 (84%) meet English on social media several times a day (6). When students encounter English several times a day, it creates a basis that can be a part of their possibilities of EL learning through social media.

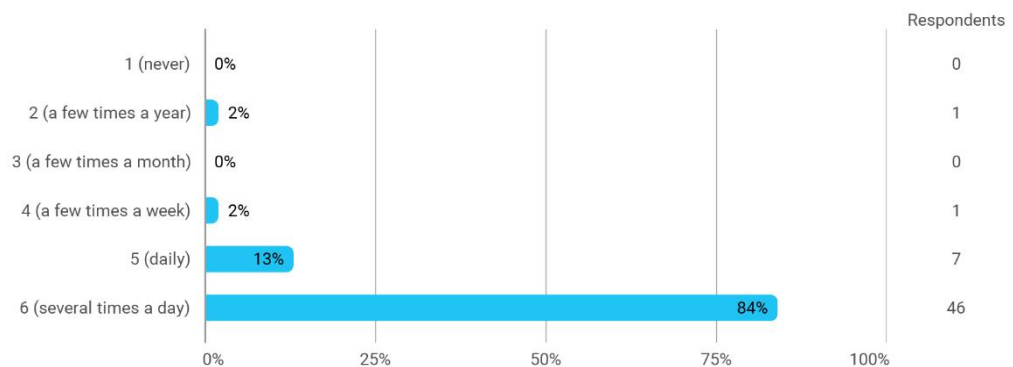


Figure 13 – question 22. How often do you meet English on social media?

To further elaborate on the aspects of students learning English through social media, I will analyse the qualitative data. In the interviews, the students were asked if they learn English outside of class. Where all the students comment that they do learn English outside of class, yet, the responses vary as to why and how. Two students (G1, B2) responded that social media is where they learn the most English. B2: “Yes, and then it is social media which plays

its biggest part and really the only part”¹⁸. The response shows that the student acknowledges their encounters of social media and how this affects their learning. B3 portrays the fact that playing games have played a big role in his EL learning throughout his life¹⁹. He also specifies that what he learns outside of school is something he has never learned through school. They acquire different types of skills that they might not experience learning at school. All of them say that they encounter English outside of school, where they meet it and how is different. Some may use it for communicative purposes for talking to others, other reasons may be entertainment which is a great part of how they use social media. While the fact that most of the social media is in English or at least a combination of English and Norwegian is a facet of the possibilities for EL learning. Together all four students acknowledge the fact that they learn English outside of school, the degree, and how it varies.

The students were also asked in the interviews as to how much time they invest in learning English outside of class. However, a limitation to this aspect is the fact that I varied the question in relation to the other students’ responses. Some of the questions were asked in relation to social media while others were in general. For one of the students who were asked in general, the student responded that they do not invest time in learning outside of class. G1: *“I do not use time on English on just English, but rather use time on social media and such”*²⁰, the student, therefore, comments that he indirectly learns English through social media rather than actively pursuing EL learning on social media or outside of class. A student (G1) was asked if she spends time learning English outside of class. Where she says that when she peruses Instagram, that is when she encounters and learns English outside of class. She acknowledges that she learns English from reading English posts through social media. The same student was asked if she invests time in learning English through social media. She responded with the fact that she follows people on Instagram and encounters English then, but besides that, she does not²¹. One of the students (B3) was asked if they spend time learning English to be able to use social media. Where the respondent answered nothing²², yet when

¹⁸ My translation. Original text: A: «Ja, og da er det jo sosiale medier som spiller sin største rolle og egentlig den eneste rollen.»

¹⁹ A: «Ja, det tror jeg, jeg har gjort det egentlig hele livet mitt, med tanke på altså jeg er ikke en som spiller veldig mye, men de fleste spillene jeg spiller har egentlig vært på engelsk og jeg vet at jeg har lært mye gjennom de spillene som jeg ikke har lært på skolen.»

²⁰ My translation. Original text: A: «Jeg bruker ikke tid på engelsk på bare engelsk, men bruker heller tid på sosiale medier og sånn.»

²¹ A: «Jeg vet ikke helt, jeg ser jo mye på Instagram da når de kjente legger ut ting, så ser jeg mye engelsk der, men jeg ser ikke så mye engelsk utover det.»

²² Q: Hvor mye tid bruker du på å lære engelsk for å kunne bruke sosiale medier?

A: «Det er ingenting, tror jeg.»

asked if he feels competent and finished learning towards social media his response is no. The difference may be the lack of pressure to be correct on social media, yet still being able to see the need for language learning. The last student (G2) was asked how much time he spends on learning English on social media, indirectly. The student responded that it depends on what he is doing on social media and that one can learn vocabulary through different actions on the apps²³. The extent of the students' language learning through their use of social media varies depending on the student, yet they comment that they learn through social media, either indirectly or directly.

4.2.1 Types of English

An aspect that can alter their perception of learning English at school is the idea that there are two types of English. If students see English outside of school as different from in class. During the interviews, the students were asked if they perceive English on social media as different from English in school. A student (B1) commented that "*Hm, no, no not really, but it is with two different purposes in a way. Like here it is to learn English while on social media it is voluntarily in a way.*"²⁴ The student acknowledges the fact that there are differences in English on social media and in class. One could argue that the purposes should be different or the same for English in and outside of class. This may affect their learning processes through social media when acknowledging that there are different purposes. They might think that the main focus of social media is the communicative aspect. However, I cannot make assumptions based on this since I did not ask them to elaborate on what they considered a different purpose. The remaining students agree to some extent to the fact that they experience English as to different types. Two of the students (B3, B2) commented that he perceives it as two different types, the variance is based on the communicative part and lack of pressure towards the properness of language²⁵. The last and fourth student (G1) responds to the same aspects without confirming if she considers them as two types of language. A limitation when

²³ Q: Hvor mye tid tror du at du investerer i å lære engelsk på sosiale medier? Altså ikke sånn direkte men indirekte tid brukt.

A: «Altså det kommer jo fra da innhold, som jeg sa da, hvis du bare leser gjennom meldingene da er det ikke noe du skal lære av dette, siden det bare er jo, hvis du har nok ord på en måte eller bra nok kan du si ordforråd forstår jo man ganske greit, men hvis du kommer til sånne avanserte ting som ulike matte videoer på engelsk eller historievideoer på engelsk da må du jo søke etter ordene du kanskje kan ikke, så da lærer du jo engelsk gjennom dette.»

²⁴ My translation. Original text: A: «Hm, nei, nei egentlig ikke, men det er med to forskjellige formål på en måte da. Sånn som her er det for å lære engelsk mens på sosiale medier er mer ja frivillig da på en måte.»

²⁵ A: «Ja, jeg føler det er to typer egentlig, det er mye mer, altså på sosiale medier, bryr egentlig ikke folk seg så mye om rettskrivning og sånn der og du skriver jo på en mye annerledes måte og mye andre ting enn du ville gjort på skolen da. På skolen er det kanskje sånn der, noveller du skal skrive eller litt sånn der, eller svare på en oppgave, mens på sosiale medier så er det kanskje mer diskusjon og sånn, der du diskuterer ulike tema og sånn.»

viewing this facet of the interviews is the fact that the question may be leading, asking if students deem English as different. They may not think so ahead of time but presented with the idea think otherwise. The students give a varied picture of how students may perceive English, yet they have something in common when they respond that the language form and purpose is different in school and outside of school.

Regarding the extent of student learning English through social media outside of class portrays a picture of indirect and direct learning processes and possibilities. The quantitative data illustrates that the majority of students encounter English on social media several times a day. Creating a foundation for the possibility of learning English through social media. However, a variation appears when determining indirect and active learning. The qualitative data present different aspects of how they can see that they learn English through social media, mostly indirectly. They also elaborate on how there appears a difference in types of English, one in class and one outside of class. Considering the extent of students learning English through social media, there is great potential for the amount of English they encounter. Combined with the interview responses which acclaim that they learn both indirectly and directly through social media.

4.3 Social media's influence on EL motivation

After gathering results and information about the two previous research questions, the study has created a basis to answer the third sub-question in relation to the main research question. The sub-question I aim to answer is: *How students perceive the influence of social media on their motivation to learn English outside and in class?* To be able to answer this question I have looked at the students' wish or lack thereof for social media in class, social media's effect on their experience of English, and combine them to analyse findings connected to the research question. Furthermore, the students were also asked directly how social media affect their motivation. The research question demands qualitative data to answer it properly, however, I use some quantitative data to portray the students' wish for social media in class. The qualitative data will derive from the interviews and the open-ended question from the survey. Through this, I have examined their perception regarding the influence social media has on their motivation to learn English.

4.3.1 Students' attitudes towards the possibility of using social media in the classroom

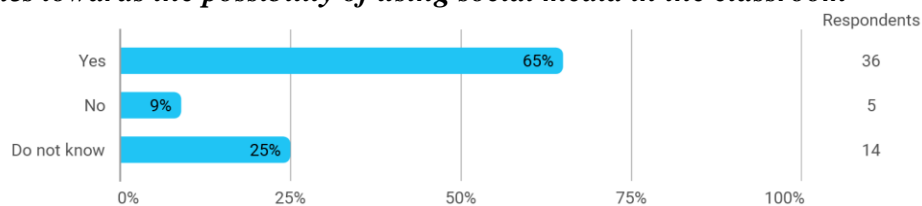


Figure 14 - 27. Would you like to have social media use in the English subject?

One of the facets which can help determine whether social media affect students' motivation, can be the responses the students gave in relation to the question if they want social media to be part of their English classes. These replies may indicate the students' perspective on how they would be more motivated or less motivated towards English classes with social media. As one can see in figure 14 above, there are 65% of the students who would like to have more social media use in the English subject. There are 25% which does not know. This uncertainty may derive from their thoughts as to how it should be implemented. The reasons for their responses were elaborated in a follow-up question, where they were asked to answer why or why not.

Most of the comments on this question show overwhelmingly positive attitudes towards the usage of social media in class for EL learning. The 65% positive responses show through their elaborations to their wish for social media in class. However, there are 25% of students who are not sure. Three students portray that they are uncertain, yet, comment on the potential for SM in class. The uncertainty may derive from students' doubts regarding how social media can be implemented. One can see this aspect facilitated in their responses. Other factors for the uncertainty, can be seen in some responses which indicate the fact that it can cause distractions. Other students feel that they spend enough time on SM outside of school. These aspects are one of the challenges of using social media in connection to EL learning in class. The possibility of distraction as well as the fact that students already spend much time on SM outside of class can be excessive and demotivating. When asked to elaborate on why there are only eight of the students' further comment that they do not know why or why not they wish to have SM in EL class. They might be in the same category as the ones who are uncertain about the implementation or other aspects. However, with the lack of response, I cannot make any fair assumptions. Students' answers to the follow-up question indicate several reasons why they want social media to be used in EL class. The presentation of the reasons gives an indication regarding their attitudes to SM in connection to EL learning.

The answers which can be categorised as overall positive towards the use of social media in English class refer to various reasons. Some of them steer towards the aspect of how social media are a vast platform of information. As a platform of information, they connect SM to how they gather and receive information. “*Because it falls more naturally for us to use social media to find information*”²⁶ was commented by one student who would like more social media use in class. The student classifies the use of social media as solely information gathering. However, they acknowledge that it is because it is natural for students to use social media. When this aspect is obvious to the student, the natural side of SM can indicate how they wish for more related and authentic EL classes. Nevertheless, it may be a natural aspect for them to use it already in connection with tasks given in class. Which in turn they will wish for an increase of this possibility. Students’ wish to use social media in class for information gathering and receiving, reflects the pragmatic side of their motivation. Using social media to find information is something they already do. Therefore, the higher introduction of social media into the education process could increase students’ EL motivation.

Another facet of using SM in class, which some students point to, is that students will experience natural and authentic situations of EL, both practicing and experiencing authentic use of EL. The respondents who comment on this aspect, are both positive and negative towards the use of social media in class. A few of the students who are generally negative view this as the only side of social media which may be suitable for the class. Others are positive due to this facet. When examining this in connection to motivation, authenticity is highly relevant for developing language motivation. Authenticity is also connected to relatedness in motivation. These two aspects are part of developing and determining intrinsic motivation in EL.

Concerning relatedness, several students make the connection between SM use in class and the use of SM in their daily life. One student notes the following reasons for introducing social media in class: “*Makes the classes more varied, and maybe more would bother to pay attention since social media is a big part of youth’s everyday life in today’s society*”²⁷. They see how social media in class may further EL into their life, which is where they meet English several times a day. When students encounter authentic and related situations in which they can relate to their life, it can increase their enjoyment and interest in the subject. This may, in

²⁶ My translation. Original text: A: «Fordi det er faller mer naturlig for oss å bruke sosiale medier til å få fram informasjon.»

²⁷ My translation. Original text: «Gjør at timene blir mer varierte, og at kanskje flere gidder å følge med, ettersom sosiale medier er en stor del av hverdagen til unge i dagens samfunn»

turn, develop their intrinsic motivation towards EL in class. Another student comments: “*Social media is something everyone uses, so if we would use it, it would create a better entirety*”²⁸. For the students creating an entirety of EL in the subject is crucial, where they make connections throughout the subject and learning process.

There are several students which at some level wish for more social media in class, yet they do not know how in which way they shall be used. During one of the interviews, a student replied G1: “*Yes, but I do not know how it should be used, but I think it would have motivated me much more than it does now*”²⁹. Students may see that the implementation of social media can motivate them to a higher degree based on relatedness and authenticity among other things. However, the uncertainty of the matter may be part of diminishing the effect it might have on their motivation. They struggle to see past traditional aspects of English classes and connect social media use only to be integrated into existing teaching methods. When the interviewees were asked as to whether the way they use social media can be used as a teaching method, there are varying responses. Two of the students cannot see the way they use social media to be transferred into EL classes. One can comment on the fact that the students use social media differently from each other. However, a student which is positive says that he believes that one can, since it is language learning. B1: “[...] *yes, maybe since it is language and yeah [...] it could probably be used*”³⁰. When students cannot see how social media can be used in class, it can be hard for them to determine whether it would increase their motivation as well. However, the respondents did not receive any questions as to if social media use in class it would increase their motivation. The interviewees who answered with this in mind has made the relation themselves based on the interview and survey.

The respondents’ reasons concerning why they want or do not want social media in class can be part of determining attitudes towards SM in connection to EL. Attitude is a part of motivation and its development. Positive attitudes are a part of the ideal-self and can connect this aspect to their enjoyment and interest in the topic. The students present different

²⁸ My translation. Original text: «Sosiale medier er noe alle bruker så om vi hadde brukt det mer ville vi skapt en bedre helhet»

²⁹ My translation. Original text: Q: [...] kunne ønske at sosiale medier var en større del av engelskfaget?
A: «Ja, men jeg vet ikke helt hvordan det skulle blitt brukt, men jeg tror det hadde motivert meg mye mer enn det det gjør nå.»

³⁰ My translation. Original text: Q: Altså måten du bruker engelsk på sosiale medier, kunne man brukt det i et klasserom for å lære engelsk?

A: «Eh ja, kanskje, fordi det er jo språk og ja, vet ikke helt hvordan jeg skal si det. Men ja det kan nok kanskje brukes.»

degrees of attitudes toward social media in class. The overall positivity can link students' attitudes towards social media in class as positively towards the effect social media can have on their motivation.

4.3.2 Social medias' effect on students' experience of English

During the interviews, some students were asked whether they feel social media has affected their experience of English. An aspect to view which can indicate social medias effect affects their motivation is to look at how SM has affected their perception of EL. Attitudes towards the language are according to L2MSS and SDT part of how motivation can change. The perception can be both pragmatical and connected to enjoyment. The differences may determine the different varieties of motivation.

One challenge which arises with this aspect is the fact that the students have grown up in a world where social media is a part of their lives. One student responded to if social media has affected the way he perceives English: “[...] *I don't really know, since it is so long ago. [...] I might have realized how important it is because of how much it is used*”³¹. To be able to see how it has affected their perception of English, they have to consider the introduction of English in their use. However, some of them might have experienced English on social media from the beginning. While others have more recently encountering English on social media. If social media has changed their perspective on the English language, it might be part of changing how they develop their language learning and motivation towards it.

The first responder (G1), was asked in different ways if social media affects different aspects of her life. She elaborates that social media has had a positive effect on her experience of English. Through SM she feels confident to speak English with other non-native speakers of English. “*Because then I can see that I understand much more of the language, so I can maybe understand more than I thought*”³² The student appears to have an insight into the fact that she understands more than she thinks through her interactions on SM. Explaining that she

³¹ Q: Ehm, føler du at sosiale medier har påvirket din oppfatning av engelsk?

A: «Eh hvordan da?»

Q: Ser du på engelsk på en annen måte etter at du begynte å bruke sosiale medier på engelsk enn før?

A: «Det eh heh, vet jeg egentlig ikke helt, siden det er så lenge siden.»

Q: Ja, men på engelsk da, hvis du har holdt på med det lenge da?

A: «Nei, vet ikke helt, jeg har kanskje innsett mer hvor viktig det er da hvor mye det blir brukt.»

³² Q: Mhm, men hvis du tenker sånn når du ser på engelske ting på sosiale medier for eksempel føler du noen gang, kan du føle at det har en positiv påvirkning på selvfølelsen din eller en negativ påvirkning?

A: «Positiv.»

Q: Ja, hvordan da?

A: «For da kan jeg se liksom at jeg forstår mye av språket så jeg klarer kanskje mer å forstå enn det jeg trodde selv.»

experiences a sense of achievement through social media. This can facilitate positive associations with the language and its learning processes. It is an important aspect of all learning to feel situations of achievement and understanding. Through achievement, students will feel more motivated towards EL learning.

The students appear to see how important EL is through their use of social media, this may spark their motivation towards the pragmatic side of motivation. For the focus to be implemented towards their ideal-self and intrinsic motivation rather than their ought-to-self and extrinsically motivated, there has to be an enjoyment and interest towards the language and how they want to be in regard to English. Social media is most known as a place of entertainment and communication, which is typically known to be enjoyable and of interest to students. One can maybe assume that social media plays a part in making English enjoyable for students, however, a challenge can occur when they face language learning explicitly. The students may or may not be aware of their language learning which happens implicitly through social media and the exposure of English. Yet, there is some uncertainty as to how they meet language learning through school or more directly.

During the interviews, the students were asked if social media affected their goals and interests. One student (G1) elaborated that it did not change her goals but her interests, in contrast, another student (B1) did not perceive that SM affected either interests or goals. There is a varied picture of how students believe social media affects different aspects of their lives. The way they perceive how social media affects their lives can influence their motivation or perception of motivation.

Viewing how social media affects the students' perception of English there is a diverse picture. Ranging from the pragmatic side to a positive effect, these features can alter the students' motivation. The different facets which the students mention can show both aspects of intrinsically and extrinsically motivated students towards EL. A pragmatic side is often connected to their responses, yet, there are often connections to interests and enjoyment of the language as well. Concerning social media's effect on students' motivation implicitly can be difficult, yet, create general assumptions towards the effect.

4.3.3 Social media's effect on students' motivation

Social media's effect on students' motivation can be difficult to determine since both motivation and the influence of social media can be challenging to measure. The survey participants were never directly asked as to their perception of SM's effect on their EL motivation. However, the interviewees were asked about the effect of SM on their motivation. This aspect considers the students' own perception, I wished to see if they experience a change in motivation through SM. Through the interviews, the respondents answered that social media affected their motivation.

The students who were presented with the option to elaborate on the aspect of SM and its effect on their motivation towards EL learning, portray the fact that it does affect. They indicate different facets that affect and are affected. This difference is highly interesting. One can assume that social media affects their EL motivation, based on the frequency and number of situations in which they encounter English on social media. This aspect was confirmed through my study. However, which effect is an intriguing concept to uncover.

A feature the respondents cover is the facet of how vast English is on social media, and how often they encounter it. By commenting on this aspect, the students show and cover how much they experience English and that through this, their motivation may be affected by it. Still, this aspect does not uncover which effect SM can have on their motivation, it is a way of confirming that it affects. EL has infiltrated great parts of their lives and they experience it daily through SM. There are several platforms in which the students encounter English in different situations and ways. Social media is also a platform where they can express themselves as well as experience others doing the same. Through this one can connect their English learning and social media use to their identity. It is, therefore, a unique way of encountering English. This way one can expect SM to affect their motivation towards EL rather positively.

Throughout the responses, the students show signs of contemplating the question and even signs of uncertainty. There appears to be an elaborate thought process throughout their responses, which may show how they conclude their answer. It is not an aspect in which students often contemplate and demands comprehensive metacognition. However, they are asked to their perception of this effect and will have answered thereupon. Nevertheless, signs of contemplation are a rather positive sign, showing how they are considering the question and evaluating their response properly.

The students' contemplation of the responses can show how important it is for students to achieve this level of metacognition to their own learning and motivation. Teachers and the classroom environment should be a part of facilitating their metacognition towards motivation. When the students perceive their motivation from different views it may facilitate their motivation towards the intrinsic variation rather than the extrinsic. When students perceive their motivation only through their own thoughts and pressure from peers, teachers, parents, etc. it will more easily be focused towards extrinsically motivated and the ought-to-self. Here they will need a scaffolding of help from their surroundings to acknowledge their motivators.

“Hm yes, it can, or yes actually if I think about it like that, I follow a lot of rappers and [...] that is a lot of English. And football players are English if you are considering if you want to be a football player one has to know English if you are to attend interviews and such. So, it may have [an effect] without thinking about it, it may have an effect on me.”³³ B3.

The quote represents what one of the students responded when presented with the question of if he feels if SM has affected his motivation. The student acknowledges that it may have an effect on him without really having considered it. This can portray a certain level of internalisation of external factors to their motivation, perhaps within the introjected regulation referring to norms or the identified regulation with his identity. He connects to how it affects his interests and how it is a part of his own life. Based on how the students make these connections on their own, one could transfer this aspect to the intrinsically motivated language learning development. How the student may see how their language learning through social media can be based on enjoyment and interests. Yet this aspect does not appear to be connected to their learning process through English class.

Through B3's previously answers there is potential for both intrinsic and extrinsic motivation facilitated through SM. He has certain aspects which one can categorise through his ought-to-self, and other responses in connection to interest and enjoyment, which can facilitate the intrinsic motivation aspect. However, his main focus seems to be on the pragmatic side of the language. The uncertainty of his motivation appears when considering

³³ B3: Q: Føler du at sosiale medier har en effekt på motivasjonen din?

A: «Ehm ja, det kan, eller ja faktisk sånn egentlig hvis jeg tenker på sånn, jeg følger for så vidt mange rappere og mye sånn og det er jo mye engelsk. Og fotballspillere er jo mye engelsk, hvis du tenker på å om du skal bli fotballspiller så er du jo egentlig nødt å kunne engelsk hvis du skal stille på intervjuer og sånn der. Så det har jo kanskje uten at jeg tenker sånn på det har jo det kanskje en påvirkning på meg.»

how much of his ought-to-self may be internalised in his self. What we may perceive as external factors, may be internalised in his self and ratified as his ideal-self and towards his enjoyment of this certain aspect of language learning.

Q: Do you feel social media have an effect on your motivation?

A: "Yes."

Q: How so?

A: "[...] it is on English a lot of it, [...] I feel I learn a lot then since so much is on English" B1³⁴

Another correspondence with B1 shows how his perception of how he encounters English to a great extent on social media, that it will influence his motivation. Which effect it has on his motivation did not appear from the interview. However, the same student has previously commented on the fact that he feels the most motivated towards EL learning in his spare time. One could connect to how he is motivated to learn English when encountering the language outside of school, normally on SM and through games. This can facilitate an intrinsic motivation for the student to learn English. To achieve this, he must be able to see the connection of EL learning through social media. However, one has to remember that motivation is not a constant concept and will change depending on different situations. The student may be intrinsically motivated when he perceives his EL learning indirectly on social media while being more pragmatically directed at school. A challenge that occurs is to see if the motivation from outside class can be transferred into the English subject.

An interviewee (B2) connects social media into his learning directly, he uses social media, more particularly YouTube to learn English outside of class³⁵. This view can portray a pragmatic side of learning through social media, towards an end goal. However, his wish for learning the language may be ratified in his ideal-self as characteristics he wishes to have.

³⁴ My translation. Original text:

Q: [...] føler du at sosiale medier har en effekt på motivasjonen din?

A: «Ja.»

Hvordan da?

«Altså som sagt, det er veldig mye på engelsk, og at det liksom, jeg føler at jeg lærer en del da, siden at det går så mye på engelsk.»

³⁵ B2: Q: Føler du at sosiale medier har en påvirkning på motivasjonen din?

A: «Egentlig ja, men det spørs også hvilket sosialt medium det er, hvis vi snakker om for eksempel YouTube som er den jeg bruker mest så for å forstå de ulike engelsk videoene la oss si dokumentarer da eller bare fakta baserte videoer, så trenger jeg jo engelsk kunnskaper for å forstå. Så hvis jeg sliter med å forstå en del av noe jeg er interessert i, er eneste muligheten for å lære seg dette i en engelsk video. Så det er jo det som motiverer meg mest til å fortsette med engelsken.»

Also, there may be an internalisation of the external factors to his motivation, calling perhaps towards identified regulation of the internalisation according to SDT. In difference to the other interviewees, he does not have Norwegian as his mother tongue which may create a difference to his motivation to learn English and his learning development. He explains that he uses social media when he cannot understand something. This motivation can be separated from the other students' motivation because their English learning process is fundamentally different than his. Nevertheless, his motivation is as valid as the others and presents how students may use social media actively towards language learning, and therefore it will more naturally affect his motivation. However, the learning process may be more pragmatically focused, by learning to be able to understand and function. Yet, the student comments on his enjoyment in connection with English as well. When using social media explicitly towards English learning, it can affect their motivation differently.

The various students comment that social media influences their motivation. Regarding the different sub-questions, the findings indicate this further. Firstly, the first sub-questions indicate findings of highly motivated students towards EL learning, with lesser motivation towards ES. Secondly, the next sub-question shows that SM affects students experience of English. While the last aspect portrays how SM influences the students' EL motivation. The above results further the aspect that SM has an overall effect on students' motivation to learn English. The students may not elaborate on which effect (positive or negative) it might have on their motivation, rather commenting that it does have some effect. The findings portray that SM affects their motivation as mainly positive. Through responses that indicate that majority of the students wish to have more social media in connection to their EL learning in class. However, the different backgrounds to this aspect vary. Some mention the connection to authenticity, relatedness, and the information possibilities. Nevertheless, there are also responses of concern to this aspect. This refers to the fact that they already use social media outside of class and therefore, will only be distracting and do not want to spend an excessive amount of time on social media. The students may see how SM can facilitate EL learning. This can be both through the pragmatic side of EL when encountering it on SM, facilitating their extrinsic motivation. But it can also be ratified in their enjoyment if they see the connection of their pleasure of SM to EL learning. This variation can be apparent in all students. The research findings point to different effects social media may have on the students EL/ES motivation.

Chapter 5: Conclusions and implications

5.0 Summary and conclusions

This study set out to view the effect of social media on students' motivation towards EL learning. The aims of the study were presented through one main research question, accompanied by three sub-questions. The participants of the study were upper secondary school students, who had English classes. The methodology of the thesis was based on a mixed-method approach, which included a survey as a quantitative part and an interview as the main qualitative part. The survey also included a qualitative element: an open-ended question.

Considering the first sub-question, which was: *To what extent are students motivated to learn English both outside and in class?*, the findings showed that the majority are highly motivated to learn EL in and outside of class. Their motivation was considered concerning motivation towards the English Language (EL) and the English Subject (ES). There is a clear variation between the two aspects. The students are more motivated towards the language in general than the subject. The scaling of the two shows that the frequency of respondents, when posed with the difference between EL and ES, shifts greatly. Regarding EL, 36% of the students regarded themselves as “very much” motivated towards the English language. While considering ES, only 13% felt very much motivated. In ES, the most frequent answer was concentrated towards the middle (4), with 42%. Even though these results show that students are positive to both EL and ES, there is a difference in their attitudes towards both Englishes. It indicates that that students can be more interested in learning English outside school than in class.

Regarding the second sub-question, which was: *To what extent do they use social media to learn English both outside and in class?*, the findings revealed that the extent of students' use of social media for EL learning both in and outside class varies. Most of the students encounter English on SM daily or several times a day. However, an aspect that appeared is the difference between their active learning and indirect learning of English through SM. Referring to how some students note that they see that they learn English through social media, yet, do not actively pursue using social media towards learning English. The quantitative data can indicate the indirect aspect of their EL learning to a quite high extent. The qualitative data through the interviews show the same tendency, that students portray a higher level of indirect EL learning. Yet, some respondents commented that they use SM actively towards learning EL as well. Another aspect to consider when researching the

extent of SM use to learn English, one has to consider the aspect of different Englishes students may perceive. This aspect may affect their EL learning on SM, as to what they learn and focus on. The students' responses portray their EL learning through SM as to a great extent.

Considering the third sub-question, which concerns: *How students perceive the influence of social media on their motivation to learn English outside and in class?*, the findings indicate that the students see how SM can affect their motivation. One can see this in several aspects. Indirectly, the students indicate a wish for more use of SM in the ES. Students mention authenticity and relatedness in connection to experiencing English on SM, which can increase their motivation. Authenticity and relatedness refer to experiencing accurate representation of situations that they can relate to their daily lives.

The above findings show that SM has an overall effect on students' motivation. More specifically, it can increase and develop different types of motivation towards English learning to a varying degree. First, it can affect students' intrinsic motivation which is understood as an act of doing something because it is interesting or enjoyable. It can be increased through facilitating students' interests and enjoyment by encountering English on SM. Secondly, the use of SM can affect students' extrinsic motivation, which refers to an act of doing something because it leads to a certain outcome (Ryan & Deci, 2000). This aspect of motivation can be increased by addressing students' own experiences when they encounter English every day on social media.

Considering the various effect SM has on students' EL motivation, SM could and should be implemented as a pedagogical tool in the EL classroom. There are several advantages of implementing SM in the English subject. Several students respond they would want to introduce more social media in ES. Traditionally, SM has been used as learning management systems or course management systems LMS/CMS, referring to SM as a site for administering the subject. However, there is potential in using SM as language learning tools. One feature is the side of information possibilities, where the respondents portray how they in their spare time collect information through social media which can be transferred into classes. A second feature students comment on, is that the use of SM in classes can facilitate authentic and related situations of English. When starting this project, I originally thought that teachers would be challenging the increase of social media in our society and connecting it to English classes. To my surprise, that was some students who struggled to see how English classes can be different and the traditional learning environment can be changed. Their

opinions of classes and wish to include social media in class are confronted by the traditional structure of the English classes. Therefore, the implementation should be carefully planned out, keeping it relevant to the topic and administered properly to increase students' motivation towards EL.

The findings also indicate that students need to develop metacognition towards their motivation. This becomes apparent through the interviews with the students. I observed their contemplation when asked about their motivation, that this is an aspect in which receives very little attention. The students' responses indicate that they do not spend time reflecting on their motivation and where this derives from. EL classes could hold a greater focus on students' metacognition towards their motivation, which can increase their autonomy towards

Regarding my research, I wish to portray the connection to the implications of didactics. Through my study, I aimed to find out how students' encounter outside of class English could affect their motivation. This is important towards didactics to be able to see how students' daily life encounters of English affect their EL learning. It can give insight into the application of social media in class, to encourage the authenticity and relatedness for EL. It can also be part of showing how vast the impact of social media has on their language learning. This can either guide teachers to use social media in class or assist them in metacognition towards the effect social media can have on their motivation. Regarding the didactical implications of my study, I deem the aspects of deepening our knowledge towards students' motivation and the effects of outside encounters and learning of English as important.

5.1 Limitations

There have been different limitations in my research. Firstly, the study has the restraint to the fact that it researches motivation. With its complexity, there might appear different limitations to this aspect. To determine motivation and its various facets are rather difficult. Through my study, I have chosen to focus on the students' perception of motivation as well as tried to determine the facets of motivation through various L2 motivation theories. Motivation is a changing phenomenon and cannot be seen as constant. In my research, I had to study students' motivation at a certain time, which means that my findings reflect the students' views on their motivation at this specific moment. Making the study longitudinal could help overcome this limitation. One could gather data from the students in various situations and periods.

One must reflect on the fact that the respondents represent only part of upper secondary school students in Bergen, Norway. Their responses are not the opinions or responses of all students in the same situation. The selected sampling was made to create smaller generalisations within the represented group. One may believe that it will improve the understanding of how social media may affect student motivation to learn English. One can use them to generalise certain aspects to some extent. Yet, as a researcher, I ought to consider them as individuals with different backgrounds and connections towards EL, social media and motivation not only as a representative for the group of Norwegian upper secondary school students.

Certain restraints, which one typically must consider in research, are related to the data collecting procedures and tools. One aspect, which I was uncertain of in connection to the data collection process and tools, is the amount of background information given to the respondents. The fact that students were informed about the topic of my study, could alter the responses. They were informed that the study concerns social media and motivation. This could affect the survey and interview responses. The first sections of the data view motivation indirectly, by asking questions related to motivation determination. However, this limitation is not possible to avoid due to NSD requirements on personal privacy for the respondents. Nevertheless, this fact could not affect students' responses. To change the results heavily the students would have to obtain certain levels of motivational theory background to their knowledge. One could also contemplate the fact that the students were not given enough background information to alter the findings of the survey or interview.

During the interviews, there are different aspects that I must consider. The process of analysis could be improved if I had written more extensive notes concerning students' body-language and visual aspects of their responses. Another side of the interviews may be how two of the interviews were directly conducted after the survey, while the other two were conducted days or weeks subsequently. The students who were interviewed, therefore, did not have the same background from the data collection. It might alter their responses whether the interview was directly after the survey or the opposite. By either them already having the study fresh in mind or having the time to contemplate their motivation in various ways.

I also wish to have transcribed the interviews immediately after each of the interviews, instead of all together sometime after. If I had transcribed them following the interviews, I might have discovered other limitations previously. The last and most prominent limitation as to the interviews was that the interview guide was written in English while the

interviews were in Norwegian. Here I translated the interview guide at each interview rather than having a consistent interview guide in Norwegian as well. This may be part of altering some formulations of the different questions and the presentations of them. This can cause ambiguity for myself during the interviews as well as when analysing the responses given.

Concerning the survey, there are other limitations to view. One limitation that derived from the aspect of having two languages in the survey. I wished to give the students the opportunity to answer in the language they wanted or felt the most comfortable using. Five of 55 chose English. However, there is a limitation to the aspect of translation of terms and descriptions from one language to the other. Certain features cannot be transferred into the other language or be explained properly. Also, one should consider the students' ability to understand these aspects in English in which they might have understood in Norwegian.

Through the process of writing my thesis, I have learned a great deal concerning the data collection process and research. There are various elements that I view as limitations of the project which could be part of altering the study. Both through the tools and process of data collection. Being aware of the limitations one can achieve a broader discussion of data and results. Even when the data collection is conducted according to plan, there are aspects which one in afterthought would change to reach a better or different result. When considering the research in afterthought one discovers different facets, which can be further researched.

5.2 Further research

As mentioned previously, the research on social media in connection to EL learning and EL motivation is rather limited. L2 motivation, in general, has been widely studied, while research on its connection to the use of social media in and outside class English is scarce. Studies on social media in connection to English language learning has great potential. The study shows that there are possibilities to the use of SM as a resource for learning as well as learning management systems LMS/CMS.

Further research could focus on how social media can be implemented in the classroom. One can research the use of social media through a case study of SM as a resource for learning. Other perspectives can be to view the teachers' attitudes and experiences of social media use towards English learning, both in connection to motivation and as resources for learning. Another aspect, which can be interesting to view further, is the side of what the students learn through social media, which types of English situations they meet and what they learn of EL through this. Further one can view the aspect of SM and its effect on

motivation through the implementation of SM in classrooms. This can be in connection with both, SM as LMS and resources for learning.

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Appendices

Appendix 1 – NSD Approval

27.09.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 27.09.2019, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.05.2020.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Surveyxact og SAFE er databehandlere i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Kajsa Amundsen

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Vil du delta i forskningsprosjektet ” Sosiale medier og engelsk faget”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å kartlegge hvordan bruk av sosiale medier på engelsk kan være en faktor for motivasjon innenfor engelsk faget. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette prosjektet er inngående i en master oppgave fra Universitetet i Bergen. Hvor videregående elever fra forskjellige trinn og linjer svarer om deres sosiale medier bruk knyttet til engelsk faget. Master oppgaven er ute etter å se om det er en sammenheng mellom bruk av sosiale medier og motivasjon for å lære engelsk. Det er for å se potensiale i sosiale medier innenfor engelsk faglig undervisning og motivasjons bygging for elever.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Bergen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Det er ønsket å ha elever fra videregående skole, fra alle engelsk klasser og fag skal delta på dette forskningsprosjektet for å se forskjeller innenfor forskjellige engelsk trinn. Det er i underkant av 100 som får denne forespørselen, utvalget som er har blitt valgt gjennom et eksisterende nettverk rundt videregående skoler.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyllet ut et spørreskjema. Det vil ta deg ca. 20 minutter. Spørreskjemaet inneholder spørsmål om dine opplevelser av sosiale medier og engelsk faget samt din opplevelse av din egen motivasjon for engelsk.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Det vil ikke påvirke ditt forhold til skolen eller lærer, de vil ikke ha tilgang til informasjonen knyttet til forskningsprosjektet.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Kun veileder og student ansvarlig for prosjektet gjennom UiB har tilgang på dine opplysninger. Spørreskjemaet anonymiserer dine svar og krypterer IP- adressen slik at all informasjon om deg ikke kan knyttes til deg.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes i mai 2020. Svarene fra spørreundersøkelsen vil bli lagret anonymisert til eventuell videre forskning på tema.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Bergen har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Bergen ved Irina Tiurikova epost: Irina.Tiurikova@uib.no telefon: 94095042 og Hanna Risnes epost: hri009@uib.no telefon: 99521574
- NSD – Norsk senter for forskningsdata AS, på epost personverntjenester@nsd.no eller telefon: 55 58 21 17.

Med vennlig hilsen

Irina Tiurikova
Prosjektansvarlig
(Veileder)

Hanna Valle Risnes
Student

Samtykkeerklæring

Ved å fortsette videre på denne spørreundersøkelsen godtar du at du har mottatt og forstått informasjon om prosjektet Sosiale medier og Engelsk faget, og har fått anledning til å stille spørsmål. Dermed samtykker du til:

- å delta i spørreundersøkelsen
- at mine personopplysninger lagres etter prosjektslutt, til eventuell videre forskning

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. mai 2020

Dersom du ikke vil samtykke til dette, exit spørreundersøkelsen og lukk linken.

Appendix 3 – Interview consent form

Vil du delta i forskningsprosjektet

” Sosiale medier og engelsk faget”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å kartlegge hvordan bruk av sosiale medier på engelsk kan være en faktor for motivasjon innenfor engelsk faget. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette prosjektet er inngående i en masteroppgave fra Universitetet i Bergen. Hvorvidt videregående elever fra forskjellige trinn og linjer svarer om deres sosiale medier bruk knyttet til engelsk faget. Masteroppgaven er ute etter å se om det er en sammenheng mellom bruk av sosiale medier og motivasjon for å lære engelsk. Det er for å se potensiale i sosiale medier innenfor engelsk faglig undervisning og motivasjonsbygging for elever.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Bergen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Det er ønsket å ha elever fra videregående skole, fra alle engelsk klasser og fag skal delta på dette forskningsprosjektet for å se forskjeller innenfor forskjellige engelsk trinn. Det er i underkant av 100 som får denne forespørselen, utvalget som er har blitt valgt gjennom et eksisterende nettverk rundt videregående skoler.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det å svare på spørsmål under intervjuet, det vil ta mellom 30min til 1 time. Spørsmålene omhandler dine opplevelser av sosiale medier og engelsk faget, samt din motivasjon knyttet til engelsk faget. Svarene dine vil bli lagret med lydopptak, som anonymiseres gjennom et kodenavn på deltagerne. Under intervjuet vil det også bli tatt enkelte notater til det som blir sagt.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Det vil ikke påvirke ditt forhold til skolen eller lærer, de vil ikke ha tilgang til informasjonen knyttet til forskningsprosjektet.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. De som vil ha tilgang til dine opplysninger er veileder og student fra Universitetet i Bergen knyttet til prosjektet. Dine opplysninger vil bli knyttet opp til en kode som kan kun knyttes til ditt samtykkeskjema på et eget notat avgrenset til veileder og students tilgang, dette vil være adskilt fra all øvrig data.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes i mai 2020. Dine svar vil etter endt studie bevares anonymt for eventuell fortsettelse på forskningen.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet fra Bergen har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Bergen ved Irina Tiurikova, epost: Irina.Tiurikova@uib.no telefon: 94095042 Hanna Risnes, epost: hri009@uib.no eller telefon: 99521574.
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Irina Tiurikova
Prosjektansvarlig
Veileder

Hanna Valle Risnes
Student

Samtykkeerklæring

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

- å delta i intervju [*sett inn aktuell metode, f.eks. intervju*]
- at mine personopplysninger lagres etter prosjektslutt, til eventuell videre forskning

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. mai 2020

(Signert av prosjektdeltaker, dato)

Appendix 4 – Pre-responses Survey (English)

1. Gender:

(1) Woman

(2) Man

(3) Other

2. What is your line of study?

3. Which English subject(s) do you take?

Please select the grade which you find most suitable for your opinion

1 is not at all, and 6 is very much

1 (not at all) 2 3 4 5 6 (very much)

4. To what extent do you like the English language? (4) (11) (12) (13) (14) (15)

5. To what extent do you like the English subject? (4) (11) (12) (13) (14) (15)

6. To what extent are you interested in the English language? (4) (11) (12) (13) (14) (15)

1 is not at all, and 6 is very much

1 (not at all) 2 3 4 5 6 (very much)

7. To what extent are you interested in the English subject? (4) (11) (12) (13) (14) (15)

Please select the grade which you find suitable for your situation and opinion

1 is never, 6 is always

1 (never) 2 (a few times a year) 3 (a few times a month) 4 (a few times a week) 5 (daily) 6 (several times a day)

8. How often do you feel the time passing quickly in English classes? (1) (2) (3) (4) (5) (6)

9. How often do you feel like a part of the decision making in the English subject? (1) (2) (3) (4) (5) (6)

10. How often can you relate English classes to your everyday life? (1) (2) (3) (4) (5) (6)

11. How often do you see the usefulness of English classes? (1) (2) (3) (4) (5) (6)

12. To what extent are you motivated to learn English?

(1) 1 (not at all)
(7) 2
(2) 3
(8) 4
(3) 5
(4) 6 (very much)

13. To what extent are you motivated for the English subject?

- (1) 1 (not at all)
- (7) 2
- (2) 3
- (8) 4
- (3) 5
- (4) 6 (very much)

14. Do you use social media?

- (1) Yes
- (2) No
- (3) Do not know

15. On which of these social media apps/websites do you have an account?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

16. Which of these social media apps/websites do you use weekly?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube

- (10) Whatsapp
- (9) Other _____

17. Which of these social media apps/websites do you use daily?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

18. Which of these social media apps/websites do you use several times a day?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

19. Which of these social media apps/websites do you prefer to use?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat

- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

20. Do you ever use social media for the English subject?

- (1) Yes
- (2) No
- (3) Do not know

21. How often do you use social media for school purposes? (for the English subject)

- (1) Never
- (4) A few times a year
- (9) A few times a month
- (6) A few times a week
- (7) Daily
- (8) Several times a day

22. How often do you meet English on social media?

- (1) 1 (never)
- (2) 2 (a few times a year)
- (3) 3 (a few times a month)
- (4) 4 (a few times a week)
- (5) 5 (daily)
- (6) 6 (several times a day)

23. On which social media do you encounter English most often?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube

- (10) Whatsapp
- (9) Other _____

24. On which of these social media do you prefer to use English?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

25. Which of these social media apps/websites do you prefer to use for school purposes in the English subject?

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Pintrest
- (5) LinkedIn
- (6) Snapchat
- (7) Tiktok
- (8) YouTube
- (10) Whatsapp
- (9) Other _____

26. Do you ever experience use of social media in English classes? (administered by the teacher)

- (1) Yes
- (2) No
- (3) Do not know

27. Would you like to have social meida use in the English subject?

- (1) Yes
- (2) No
- (3) Do not know

28. Why or why not, do you want to have social media in the English subject at school?

Appendix 5 – Pre-responses Survey (Norwegian)

1. Kjønn

- (1) Kvinne
(2) Mann
(3) Annet

2. Hvilken studieretning går du?

3. Hvilke(t) engelsk fag tar du?

Kryss av for den graden du anser som passende for deg

	1 (i liten grad)	2	3	4	5	6 (i stor grad)
4. I hvor stor grad liker du det språket engelsk?	(4) <input type="checkbox"/>	(11) <input type="checkbox"/>	(12) <input type="checkbox"/>	(13) <input type="checkbox"/>	(14) <input type="checkbox"/>	(15) <input type="checkbox"/>
5. I hvor stor grad liker du engelskfaget?	(4) <input type="checkbox"/>	(11) <input type="checkbox"/>	(12) <input type="checkbox"/>	(13) <input type="checkbox"/>	(14) <input type="checkbox"/>	(15) <input type="checkbox"/>
6. I hvor stor grad interesserer du deg for språket engelsk?	(4) <input type="checkbox"/>	(11) <input type="checkbox"/>	(12) <input type="checkbox"/>	(13) <input type="checkbox"/>	(14) <input type="checkbox"/>	(15) <input type="checkbox"/>
7. I hvor stor grad interesserer du deg for engelskfaget?	(4) <input type="checkbox"/>	(11) <input type="checkbox"/>	(12) <input type="checkbox"/>	(13) <input type="checkbox"/>	(14) <input type="checkbox"/>	(15) <input type="checkbox"/>

Kryss av for den graden du anser som passende for deg

1 (aldri) 2 3 4 5 6 (alltid)

8. Hvor ofte føler du at tiden går fort under en engelsktime? (1) (2) (3) (4) (5) (6)

9. Hvor ofte føler du at du får være med å bestemme i engelsktimene? (1) (2) (3) (4) (5) (6)

10. Hvor ofte klarer du å relatere engelsk undervisningen til din hverdag? (1) (2) (3) (4) (5) (6)

11. Hvor ofte ser du nytteverdien av engelskfaget? (1) (2) (3) (4) (5) (6)

12. I hvor stor grad føler du deg motivert for å lære engelsk?

(1) 1 (i liten grad)

(7) 2

(2) 3

(8) 4

(3) 5

(4) 6 (i stor grad)

13. I hvor stor grad føler du deg motivert for engelskfaget?

(1) 1 (i liten grad)

(7) 2

(2) 3

(8) 4

(3) 5

(4) 6 (i stor grad)

14. Bruker du sosiale medier?

(1) Ja

(2) Nei

(3) Vet ikke

15. Hvilke sosiale medier har du en konto på?

(1) Facebook

(2) Instagram

(3) Twitter

- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

16. Hvilke av disse sosiale mediene bruker du ukentlig?

- (1) Facebook
- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

17. Hvilke av disse sosiale mediene bruker du daglig?

- (1) Facebook
- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

18. Hvilke av disse sosiale mediene bruker du flere ganger daglig?

- (1) Facebook

- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

19. Hvilke av disse sosiale mediene foretrekker du å bruke? (Velg tre)

- (1) Facebook
- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

20. Bruker du noen gang sosiale medier til engelskfaget?

- (1) Ja
- (2) Nei
- (3) Vet ikke

21. Hvor ofte bruker du sosiale medier faglig til engelsk?

- (1) Aldri
- (4) Noen ganger i året
- (9) Noen ganger i måneden
- (6) Noen ganger i uken
- (7) Daglig
- (8) Flere ganger om dagen

22. Hvilke sosiale medier foretrekker du å bruke til faglig engelsk?

- (1) Facebook
- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

23. Hvor ofte møter du engelsk på sosiale medier?

- (1) 1 (aldri)
- (2) 2
- (3) 3
- (4) 4
- (5) 5
- (6) 6 (alltid)

24. Hvilke av disse appene/nettsidene møter du engelsk oftest?

- (1) Facebook
- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

25. Hvilke av disse foretrekker du å bruke engelsk på?

- (1) Facebook

- (2) Instagram
- (3) Twitter
- (4) Snapchat
- (5) LinkedIn
- (6) Tiktok
- (7) YouTube
- (8) Pintrest
- (10) Whatsapp
- (9) Annet _____

26. Opplever du noen gang bruk av sosiale medier i engelsk undervisningen? (faglig bruk)

- (1) Ja
- (2) Nei
- (3) Vet ikke

27. Ønsker du bruk av sosiale medier i engelsk undervisningen?

- (1) Ja
- (2) Nei
- (3) Vet ikke

28. Hvorfor eller hvorfor ikke ønsker du bruk av sosiale medier i engelsk undervisningen?

Appendix 6 – Interview guide

(a semi-structured interview with students at upper secondary school)

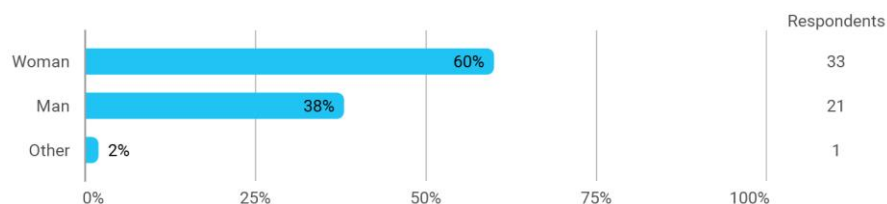
1. What do you think about EL? (to define their interest in EL in general)
 - Do you think English is important for you? Why?
2. What do you think about EL classes?
 - Do you like EL classes?
 - Do you feel engaged in EL classes?
 - Do you feel you take part in decision making in EL classes?
 - Do you ever see the relation of EL classes to your own life?
 - Do you feel confident using EL in the classroom?
3. What do you feel motivates you the most for learning English in a classroom? (Topic, peers, teachers, etc.)
 - When do you feel most motivated?
4. How much do you invest in EL in school? (in terms of time, frequency of preparing your homework...)
5. Do you use English in social media? How?
6. Does social media affect your motivation? In what way?
7. Do you feel that social media have influenced your perception of English?
 - Does social media influence your: (Goals, interest, effort, attitude) In what way?
 - How confident do you feel using English on social media?
8. Do you perceive English on social media as different from English in school?
9. Do you think you learn EL outside school?
10. How much do you invest in EL learning for using SM? (in terms of time, frequency of learning something new to use it on SM)
11. How much do you invest in English outside the school? Please, compare with your investment into classroom EL.
12. Do you think that social media can be used in the EL classroom?
 - How could the practices that you use in social media be implemented in a classroom? Can you see the ways you meet English on social media to be used within the classroom?
 - Would you want social media to be a bigger part of English class?

Appendix 7 – All responses from the survey, collected in graphs

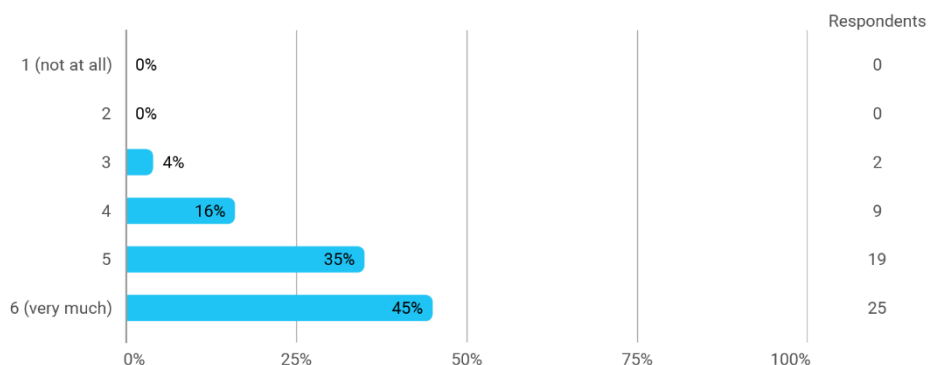
All answers to the questionnaire collected in graphs:

Excluding the questions of their line of study and which subject they take (question 2 & 3). Both classes were general studies classes. One from second grade and one from first. Where there is only one option in English classes at Norwegian upper secondary school. Therefore, the two questions were no longer relevant.

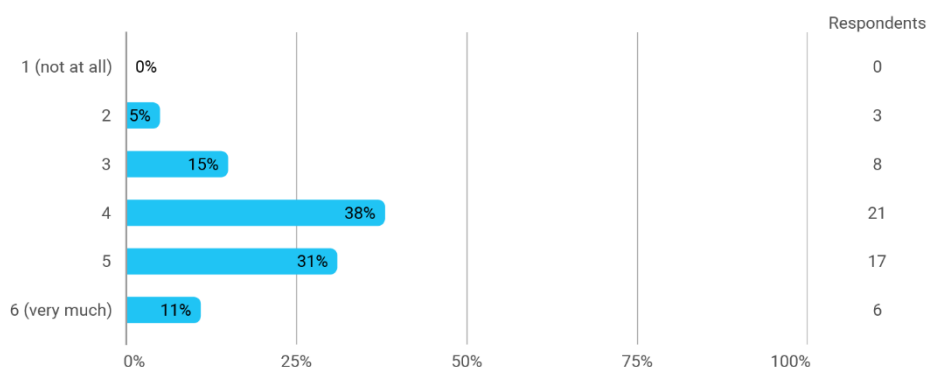
1. Gender:



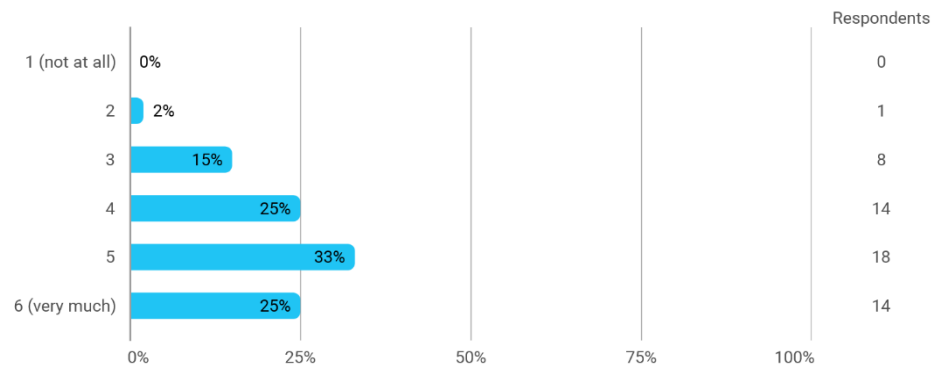
4. Please select the grade which you find most suitable for your opinion - To what extent do you like the English language? - 1 is not at all, and 6 is very much



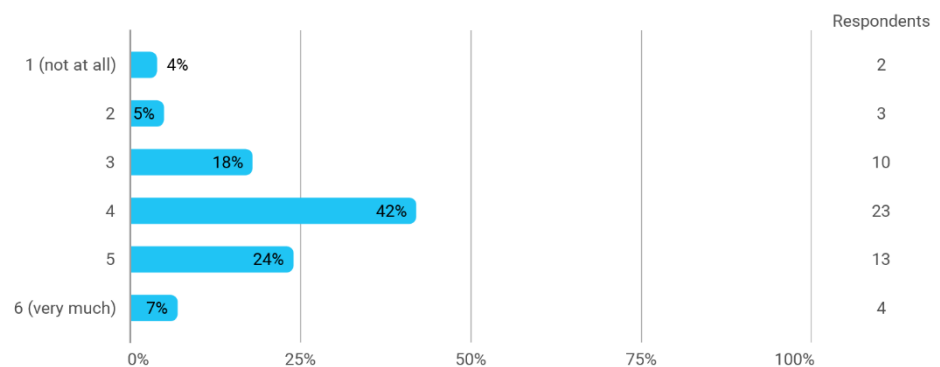
5. Please select the grade which you find most suitable for your opinion - To what extent do you like the English subject? - 1 is not at all, and 6 is very much



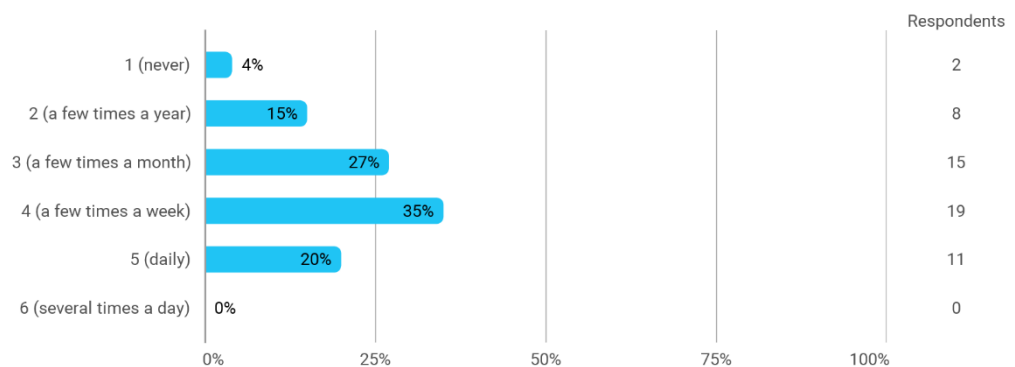
6. Please select the grade which you find most suitable for your opinion - To what extent are you interested in the English language? - 1 is not at all, and 6 is very much



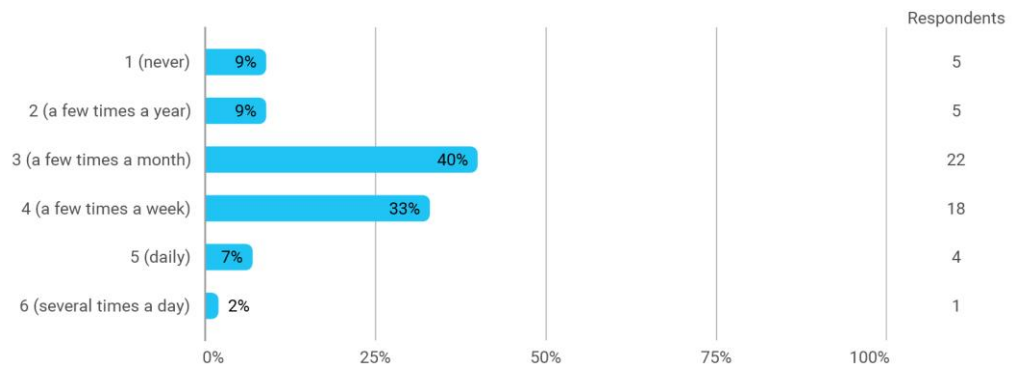
7. Please select the grade which you find most suitable for your opinion - To what extent are you interested in the English subject? - 1 is not at all, and 6 is very much



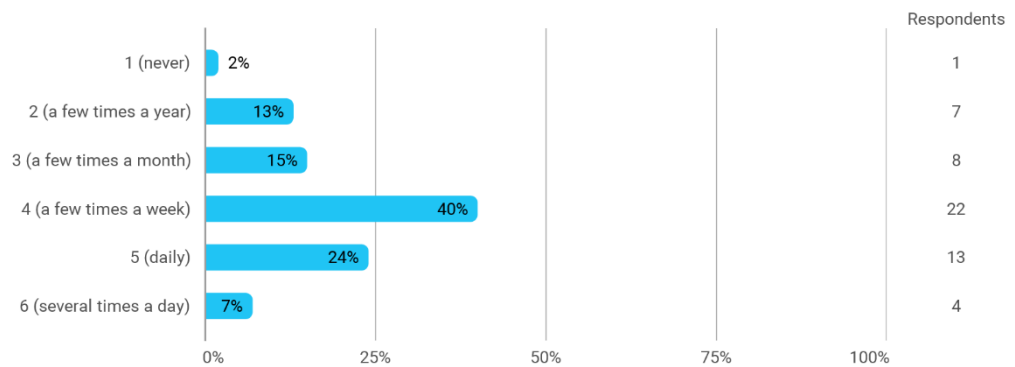
8. Please select the grade which you find suitable for your situation and opinion - How often do you feel the time passing quickly in English classes? - 1 is never, 6 is always



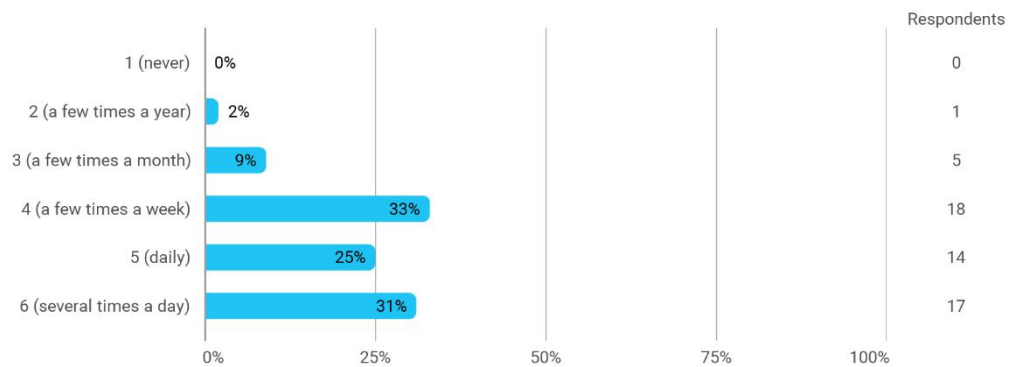
9. Please select the grade which you find suitable for your situation and opinion - How often do you feel like a part of the decision making in the English subject? - 1 is never, 6 is always



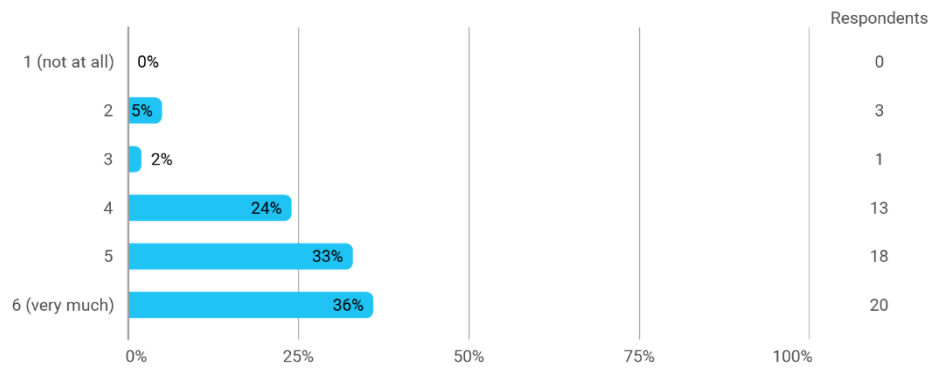
10. Please select the grade which you find suitable for your situation and opinion - How often can you relate English classes to your everyday life? - 1 is never, 6 is always



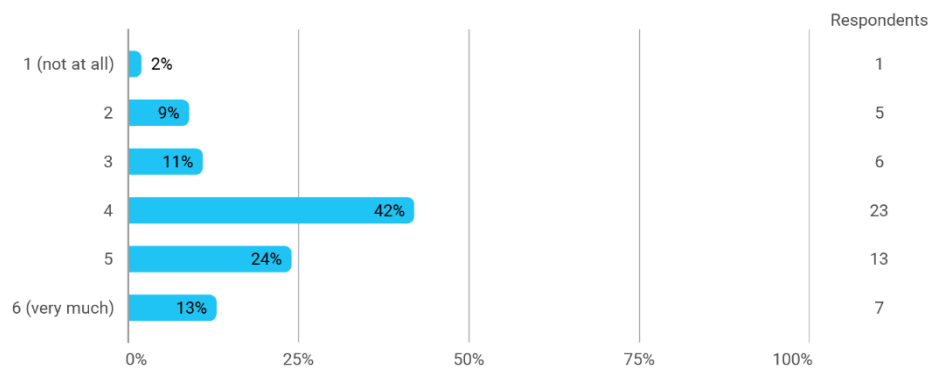
11. Please select the grade which you find suitable for your situation and opinion - How often do you see the usefulness of English classes? - 1 is never, 6 is always



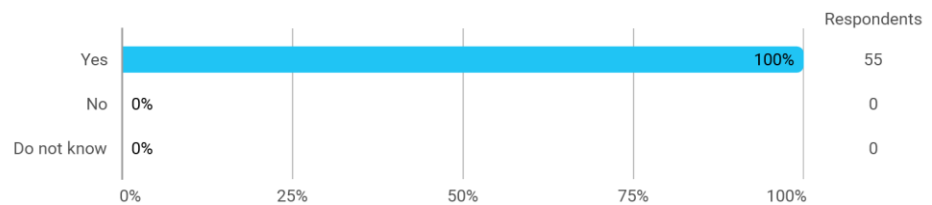
12. To what extent are you motivated to learn English?



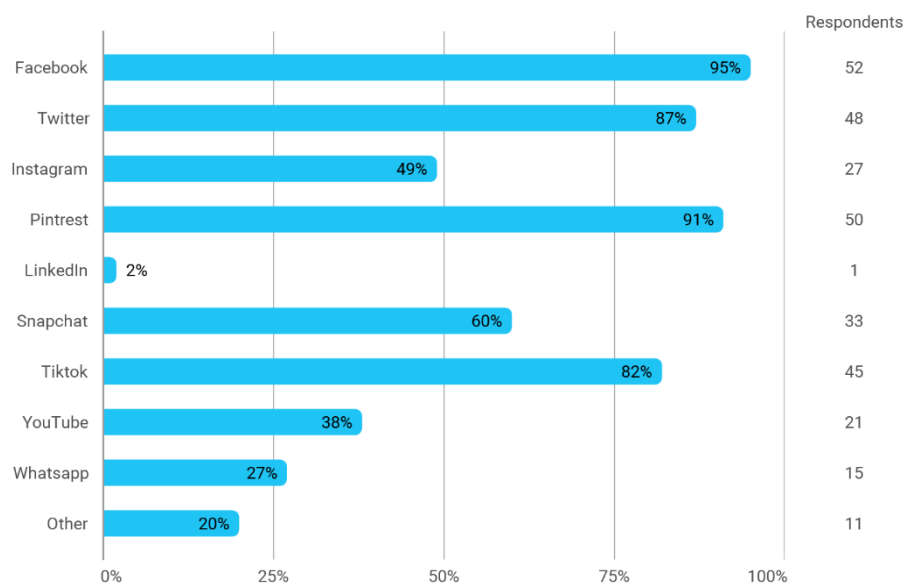
13. To what extent are you motivated for the English subject?



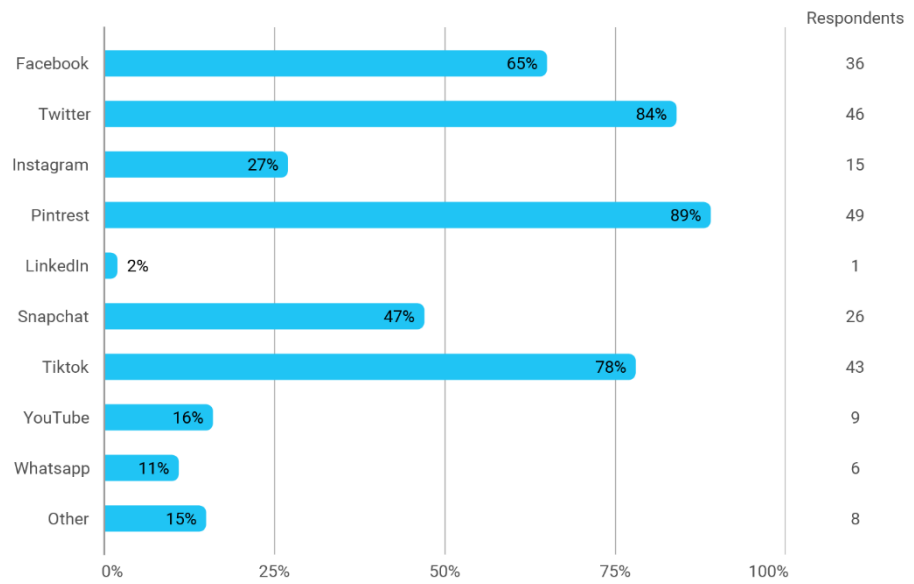
14. Do you use social media?



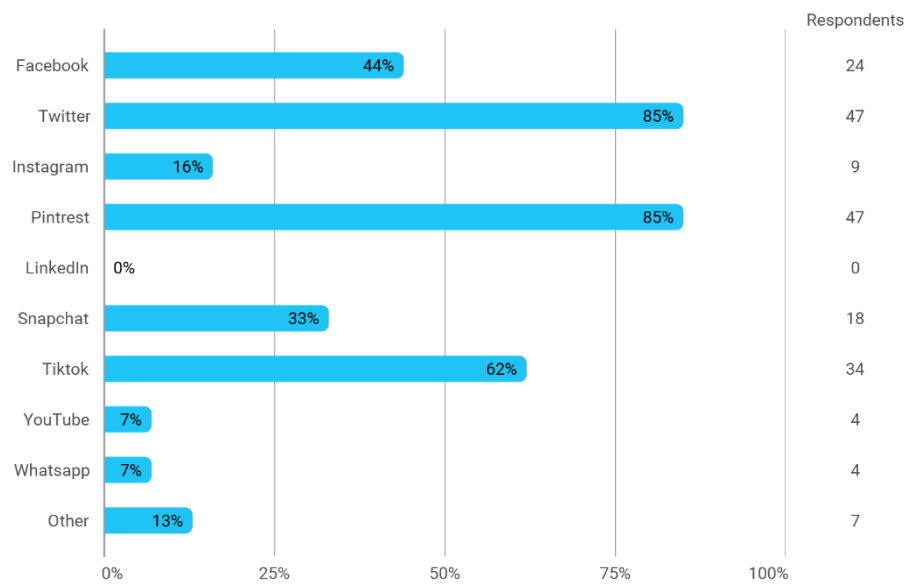
15. On which of these social media apps/websites do you have an account?



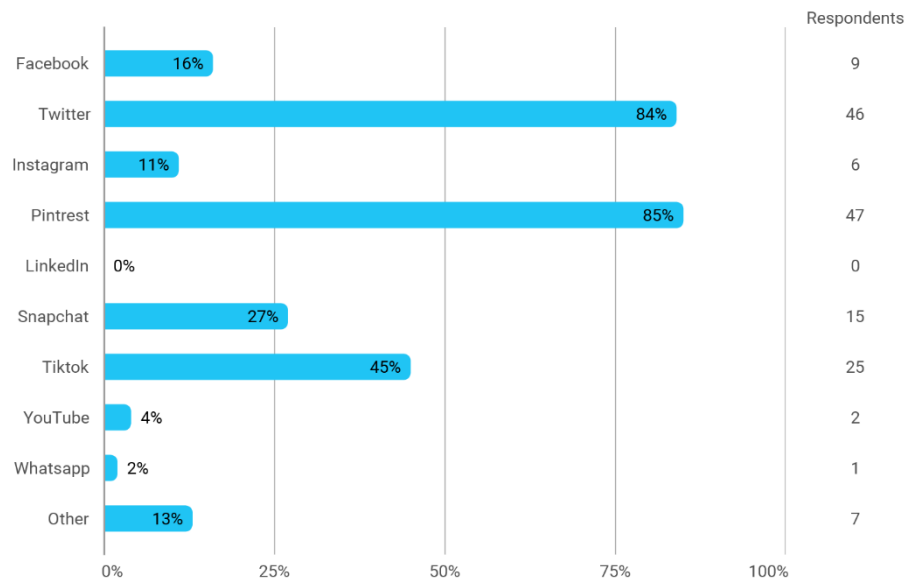
16. Which of these social media apps/websites do you use weekly?



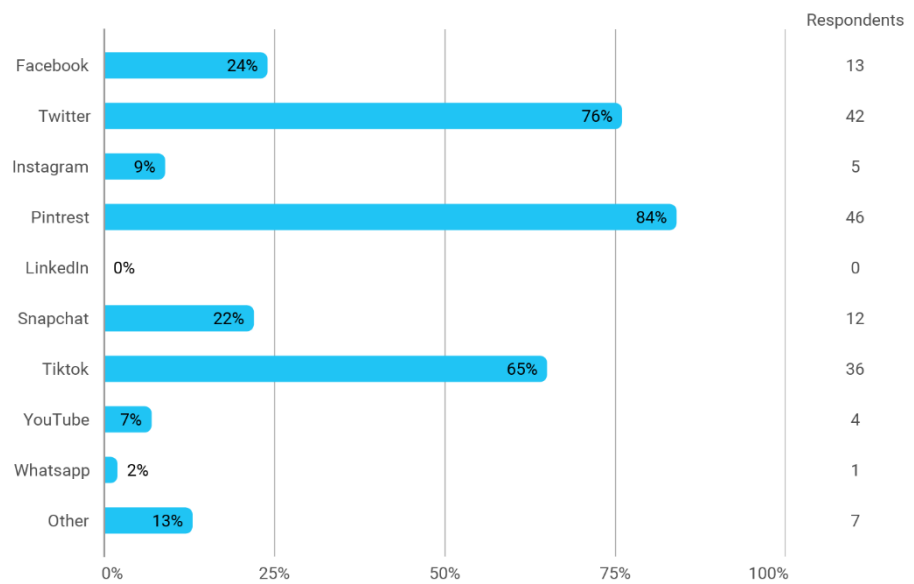
17. Which of these social media apps/websites do you use daily?



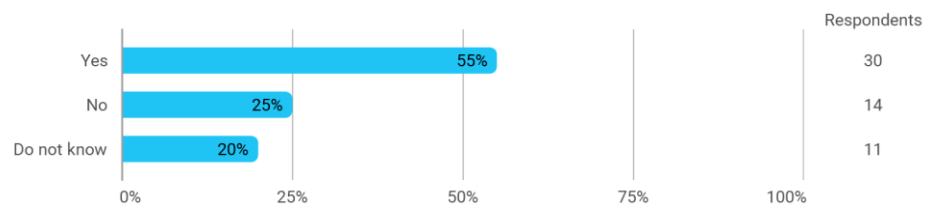
18. Which of these social media apps/websites do you use several times a day?



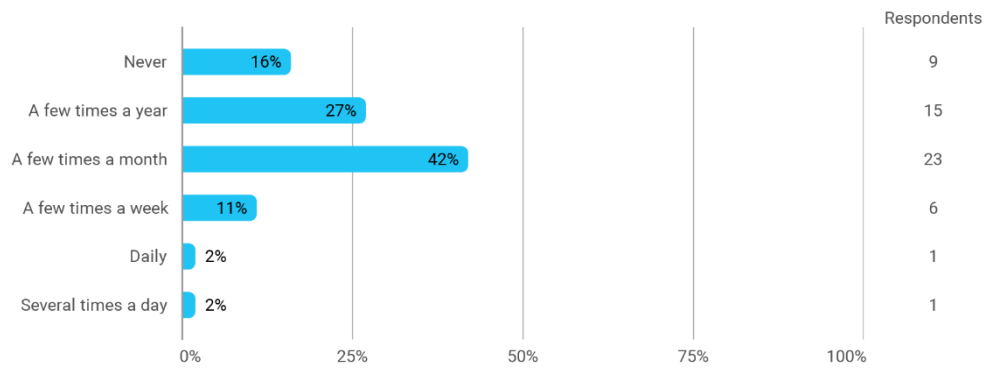
19. Which of these social media apps/websites do you prefer to use?



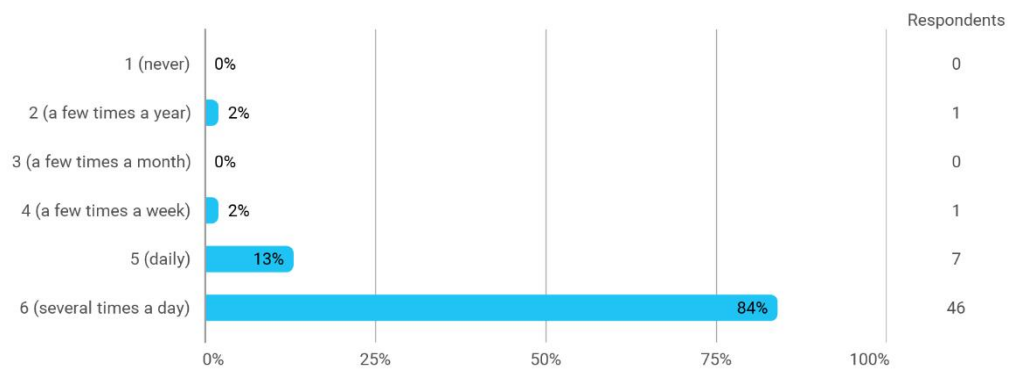
20. Do you ever use social media for the English subject?



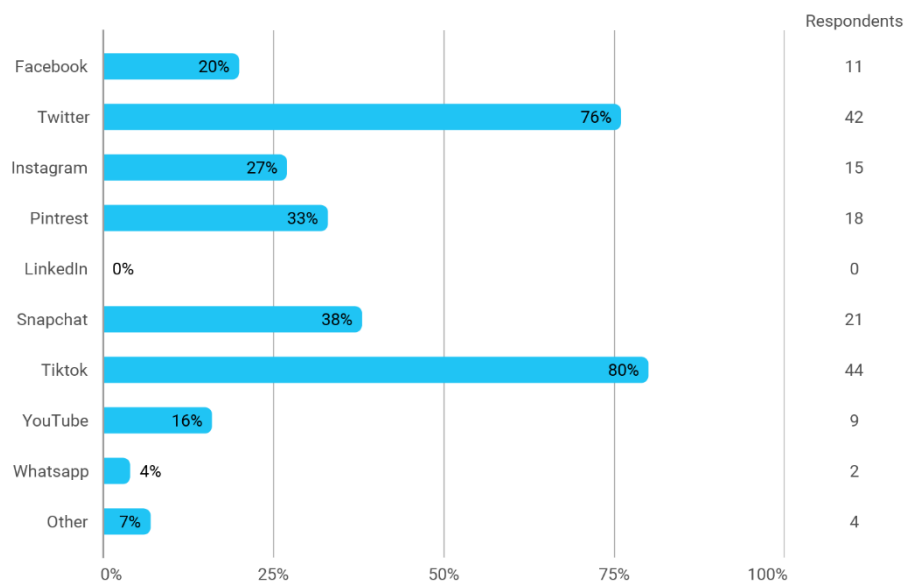
21. How often do you use social media for school purposes? (for the English subject)



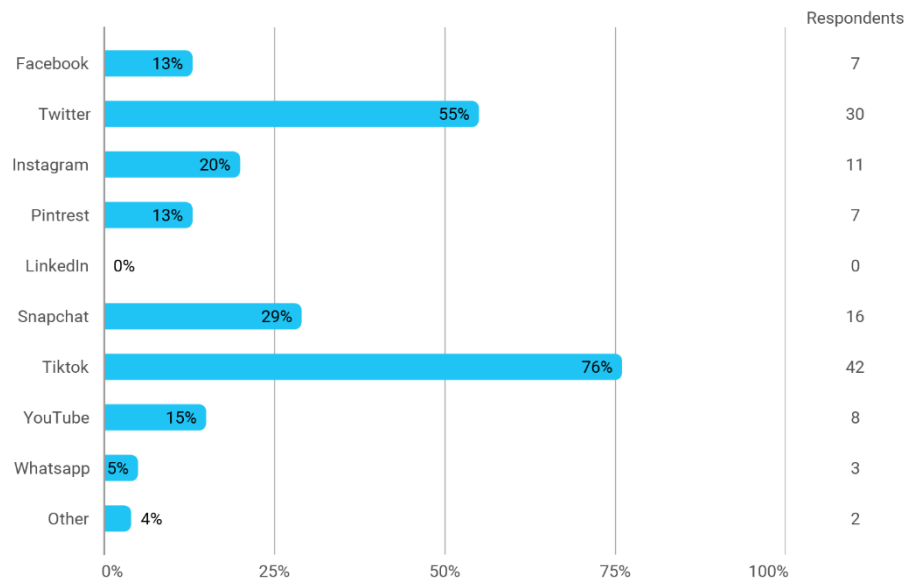
22. How often do you meet English on social media?



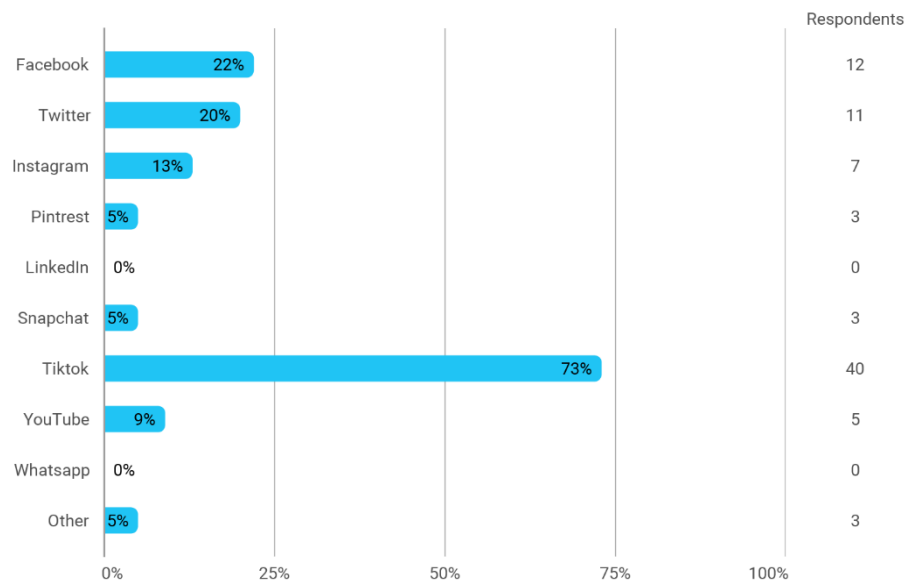
23. On which social media do you encounter English most often?



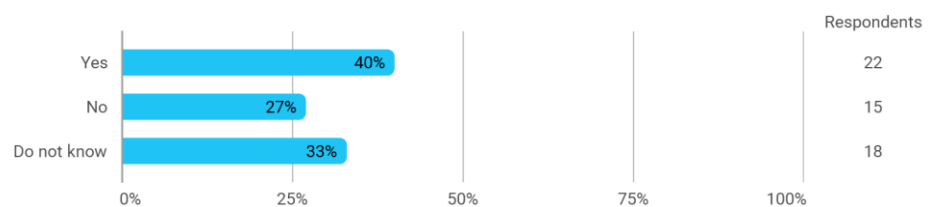
24. On which of these social media do you prefer to use English?



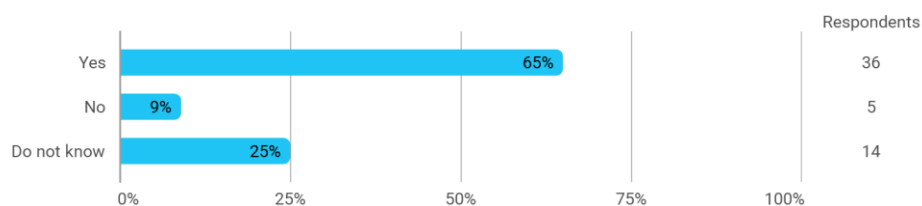
25. Which of these social media apps/websites do you prefer to use for school purposes in the English subject?



26. Do you ever experience use of social media in English classes? (administered by the teacher)



27. Would you like to have social media use in the English subject?



28. Why or why not, do you want to have social media in the English subject at school?

Overall positive towards the use of social media in English class:

- det kan hjelpe med å finne info
- Fordi det er en stor platform og vi kan finne mye informasjon der.
- Jeg tror det kan være enklere å lære noe nytt når måten en lærer på er gøy. Mange synes sosiale medier er gøy å bruke, og bruker mye tid på dem. Derfor tenker jeg at engelsklæring kan være mer effektivt dersom elever får innta underholdning de interesserer seg for på engelsk.
- Siden vi lærer mye om samfunnet, er det interessant å se hvordan den utvikler seg på sosiale medier, spesielt når vi snakker om engelsk sin internasjonale utvikling, eller hvordan blir vi informert om hva som skjer i de engelsk-språklige land
- Bruk av f.eks. YouTube kan gi engelsk læring en ny dimensjon i den forstand av at en får video og lyd istedenfor kun tekst
- fordi sosiale medier er en så stor greie for oss ungdommer nå, så jeg føler at vi kanskje kunne trukket det inn i faget. I tillegg er det meste vi bruker laget av amerikanske selvsaker
- Det er til stor nytte når det kommer til for eksempel å finne svar på ulike ting. F.eks. om du skal ha en presentasjon om noe kan det være nyttig å se videoer om temaet på YouTube.
- Jeg føler at å bruke sosiale medier i engelsk faget er en god ide siden man lærer ekstremt mye nyttig informasjon
- I would like to use social media in the English subject at school because I find social media very informative, and I also find it very interesting because it is such a diverse community; it is combined of communication and picture-sharing with friends, as well as being a platform where I find political information and issues that I care about.
- jeg ønsker bruk av sosiale medier fordi det er en gøyere måte å lære på en bruk av bøker
- Ønsker bruk av sosiale medier i engelsk fordi det kan være en annerledes læremåte som kanskje treffer ungdommen litt nærmere hjemme.
- fordi jeg kan relatere og forstå bedre
- jeg ønsker bruk av sosiale medier i engelsk undervisningen fordi det hadde blitt mer interessant
- Fordi det hjelper oss å finne informasjon som er relevant til den engelske språk og faget.
- Fordi jeg mener at jeg lærer raskt engelsk når jeg har det gøy.
- yes indeed

- Fordi sosiale medier er noe vi bruker hele tiden så det vil kanskje få timen til å føles mindre som en time
- Fordi det er faller mer naturlig for oss å bruke sosiale medier til å få fram informasjon.
- Gjør at timene blir mer varierte, og at kanskje flere gidder å følge med, ettersom sosiale medier er en stor del av hverdagen til unge i dagens samfunn
- Det kan gi variasjon i undervisningen
- Nye metode for å lære.
- Jeg ønsker bruk av sosiale medier i engelsk undervisningen på grunn av det kan være et nyttig verktøy og kilde til arbeid. For eksempel YouTube har jeg brukt flere ganger, og liker godt å ta i bruk. Seneste forrige innleveringen var hovedkilden min en video fra YouTube.
- Fordi det faller naturlig for oss, og engelsk virker mer relevant da
- Det gøy m sosiale medier
- Fordi det faller mer naturlig for oss, på grunn av at vi er så vandt til å bruke det på fritiden
- Det er en viktig del av livet til ungdom i dag, og sosiale medier er laget for å kunne snakke med folk over hele verden. Dermed er det perfekt å bruke det til å lære engelsk.
- F.eks. youtube har god tilgang til informasjon og fakta om alle temaer. Jeg bruker ofte youtube til å få forklart ting jeg ikke forstår
- Sosiale medier er en plass mange bruker til å ytre sine meninger om ting, og dermed kan man lære masse språk og også få masse informasjon gjennom sosiale medier.
- Vi kan lære ting fra videoer fra youtube og andre sosiale medier hvor engelsk er førstespråket til de som snakker. Jeg lærer mye av å bare se på youtube videoer fordi de som snakker språket har det som morsmål og snakker det veldig bra så du vet hva de sier er riktig uttale
- det er chill
- Sosiale medier er noe alle bruker så om vi hadde brukt det mer ville vi skapt en bedre helhet
- YouTube. Greie videoer som kan funke i undervisningen
- Det hadde sikkert vert interessant å prøve det.

Uncertain:

- Vet ikke
- vet ikke
- vet ikke
- Vet ikke
- Jeg vet ikke
- Jeg kommer ikke på noen grunner til at jeg verken vil eller ikke vil bruke sosiale medier i engelskundervisningen.
- Dunno
- vet ikke

Uncertain as to how, but can see some potential and giving the right circumstances:

- I dont really know what we would use sosiale media for in the English subject. I guess one could browse sosiale media to exeperience natural use of english, in which case, i would totally believe it should be a thing.

- Jeg er usikker fordi jeg ikke helt hva som kunne vært med på å styrke timene faglig. YouTube har mye bra faglig på engelsk og det er noe jeg bruker en del.
- Jeg er ikke sikker på om jeg ønsker det, men tenker at mange ville likt det for de har en kjennskap til det og kan relatere. Noe som kan føre til mer interesse til faget.

Overall negative towards the use of social media in English class:

- På sosiale medier kan det være falske nyheter, så det er en dårlig kilde for informasjon. Også ikke alle bruker/ har konto på sosiale medier, så det kan bli et problem når vi må bruke dem.
- undervisning og sosiale medier bør holdes separat, siden ingen ville ha gjort noe.
- Vi allerede bruker så mye tid på sosiale medier. Har ikke lyst til å bruke det på skolen og.
- jeg skjønner ikke hvordan det skal endre noe som helst
- Jeg har ikke lyst

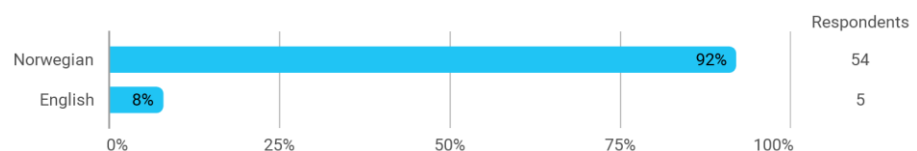
Generally negative, but with some exceptions:

- jeg ser ikke nødvendigheten med å skulle bruke det fag relatert i undervisningen. det måtte vært til veldig spesifikt arbeid og temaer i undervisningen isåfall.
- vi kan lære om sosiale medier og sin voks osv. men å bruke det i timen hadde blitt en time der alle gjorde ingenting.
- den eneste tingen som kunne ha fungert hadde vært quizer siden da kan læreren see hvem som er med på quizen og hvem som ikke er med.

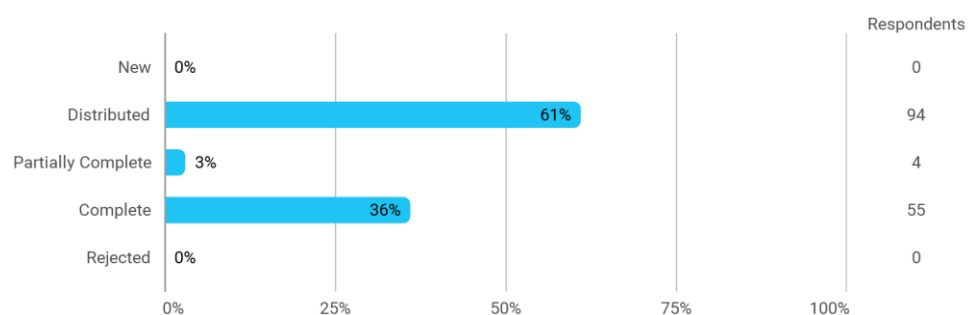
No explicit opinion concerning social media in class:

- har ingen formening om det, men syntes at min engelsklærer er flink til å gjøre timene gøye med spill
- har ikke noe formening om det
- har ingen mening

Language



Overall Status



Appendix 8 – Transcript of interview 1

Nevn faget ditt.

Jeg tar engelsk vg1.

Ja, skal vi se.

Okei, dette er et intervju hvor jeg har spørsmål klar på forhånd, men det kan hende jeg stiller oppfølgingsspørsmål ut ifra det du svarer. Og hvis du trenger betenkningstid, bare si ifra. Så skal jeg forklare mer hvis spørsmålene kan være vanskelige å forstå.

Okei.

Så først så tenker jeg bare hva er det du syns om engelsk faget?

Ehh, engelsk er ett av mine favorittfag, fordi at jeg syns at ofte i engelsk timene så gjør vi litt mer varierte ting. Vi ser ofte, for eksempel da hvis vi har hatt om sånn afroamerikanske sine rettigheter og sånt, så har vi sett filmer om det og lært om det på den måten. Også syns jeg det er et veldig fint språk, så jeg har ønsket å lære det sånn veldig bra lenge. Så det gjør at jeg interesserer meg ekstra for det å klare å følge med bra i timene og sånn.

Hmm, men hvis du, nå ble det litt rot her, sorry. Syns du at engelsk er viktig for deg?

Ja, fordi at på sosiale medier for eksempel så ser jeg engelsk hele tiden på Instagram så følger jeg stjerner fra USA som skriver på engelsk, noen ganger så ser jeg nyhetene på engelske kanaler. Ehm, så jeg syns engelsk er viktig fordi det er en så stor del av hverdagen min.

Mhm, det skjønner jeg godt. Hva syns du om engelsk klasser, engelsktimene?

Ehm, på videregående?

Mhm.

Det har vært mer utfordrende enn på ungdomsskolen. Ehm, de forventer at vi skal kunne mer grammatikk. Eh, at vi skal kunne forstå det bedre, ja og så er det på videregående mer varierte timer enn det var på ungdomsskolen.

Ja, det skjønner jeg. Føler du av og til, altså føler du deg engasjert i engelsk timene?

Ja, det føler jeg at jeg er, siden jeg har så stor interesse for engelsk.

Mhm, hva regner du som ditt engasjement, altså eh, hvordan viser du engasjementet?

Jeg er muntlig aktiv, også gjør jeg det jeg skal og jobber med oppgavene, også prøver jeg og hjelpe andre for å vise det at jeg kan dette faget så jeg kan bidra med å hjelpe andre og det viser jo «Lærer 1» at jeg har kompetanse innenfor faget og slik at jeg får det med på vurderingen min hehe.

Ja, føler du at du ofte får ta del i beslutningene i klassen, altså får dere være med å bestemme?

Ja, jeg syns at vi i klassen får ... vi har ofte sånne avstemminger på hva vi vil og sånn. Så jeg syns egentlig at vi får bestemme ganske mye i engelsk faget og.

Ja, ehm føler du, ser du ofte relasjonen, altså klarer du å se relasjonen mellom engelsktimene og hverdagslivet ditt. Altså det som skjer i timene.

Kanskje ikke så mye akkurat det vi har om nå, fordi at nå har vi om gaming, og vi skal ha et prosjekt om det, så det er jo sikkert bare fordi at vi skal lære engelskspråket, men jeg syns ikke det så ... at det har så mye med min hverdag å gjøre. Men vi har jo hatt om som jeg sa i sted afroamerikanske rettigheter, og det er noe som jeg syns er veldig spennende så det driver jeg litt med på fritiden og ehm ser ja filmer om det og syns det er veldig spennende så det er mye av hverdagen min.

Ja, ehm føler du deg selvsikker når det kommer til engelsktimene, altså sånn at, blir du, dårlig formulering, men altså føler du deg selvsikker av og til i timene?

Det kommer litt an på, for hvis vi skal ha presentasjon foran hele klassen så er det litt sånn, jeg blir litt usikker på når jeg skal snakke om jeg uttaler den lyden riktig om jeg skal snakke amerikansk eller om jeg skal snakke britisk, så jeg skulle ønske at lærerne ga oss litt mer informasjon om hvordan vi skal snakke, bør vi skal snakke britisk eller amerikansk.

Så det er uttale du tenker mest på? Når det kommer til det å ikke føle deg selvsikker da eventuelt?

Ja.

Men kan du føle deg selvsikker på innhold og skriftlig?

Ja, mhm.

Ehm hva føler du egentlig at motiverer deg mest til engelsk innenfor klasserommet? Er det tema, klassen, lærer, hva?

Jeg syns vi har en veldig god lærer, h*n er liksom eh vet ikke om det er fordi h*n er ung, men jeg føler at det når læreren er ung så gjør det at jeg blir mer sånn «åja du er ung, da skjønner du liksom litt hva vi mener når vi sier våre meninger, også har h*n timer som gjør at jeg føler jeg kan være engasjert, fordi det blir ikke sånn at jeg bare «å bli ferdig snart».

Hva er det som gjør at du føler deg engasjert i timene da? Er det tema eller opplegget eller?

Opplegget som oftest.

Ja, ehm når føler du deg mest motivert for å lære engelsk?

Hmm.

Altså ikke sånn tidspunkt på dagen da, men når du holder på med noe på en måte.

Ja, kanskje hvis vi har oppgaver som vi får som vi skal få en vurdering på, for da blir jeg motivert for å gjøre det bra og få en god karakter, så det gjør at jeg jobber ekstra bra.

Mhm, føler du deg motivert utenfor klasserommet til å lære engelsk altså sånn utenom skole sammenheng?

Nei egentlig ikke, haha.

Nei, hvor mye tid investerer du egentlig i engelsk læring innenfor skolen, altså sånn at da regnes med alt som er knyttet til skolearbeid, lekser hjemme og i timer og sånn, hvor mye tid bruker du da?

Jeg gjør det jeg skal i timene også hvis vi har lekser så gjør jeg de, men jeg gjør ikke noe utover det, jeg gjør liksom det jeg skal.

Ja ehm, bruker du engelsk på sosiale medier?

Ja veldig mye, hvis jeg snakker med folk fra andre land. Ehm jeg har jo bodd i paris, så det gjør jo at jeg har litt venner som kommer fra andre land, og da må jeg snakke engelsk med de. Og hvis vi da har kontakt på sosiale medier så er det på engelsk. Så ja.

Bruker du engelsk på andre måter enn kontakt med andre?

Eh, nei, egentlig ikke.

Ehm, føler du at sosiale medier har påvirket din opplevelse av engelsk?

Ja, fordi at jeg tror det at jeg vil forstå hva for eksempel sånne artister og de store fra andre land sier og sånn og når de ofte skriver på engelsk så må jeg kunne språket for å forstå hva de sier.

Mhm, på hvilken måte har det endret synet ditt på engelsk da?

Ehm ...

Vil du si at det har en positiv eller negativ effekt?

Positiv.

Positiv okei, ehm har sosiale medier påvirket liksom målene dine?

Nei, det tror jeg ikke.

Innenfor engelsk altså?

Nei.

Har det påvirket interessen din for engelsk?

Ja.

Har det påvirket hvor mye tid du bruker på engelsk?

Nei jeg tror ikke jeg hadde brukt noe mer eller mindre tid hvis jeg hadde sett engelsk på sosiale medier.

Okei, har det påvirket, holdt på å si, ehm din opplevelse av engelsk?

Ja det tror jeg, fordi når jeg tenker på engelsk, så tenker jeg på de store stjernene.

Mhm, ehm hvor selvsikker føler du deg med å bruke engelsk på sosiale medier?

Hmm jeg føler meg ganske selvsikker hvis det er, hvis jeg snakker med noen som ikke kommer fra et engelsktalende land, men vi snakker engelsk med hverandre likevel. Da føler

jeg meg ganske selvsikker, men hvis jeg snakker med en engelsk person kan språket godt så blir jeg ikke så selvsikker fordi da vet jeg at de kan språket mye bedre enn jeg kan.

Mhm, men hvis du tenker sånn når du ser på engelske ting på sosiale medier for eksempel føler du noen gang, kan du føle at det har en positiv påvirkning på selvfølelsen din eller en negativ påvirkning?

Positiv.

Ja, hvordan da?

For da kan jeg se liksom at jeg forstår mye av språket så jeg klarer kanskje mer å forstå enn det jeg trodde selv.

Ja, ehm ser du på engelsk innenfor sosiale medier som en annen type engelsk enn den innenfor klasserommet? Tenker du på de som forskjellige?

Ehm på sosiale medier er det kanskje ikke sånn at engelsken er så korrekt på alle ord, men engelsk timen skal all grammatikken være rett, det skal være rett skrivning så det er kanskje mer strengt i timene enn på sosiale medier.

Så du føler at det er forskjellig fokus? på de to forskjellige engelskene

Ja.

Føler du at du oppfører (hvis man kan si det sånn) din egen engelsk annerledes ut ifra hvilken sammenheng det er?

Ja.

På hvilken måte har det en effekt, altså på hvilken måte vil det være da?

Ehh, vet ikke helt.

Nei, vil du si at du bruker mer krefter på engelsken innenfor klasserommet ditt enn den utenfor?

Ja.

Ehm, ja, føler du at du lærer engelsk utenfor skolen?

Ja, jeg føler at jeg lærer engelsk utenfor skolen fordi at jeg bruker mye av tiden min på sosiale medier og for eksempel hvis jeg ser filmer og sånn, så er jo de fleste filmer jeg ser går på engelsk og da lærer jeg jo av det, så har jeg ofte på engelsk tekst og sånn at jeg liksom leser engelsken og ikke leser norsken og så da lærer jeg jo av det og.

Ja bruker du noen gang sånn som det sto i spørreundersøkelsen så er det noe om fag innenfor sosiale medier, bruker du noen gang sosiale medier for en fordel for faget ditt?

Vi har for eksempel Facebook brukes til å få informasjon om faget, men bruker det ikke til å lære så mye.

Kunne du tenkt deg det?

Ja, jeg tror at hvis vi hadde brukt sosiale medier til sånn for å lære så hadde flere i timene gidet å følge med fordi at det er noe de relaterer til. Fordi det er så stor del av hverdagen deres.

Så hvis du hadde fått en time der hvor du skulle ha noe om sosiale medier eller skulle bruke sosiale medier for å lære noe, hvordan hadde det påvirket motivasjonen din?

Jeg tror jeg hadde blitt mer interessert fordi jeg hadde tenkt at både læreren har tenkt at dette er gøy for oss så h*n skjønner at vi vil gjøre noe annet og jeg syns sosiale medier er gøy så jeg hadde blitt mer motivert for å lære.

Ja, ehm ja hvor mye tid investerer du i engelsk læring med bruk av sosiale medier, altså bruker du på engelsk språket da på sosiale medier?

Jeg vet ikke helt, jeg ser jo mye på Instagram da når de kjente legger ut ting, så ser jeg mye engelsk der, men jeg ser ikke så mye engelsk utover det.

Nei, vil du si at det er ofte? Hver dag?

Ja, jeg ser det daglig, flere ganger daglig.

Ja, tror du at altså, hvilke måter ville du brukt sosiale medier innenfor klasserommet, hvis du kunne bestemt, hvilke måter kunne man brukt sosiale medier, på en god måte?

Ja, ehm jeg vet ikke helt, kanskje om vi hadde funnet ulike typer engelsk på sosiale medier, eller funnet en politiker eller en stjerne og se hva de la ut på Instagram og sammenlignet ordbruken deres for eksempel.

Ja, ehm kan du se måten du ehm bruker sosiale medier på bli brukt som undervisningsmetode?

Nei.

Nei, det blir for langt ute?

Ja.

Ja skjønner. Altså så du kunne ønske at sosiale medier var en større del av engelskfaget?

Ja, men jeg vet ikke helt hvordan det skulle blitt brukt, men jeg tror det hadde motivert meg mye mer enn det det gjør nå.

Hva slags, altså hvis du tenker på målet ditt innenfor engelsk hva er det?

Målet mitt innenfor engelsk, hvis man tenker karakter, er det best karakter som mulig ehm også er målet mitt at jeg skal snakke så bra engelsk at folk skal tro at jeg er fra et engelsktalende land.

Ser du for deg at du får bruk for engelsk i ditt fremtidige yrke?

Ja, fordi at jeg har lyst, planen nå er at jeg skal studere medisin også har jeg lyst til å jobbe i leger uten grenser, og da må jeg kunne engelsk språket godt.

Ja, godt poeng. Har du noe du har lyst å tilføye?

Nei, jeg tror ikke det.

Appendix 9 – Transcript of interview 2

Jeg går VG1, 2019, Engelsk

Ja supert, det første spørsmålet jeg kommer til å stille deg er da, hva syns du om det engelske språket?

Ehh, jeg syns det er helt greit, sånn faglig liksom?

Nei, bare engelsk.

Bare engelsk, jeg syns det er helt greit, det er jo et sånn språk jeg møter hver dag da. Så ja, helt greit.

Ehm hva, syns du engelsk er viktig for deg?

Ja, egentlig siden det er jo så stort språk, som blir brukt mye liksom, sånn på nett og det blir brukt overalt, så det er jo viktig å kunne for å i det hele tatt funke nå, i det hele tatt egentlig.

Ja, ehm hva syns du om engelsk timer, engelsk faget, timene?

Ehh, jeg har ikke noe i mot engelsk faget sånn egentlig, men det er ikke noe jeg liker noe mer enn andre fag heller, så det er egentlig helt ja, helt greit.

Ehm ja, liker, altså føler du deg engasjert i engelsk timene?

Eh det kommer helt an på hva vi har om da, men ikke mer enn andre fag sånn sett.

Nei, ehm føler du at du får ta del i beslutningene som foregår i timene?

Ja, altså hva vi har og sånn?

Mhm.

Ja, eh det også kommer litt an på. Jeg tror det har mer å si med læreren enn faget egentlig.

Mhm, kan du, klarer du liksom å se relasjonen ehm i engelsk timene til ditt dagligdagse liv?

Ja, som sagt lærer vi jo engelsk og det er viktig å kunne engelsk, så ja egentlig.

Hvis du tenker på innholdet i timene? Føler du det er relevant?

Ja, eller innholdet sånn sett er jo kanskje litt sånn som norsk, kanskje ikke alt som er helt relevant men vi lærer jo fortsatt engelsk og det er jo relevant. Så ja.

Ehm, hvordan er selvfølelsen din knyttet til engelsk?

Eh hvordan da?

Føler du deg selvsikker med å bruke engelsk?

Ehm ikke helt, det er liksom ikke det samme som norsk da, jeg kan engelsk litt, men det er ikke sånn jeg føler jeg kan bruke helt uten problemer. Og snakke helt flytende og sånn.

Når føler du deg mest selvsikker i engelsk?

Eh hvordan da?

Eh når er du mest komfortabel med å bruke engelsk? Hvor eller i hvilken situasjon?

Eh skriftlig for eksempel.

Ja, det trenger ikke være i timer, det kan være utenfor og.

Ja jeg vet ikke, på nettet og sånn, skriftlig er jeg ganske komfortabel med å bruke engelsk.

Ja, gamer du mye?

Jaa, spiller litt.

Snakker du online?

Nei, egentlig ikke.

Ehm hva føler du motiverer deg mest til å lære engelsk, innenfor klasserommet?

Ehm det som motiverer meg mest til å lære engelsk, er vel hvor viktig det er, hvor langt man kan komme med å kunne engelsk i forhold til de som ikke kan det.

Har ehm, tema lærer eller klassen din en stor påvirkning på motivasjonen din?

Ja, jeg føler at lærer kan ha en del å si, hvordan h*n legger opp timene og hva vi har om og sånne ting.

Ja, ehm når føler du deg mest motivert til å lære engelsk?

Ehm...

Nå tenker jeg ikke tidspunkt på dagen men, når, når du bruker, når sitter i klasserommet, når du sitter på pc, når du snakker med venner på engelsk altså sånn sett da.

Ehm, jeg er litt usikker men, jeg vet ikke, jeg føler liksom jeg får jo engelsk input hverdag da. Så mest motivert er vel kanskje på fritiden, når jeg leser engelsk på nettet og sånne ting, og bruker det til andre ting enn å bare lære engelsk.

Hvordan ville du sagt at du bruker engelsk på sosiale medier?

Eh, det er liksom, det foregår på engelsk, alt står egentlig på engelsk, så godt som alt iallfall.

Så du har, du bruker de sosiale mediene dine på engelsk?

Ja eller, ehm mange av de er på engelsk, blanding av engelsk og norsk.

Ikke nødvendigvis at appen er på engelsk, men de du følger eller snakker med.

Ja, mhm.

Ja skjønner, ehm føler du at sosiale medier har en effekt på motivasjonen din?

Ja.

Hvordan da?

Altså som sagt, det er veldig mye på engelsk, og at det liksom, jeg føler at jeg lærer en del da, siden at det går så mye på engelsk.

Hva vil du si at du lærer?

Jeg vet ikke, ord for eksempel?

Vokabular?

Ja ordforråd og sånn.

Så språk for det meste?

Ja.

Ehm, føler du at sosiale medier har påvirket din oppfatning av engelsk?

Eh hvordan da?

Ser du på engelsk på en annen måte etter at du begynte å bruke sosiale medier på engelsk enn før?

Det eh heh, vet jeg egentlig ikke helt, siden det er så lenge siden.

Ja, men på engelsk da, hvis du har holdt på med det lenge da?

Nei, vet ikke helt, jeg har kanskje innsett mer hvor viktig det er da hvor mye det blir brukt.

Ja ehm, føler du at sosiale medier har en påvirkning på målene dine innenfor engelsk?

Nei, det tror jeg ikke.

Vil du si at det har en påvirkning for interessene dine for engelsk?

Hmm, ja, eller ikke så veldig, nei egentlig ikke.

Vil du si at det har en påvirkning på ditt forhold til engelsk?

Hm nei, ikke så veldig.

Hvor selvsikker eller komfortabel føler du deg med å bruke engelsk på sosiale medier?

Eh, sånn skriftlig eller?

Nei begge deler.

Ja siden det foregår så mye på engelsk, så ja egentlig ganske komfortabel med å bruke det.

Både muntlig og skriftlig?

Det foregår ikke akkurat så mye muntlig da.

Men hvis det var?

Ville sagt at jeg er mye mer komfortabel med skriftlig enn muntlig.

Ja, ehm, ser du på engelsk på sosiale medier og engelsk i timene som annerledes?

Ehm ja, det blir jo litt annerledes, fordi eh vet ikke helt, her er jo det for å lære engelsk, på sosiale medier er det liksom bare engelsk.

Opplever du det som nesten to typer engelsk?

Hm, nei, nei egentlig ikke, men det er med to forskjellige formål på en måte da. Sånn som her er det for å lære engelsk mens på sosiale medier er mer ja frivillig da på en måte.

Tror du at du lærer mye engelsk utenfor skolen?

Ja, mhm.

Ehm, hvor mye tid tror du at du bruker på engelsk på sosiale medier?

Daglig?

Ja er det daglig?

Ja det er daglig, kanskje 1-2 timer hver dag.

Med engelsk hver dag?

Ja, men det er jo som sagt fordi det foregår så mye på engelsk.

Hvor mye tid vil du si at du investerer i engelsk utenfor skolen?

Jeg bruker ikke tid på engelsk på bare engelsk, men bruker heller tid på sosiale medier og sånn.

Så du indirekte bruker tid på det?

Ja.

Skjønner, tror du at sosiale medier kan bli brukt i engelske klasserom?

Ja, det kan vel bli brukt som en eller bli brukt i undervisningen da på en måte, men vet ikke helt hvor bra det egner seg.

Tror du at måten du bruker engelsk på i sosiale medier kan bli overført til klasserommet?

Ehm, hvordan da?

Altså måten du bruker engelsk på sosiale medier, kunne man brukt det i et klasserom for å lære engelsk?

Eh ja, kanskje, fordi det er jo språk og ja, vet ikke helt hvordan jeg skal si det. Men ja det kan nok kanskje brukes.

Skulle du ønske at sosiale medier var en større del av engelsk timene dine?

Nei, jeg syns det er greit sånn som det er.

Hvorfor tenker du det?

Eh jeg vet ikke helt, som sagt vet jeg ikke helt hvor bra det hadde funket som undervisning. Det kunne kanskje blitt brukt, men litt usikker på hva.

Hvis noen hadde funnet en måte og fikk det til å funke, skulle du ønsket mer av det da?

Ja, da hadde, jeg hadde ikke hatt noe imot det på en måte.

Men det hadde ikke vært sånn at det er viktig for min del, eller?

Nei egentlig ikke.

Nei bare sånn det hadde vært kult?

Ja det hadde vært bra med variasjon i timen.

Appendix 10 – Transcript of interview 3

Du gå i tredje klasse, men har internasjonal engelsk. Hvordan går det?

Det går egentlig ganske bra. Det er egentlig ganske spennende fag.

Det er bra.

Jeg stiller spørsmål på norsk, med mindre du ønsker å ha de på engelsk. Hva syns du om engelsk språket?

Jeg syns det egentlig er ganske spennende, og egentlig lære litt. Altså engelsk har vi jo lært helt siden barneskolen, og nå lærer vi jo litt mer om kulturer og hvordan det er for andre å komme inn i for eksempel engelsk snakkende land og hvordan de må tilpasse seg og sånn. Også har vi jo hatt litt om sånn sosiale medier og, og vi har egentlig sett hvordan mye det kan påvirke, hvordan folk er og hva som skjer i verden egentlig.

Tror du at engelsk er viktig for deg?

Ja, jeg tror egentlig det er veldig viktig, fordi det åpner opp så veldig mange muligheter for veldig mange ting egentlig.

Ja, hva syns du om engelsk faget?

Jeg syns egentlig det er veldig interessant, vi lærer egentlig mye mer enn kun engelsk i det og, så det gir egentlig veldig mye.

Liker du timene?

Ja, jeg syns timene egentlig, vi gjør mye forskjellig, så vi gjør ikke det samme opp igjen og opp igjen, så ja det er mye forskjellig oppgavejobbing, grupper og lesing og litt sånn, så jeg syns egentlig det er et veldig gøy fag.

Ja, føler du deg engasjert i engelsktimene?

Ja, eller det er ikke det faget jeg syns er kjedeligst, det finnes mye verre for å si det sånn heh.

Ja ehm, føler du at du får ta en del av det å bestemme i timene?

Ja, vi har vært med å bestemme egentlig ganske mye, både sånn hvordan vurderinger vi skal ha, og hva vi skal gjøre i timene, så ja.

Ja, ehm, føler du, klarer du liksom å se sammenhengen mellom engelsk faget og ditt hverdagslige liv?

Hmm, altså kanskje ikke akkurat nå, men jeg tror egentlig at det kan hjelpe meg fremover i livet.

Så du ser at i fremtiden vil det være mer nyttig for deg?

Ja.

Ehm, føler du deg selvsikker eller komfortabel med å bruke engelsk?

Ja altså, nå var det to år siden vi hadde egentlig hadde engelsk sist i vg1, så jeg kjenner jo at jeg er litt sånn rusten, men det er ikke sånn at jeg ikke tør å snakke engelsk. Jeg har jo det fortsatt i meg så det går jo fint, men det sånn av og til er det jo sånn at jeg vet ikke helt eller du glemmer hva du skal si eller det stopper litt opp, men det går jo for så vidt fint.

Er du mer komfortabel med å skrive eller å snakke?

Ja, skrive.

Ehm, i hvilken situasjon er du mest komfortabel med å bruke engelsk?

Eh, egentlig kanskje rundt kompisene mine, hvis vi skal snakke engelsk da, siden da selv om du sier noe feil så er det ikke sånn at, altså du er ikke redd for å gjøre noe feil, eller det er ikke sånn at du er redd heller med noen du ikke kjenner, men du tenker litt mer på hvordan du formulerer setningene og kanskje du stopper mer opp og litt sånn.

Ja, hva føler du motiverer deg mest til å lære engelsk?

Det er vel egentlig hvis jeg skal, eller jeg har jo allerede vært i sånn England og sånn, og jeg liker fotball godt og da går jo det liksom, og jeg var i Liverpool da og så kamp og da var jo det liksom da må du jo kunne engelsk på en måte. Så jeg liker egentlig for eksempel eller på andre feriesteder så da er du jo egentlig nesten nødt til å kunne engelsk.

Mhm, ehm, hva vil du si har mest påvirkningskraft på motivasjonen din? Altså kan det være tema på skolen, dine medelever eller læreren hva vil du si har mest påvirkningskraft?

Ehm, det er vel egentlig kanskje at jeg er nødt til å komme meg eller fullføre da eller jeg er nødt til å ha det, men sånn altså alt har jo en påvirkningskraft på en måte til syvende og sist men det er jo det at jeg er nødt til å fullføre ett eller annet. Men jeg altså valgte jo engelsk fordi det hørtes interessant ut.

Ja, når føler du deg mest motivert til å lære engelsk?

Ehm, det er vel før en vurdering eller noe sånn da. Da er man virkelig nødt til å gjøre noe da.

Hvor mye tid investerer du i å lære engelsk på skolen?

På skolen så bruker jeg egentlig timene veldig godt og så får jo vi av og til lekser og sånn og det må vi gjøre. Nå holder vi på å lese en roman og så er det jo å forberede seg til en vurdering og sånn.

Hm, bruker du engelsk på sosiale medier?

Ja, det gjør jeg.

Hvordan?

Eh både når jeg egentlig er på sosiale medier overalt så er jo det meste veldig mye engelsk uten at jeg egentlig tenker over det. Så er det veldig mye engelsk når jeg for eksempel spiller med folk så er det mye engelsk og ja når jeg leser artikler og alt mulig sånn der så er veldig mye engelsk.

Mhm, hvilke apper vil du si du møter mest engelsk?

Det er vel kanskje Facebook eh, Snapchat, de der reklamene og de, når du ser gjennom det. Og så har de for eksempel sånn, jeg bruker ikke så mye sånn, men Tik Tok for eksempel på engelsk tror jeg. Det er jo sikkert veldig mange, eller der er veldig mange på, så det er jo egentlig. Men sånn som når jeg skriver med vennene mine på Snapchat eller på Instagram så er det mye engelsk og, men mest norsk der kanskje. Sånn Facebook når det kommer opp sånn ikke artikler, eller innlegg da så er det mye sånn hvis du følger filmstjerner eller sånn så er det mye engelsk.

Føler du at sosiale medier har en effekt på motivasjonen din?

Ehm ja, det kan, eller ja faktisk sånn egentlig hvis jeg tenker på sånn, jeg følger for så vidt mange rappere og mye sånn og det er jo mye engelsk. Og fotballspillere er jo mye engelsk, hvis du tenker på å om du skal bli fotballspiller så er du jo egentlig nødt å kunne engelsk hvis du skal stille på intervjuer og sånn der. Så det har jo kanskje uten at jeg tenker sånn på det har jo det kanskje en påvirkning på meg.

Så du vil si det har en positiv eller negativ effekt på deg?

Positiv.

Føler du at sosiale medier har påvirket ditt syn på engelsk?

Hmm, det kan, altså det kan jo det hvis alle begynner å skrive på engelsk liksom til slutt, så kommer jo det tilbake igjen på meg at jeg må bli flinkere eller jeg og må skrive på engelsk da. Hvis alle skal kommunisere med alle sånn at ja egentlig alle kan se hva du legger ut, så er det jo engelsk som blir språket.

Påvirker det målene dine, interessene dine eller hvor mye arbeid du legger ned på en måte? Forholdet ditt til engelsk?

Altså ja, det gjør jo på en måte, ja det gjør jo egentlig det når, for eksempel alle kommuniserer på engelsk så må jo du og nesten tilpasse til det så kanskje noe sånn ord og slang du må lære deg da. Haha.

Ja, ehm, hvor komfortabel føler du deg med å bruke engelsk på sosiale medier?

Jeg føler meg egentlig, der føler jeg meg egentlig ganske komfortabel, fordi altså da har jo du mobil og alt mulig autocorrect som bare retter opp hvis du skriver ett ord feil og folk flest skjønner jo egentlig hva du mener når du skriver iallfall. Så der føler jeg meg ganske komfortabel og egentlig null problem med å skrive engelsk.

Hvis du skulle lagt ut en video da, av deg snakke engelsk?

Da hadde jeg kanskje ikke vært så komfortabel, nei.

Hadde det vært på grunn av at det var engelsk eller fordi det bare var en video hvor du skulle snakke eller hva?

Jeg tror kanskje det hadde vært på grunn av engelsk, faktisk.

Føler du at engelsk er annerledes, at det er to typer engelsk, den på skolen og den på sosiale medier?

Ja, jeg føler det er to typer egentlig, det er mye mer, altså på sosiale medier, bryr egentlig ikke folk seg så mye om rettskrivning og sånn der og du skriver jo på en mye annerledes måte og mye andre ting enn du ville gjort på skolen da. På skolen er det kanskje sånn der, noveller du skal skrive eller litt sånn der, eller svare på en oppgave, mens på sosiale medier så er det kanskje mer diskusjon og sånn, der du diskuterer ulike tema og sånn.

Tror du at du lærer engelsk utenfor skolen?

Ja, det tror jeg, jeg har gjort det egentlig hele livet mitt, med tanke på altså jeg er ikke en som spiller veldig mye, men de fleste spillene jeg spiller har egentlig vært på engelsk og jeg vet at jeg har lært mye gjennom de spillene som jeg ikke har lært på skolen.

Så du tenker at spillene har størst påvirkning?

Utenom skolen, ja. Men altså har jo, skolen det er jo der jeg har lært engelsk. Men for eksempel forskjellige ord jeg aldri har liksom sett før, har liksom jeg lært, kanskje ikke kun på spill kan hende jeg har og fått gjennom sosiale medier men hvert fall jeg vet at spill, siden jeg har spilt helt siden ungdomsskolen, eller kanskje til og med 6./7. klasse, så har jeg fått veldig mye inn i meg.

Hvor mye tid bruker du på å lære engelsk for å kunne bruke sosiale medier?

Det er ingenting, tror jeg.

Du føler deg, hvis du skulle kun tenkt på bruk av engelsk innenfor sosiale medier, hadde du følt det utlært?

Nei.

Tror du at sosiale medier kan bli brukt innenfor klasserommet?

Eh, ja, altså hvis du skal se på sånn, du kan jo for eksempel diskutere, eller snakke med en annen klasse da fra et helt annet sted. Sånn kan jo du kommunisere gjennom for eksempel hvis dere så på samme oppgave og skal dere for eksempel sammenligne svar så går jo det an å bruke det sånn. Eller hvis for eksempel læreren ber deg lese en tekst og så skal dere se på hva folk har kommentert på for eksempel hva forskjellige syn andre folk har på teksten eller hva syn du har på teksten og sånn. Så går jo det an.

Tenker du at måten du bruker sosiale medier på kunne blitt brukt i klasserommet? Som en læringsmetode?

Eh nei kanskje ikke akkurat min, siden jeg tar egentlig ikke såp stor del i diskusjoner og sånn, eler kommenterer så mye på ting. Men jeg tror andre folk den måten de bruker medier kan absolutt bli brukt som læringsmetode.

Appendix 11 – Transcript of interview 4

Hva syns du om engelsk?

Altså om språket engelsk eller faget?

Språket.

Altså jeg er en gutt som liker veldig mye språk, som du kan høre er jeg ikke norsk, jeg er opprinnelig fra polen og har vært i Norge siden 2012. og jeg hadde den situasjonen at når jeg kom til Norge så kunne jeg nesten ikke engelsk, fordi opplæringen i engelsk i Polen er veldig dårlig. Så derfor kom jeg som veldig blind kan du si i Norge, så da kom jeg til Nygårdsskolen, som er borte nå, men det var den skolen som man fikk ett års opplæring i norsk, og etter det blir man plassert i norsk klasse da, hvor du utvikler språket videre som i norsk språk to kurs. Men i polen så var jeg veldig demotivert til å lære det engelske språket siden opplæringen var veldig dårlig og lærerne selv kunne veldig lite, for eksempel man kunne lære veldig få begreper eller setninger i løpet av semesteret. Men når jeg kom til Norge og måtte bruke engelsken til å kommunisere hvis jeg ikke kunne det norske ordet for det, ble jeg mer motivert for å lære det. I åttende klasse fikk jeg en veldig grei lærer som lærte meg språket på ett år kan man si. Siden overgangen min fra åttende til niende klasse var den største noensinne da fikk jeg min motivasjon til å lære engelsk, og nå snakker jeg faktisk mer engelsk enn noen av de andre språkene.

Så engelsk for deg er viktig?

Veldig viktig, spesielt da jeg kom til Norge da måtte jeg bruke det hvis jeg ikke kunne det norske ordet, men samtidig er engelsk ganske viktig når man er på nett og sånn. Og på grunn av globaliseringen så er engelsk det viktigste språket.

Hva syns du om engelsk timene/faget?

Altså om man snakker om hvordan det var før, så var det sånn at lærerne var alltid sånn at hadde forelesning så oppgaver, og kanskje innlevering. Men her på videregående og ungdomsskolen var det sånn at ofte timene var forskjellige at det var vanskelig å sammenligne timene på hva man har gjort. Mer interessert enn i for eksempel psykologien hvor det alltid er det samme med forelesningsdel, oppgavedel og så videre. Jeg syns ikke psykologien er et dårlig fag på grunn av dette men opplæringen til psykologien er litt kjedeligere enn den engelsken på grunn av man har ikke så stor variasjon som er i timene.

Liker du engelsk timene?

Ja jeg liker de veldig mye, faktisk ut ifra de tre fagene som vi skulle velge i andreklasser så er den på andre plass rett bak psykologien.

Føler du deg engasjert i engelsk timene?

Veldig mye, spesielt på hvor mye respondering resten av klassen ikke svarer, da har vi ofte sånn at jeg starter en debatt kan man si eller en sånn problemstilling som i fortsettelsen av den klassen snakker om dette.

Føler du at du får ta del i beslutningene i engelskfaget?

Beslutningene så vil jeg ikke har sagt det, siden det er ikke mye som vi på en måte hvis vi legger til noen forslag så er det ikke ofte at de forslagene blir tatt, så lærerne gjør noe på bakgrunn av dette. H*n «lærer 2» faktisk har lagt noen undersøkelser hvor han lot oss vurdere timene, hvordan timene har vært, for eksempel når han har prøvd noe nytt han har gjort for oss og videre, men jeg synes ikke det vi har svart på dette eller ikke har svart på dette skal påvirke hvordan han skal ha de videre timene.

Okei, ehm klarer du å se relevansen til engelsk timene til ditt eget liv på en måte?

Det spørres om hvilken del av engelsken, for nå så har vi om multikulturelle samfunnet og det er jo på en måte det som Bergen har, fordi her i Norge så er det veldig multikulturell, men hvis vi snakker om ting som for eksempel la oss si fake news da, så er det ikke det som er tingene jeg vil ha med videre, siden vi har det i de andre fagene, får å bare ta det opp igjen bare på engelsk er ikke en smart ting som de kunne gjøre på internasjonal engelsk.

Føler du deg komfortabel med å snakke engelsk?

Mer enn før ja, fordi før åttende klasse var jeg ikke den gutten som ville komme først med en presentasjon i det engelske faget fordi da var det litt pinlig for meg å stå foran og snakke engelsk for det var litt sånn stiv kan du si, jeg sa ordene for ordene men jeg hadde ikke noe flyt. Men nå så er jeg mer å snakke faktisk engelsk enn norsk.

Er du komfortabel med å skrive engelsk også?

Ehm, her går det faktisk på det samme det siste at det var ikke like komfortabelt før som det er nå, men på grunn av de engelske grammatikkreglene er ikke så vanskelige å skjønne for meg som de norske er det faktisk greit nok med å skrive engelsk ja.

Hva føler du egentlig motiverer deg mest til å lære engelsk innenfor klasserommet?

Altså engelsk innenfor klasserommet?

Ja er det på en måte, hvilke faktorer er det innenfor et klasserom er det som gjør at du blir motivert da?

Det kan være samarbeidet, hvis det er samarbeid på et godt nivå så er det jo mer komfortabelt å lære seg engelsk, samtidig som det er litt sånn kanskje tull innimellom hvis du er altfor fokusert hele veien er det vanskelig å holde seg til videre. Så derfor er det veldig med sånn tulling inni mellom fra eleven eller læreren sin side.

Lærer og de du går i klasse med og tema har en påvirkning på motivasjonen?

Ja, og i hvis tema er noe jeg ikke er interessert i så er jo det mindre interessert i å lære om dette, som for eksempel engelsk litteratur. Siden jeg ikke er glad i litteratur i det hele tatt.

Skjønner, når føler du deg mest motivert, hvis du skal sette det inn i en sammenheng, ikke sånn klokken syv om morgenen?

Da vil jeg si mest hvis det er et tema som jeg interesserer meg ja, som for eksempel nå som vi har om multikulturelle samfunn. Det er jo noe jeg måtte befinne meg i når jeg kom til Norge, og da er jeg mer motivert til å lære de ulike synspunktene og sakene.

Ja, hvilke mål er det du har innenfor det engelske faget?

Ehm, egentlige det målet jeg har mest er det som jeg har jobbet med mest er forståelse i en samtale, fordi mange ganger før så ble det kommentert for meg at engelsk aksenten min er ikke, den fins ikke rett og slett. Og samtidig var det vanskelig å skjønne noen ganger når jeg sier to ord som ligner på hverandre så ble jeg misforstått, så egentlig hvis den kunne blitt unngått da hvis jeg skulle reist til England eller USA eller hvilken som helst land da er det målet mitt å ikke bli misforstått i engelsk språklige land.

Bruker du engelsk på sosiale medier?

Egentlig bare engelsk.

Bare engelsk?

Bare engelsk, noen ganger er det polsk som kommer inn i bildet, eller spansk men mest er jo engelsk.

Når du sier at du har det på engelsk er det da at selve appen er på engelsk eller at du kommuniserer?

Altså at måten jeg kommuniserer og det som kommer opp til meg, de forskjellige da innleggende og bildene og kommentarene på engelsk.

Føler du at sosiale medier har en påvirkning på motivasjonen din?

Egentlig ja, men det spørres også hvilket sosialt medium det er, hvis vi snakker om for eksempel YouTube som er den jeg bruker mest så for å forstå de ulike engelsk videoene la oss si dokumentarer da eller bare fakta baserte videoer, så trenger jeg jo engelsk kunnskaper for å forstå. Så hvis jeg sliter med å forstå en del av noe jeg er interessert i, er eneste muligheten for å lære seg dette i en engelsk video. Så det er jo det som motiverer meg mest til å fortsette med engelsken.

Så det er hovedsakelig YouTube du bruker?

Ja, mhm.

Tror du sosiale medier har påvirket målene dine innenfor engelsk?

Med forståelsen ja, for det var alltid både muntlig forståelse altså hvis en person som snakker, slet jeg med å forstå dem hvis de for eksempel kom fra Australia som har en annen aksent enn Amerika. Også holder det med en tekst da for eksempel, en undertekst i en film for eksempel.

Hvor komfortabel føler du deg med å bruke engelsk på sosiale medier?

Altså hvis vi hadde en skala fra en til ti ville jeg mest sannsynlig sagt 8/9, fordi de ulike debatt av og til ser jo man debatt på Facebook innlegg da, og da er det ikke alltid jeg kan bruke de samme faguttrykkene på engelsk som jeg kunne på norsk eller polsk. Noen ganger er jeg i en situasjon hvor jeg kan ordet på polsk men ikke på norsk eller engelsk og motsatt, så jeg må blande mellom de.

Hvis du skulle sammenlignet hvor komfortabel du er med å snakke på sosiale medier til virkeligheten, hvor ville du rangert dem ved siden av hverandre?

Altså jeg ville ha sagt omtrent det samme, jeg vet at på sosiale medier altså sånn på YouTube da, at det er mer privat person og ingen vet navnet ditt eller etternavnet ditt med mindre du har

det i brukernavnet ditt. Men jeg tror ikke det gjør noe forskjell på hvor komfortabel jeg er. Altså hvis jeg skulle være deg, en person fra kommentarseksjonen ville jeg vært like komfortabel.

Oppfatter du engelsk på sosiale medier som nesten en annen type enn den du har på skolen?

Ehm ja, og det kan gå ut på at det er mange ord sånne faglige ord blir ikke brukt, men du har sånne ord som slang for eksempel eller ulike shortcuts. Og det er ikke det du hører i engelsk timene, da har jo du sånn faglig og høflig men mer sånn en virkelig situasjon som en jobbsamtale.

Føler du at du lærer engelsk utenfor skolen?

Ja, og da er det jo sosiale medier som spiller sin største rolle og egentlig den eneste rollen. For jeg ser ikke så ofte på videoene som for eksempel «how to get a better accent» og sånt, men da hører jeg heller på folk som snakker sånn for eksempel amerikansk engelsk eller britisk engelsk da prøver jeg bare å mime de kan du si.

Og da er det gjerne YouTube som er den største?

Ja.

Hvor mye tid tror du at du investerer i å lære engelsk på sosiale medier? Altså ikke sånn direkte men indirekte tid brukt.

Altså det kommer jo fra da innhold, som jeg sa da, hvis du bare leser gjennom meldingene da er det ikke noe du skal lære av dette, siden det bare er jo, hvis du har nok ord på en måte eller bra nok kan du si ordforråd forstår jo man ganske greit, men hvis du kommer til sånne avanserte ting som ulike matte videoer på engelsk eller historievideoer på engelsk da må du jo søke etter ordene du kanskje kan ikke, så da lærer du jo engelsk gjennom dette.

Så det spørs hva du ser på?

Mhm, ja. Jo mer fag det er, jo mer lærer du selvfølgelig. Da lærer du jo fag samtidig som ekstra ord.

Hvor ofte vil du si at du kommer innpå det faglige på sosiale medier?

Hmm.

Er det hver dag?

Nesten hver dag, ville jeg har sagt ja, siden jeg er ganske interessert i matte og historie og der er det som oftest på engelsk, de tilbyr meg de norske eller polske dokumentarene men samtidig er det ikke hver dag jeg er interessert i å gå på sånt vet du.

Så et par ganger i uken?

Ja jeg ville sagt mellom kanskje 4-5 ganger i uken.

Tror du at sosiale medier kunne blitt brukt mer i engelsk faget?

Altså hvis du snakker om aktuelle ting så ja, hvis du snakker om ting som for eksempel hva som skjer innenfor politikken la oss si, ulike tweets fra Donald Trump eller de andre ulike

partiene så da er det jo sosiale medier som spiller sin største rolle fordi de er med på å påvirke andre sine meninger. Så hvis de skulle bli brukt til de ulike synspunktene, ikke fra journalistene, men fra vanlige folk som for eksempel ungdommene, som skriver masse drit da om en bestemt sak. Men de skriver det på en sånn måte som får flertallet til å tro på det. Så er det sosiale medier som spiller den viktigste rollen innenfor påvirkning av andre.

Så du vil si at sosiale medier kan brukes når det gjelder aktuelle ting?

Ja de kanskje jo søke opp en ting fra la oss si fra andre verdenskrig som er like aktuell på en måte skrevet er like aktuell, vi har bare tekster som er skrevet fra den tid.

Så kunne du tenkt deg og hatt mer sosiale medier bruk i timene?

Altså spørres hvilket fag.

Ja altså i engelskfaget.

Jeg tenker på et tema innenfor engelskfaget ja, siden når vi hadde jo om fake news spilte jo sosiale medier en stor rolle fordi de var med på å danne de fake news som mange av oss trodde på, fordi de var realistiske. Men hvis vi snakker om fag som la oss si, som litteratur er det ikke like viktig.